4-1-1955

The Atlanta University Bulletin, s. III no. 90; The Catalogue 1954-1955; Announcements 1955-1956

Atlanta University

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ATLANTA UNIVERSITY
BULLETIN

CATALOGUE NUMBER
1954-1955

ANNOUNCEMENTS
1955-1956

ATLANTA UNIVERSITY
ATLANTA, GEORGIA
This is the General Catalogue of the University listing the general regulations and description of the work of the following:

The Graduate School of Arts and Sciences
The School of Social Work
The School of Library Service
The School of Education
The School of Business Administration
A separate Catalog is published for 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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<th>Date</th>
<th>Event</th>
</tr>
</thead>
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<tr>
<td>June</td>
<td>13</td>
<td>Monday</td>
<td>Registration for summer school.</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Tuesday</td>
<td>Summer school classes begin.</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Friday</td>
<td>Last day to register for credit. Examination in English fundamentals.</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Monday</td>
<td>Examination in foreign languages; required for the master's degree in arts and sciences; library service, and education.</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Friday</td>
<td>Last day to file candidacy for graduate degrees to be conferred in August.</td>
</tr>
<tr>
<td>July</td>
<td>4</td>
<td>Monday</td>
<td>Independence Day, a holiday.</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Saturday</td>
<td>Qualifying Examination (Preliminary Examination) for candidacy for the degree of Master of Arts with a major in education. Students must register for the examination in the Office of the Dean of the School of Education prior to the date of the Examination.</td>
</tr>
<tr>
<td>August</td>
<td>1</td>
<td>Monday</td>
<td>Last day to file theses for master's degrees to be conferred in August.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Thursday</td>
<td>Final examination for candidates for degrees to be conferred in August.</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Thursday</td>
<td>Summer School Convocation.</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Friday</td>
<td>Final examinations; summer school closes.</td>
</tr>
<tr>
<td>September</td>
<td>20</td>
<td>Tuesday</td>
<td>Registration for first semester.</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Wednesday</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>October</td>
<td>1</td>
<td>Saturday</td>
<td>Last day to register for first semester credit.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Monday</td>
<td>Examination in English fundamentals; required of all students in the University.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Wednesday</td>
<td>Last day to file candidacy for work to be completed in January, 1956.</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Thursday</td>
<td>Examinations in foreign languages required for the master's degree in arts and sciences, library service, and education.</td>
</tr>
</tbody>
</table>
Qualifying Examination (Preliminary Examination) for candidacy for the degree of Master of Arts with a major in education. Students must register for the Examination with the Dean of the School of Education prior to the date of the Examination.

Charter Day.

Thanksgiving holidays begin at end of scheduled classes.

Classes resume, 8:00 a.m.

Christmas recess begins at 12:30 p.m.

Christmas recess ends; classes resume at 8:00 a.m.

Qualifying Examination (Preliminary Examination) for candidacy for the degree of Master of Arts with a major in Education. Students must register for the Examination with the Dean of the School of Education prior to the date of the Examination.

Semester examinations begin.

First semester closes. Last day to file theses for work completed in January.

Atlanta University Center Convocation.

Registration for second semester.

Classes begin.

Last day to register for second semester credit.

Lincoln Day Program.

Examination in English fundamentals; required of all students in the University.

Examination in foreign languages; required for the master's degree in arts and sciences, library service, and education.

Last day to file candidacy for degrees to be conferred in June.
March 29 Thursday  Spring recess begins at end of scheduled classes.

April 3 Tuesday  Spring recess ends at 8:00 a.m.
18 Wednesday  Examination in English fundamentals; required of all students in the University.

May 19 Thursday  Examination in foreign languages; required for the master's degree in arts and sciences, library service, and education.
19 Saturday  Qualifying Examination (Preliminary Examination) for candidacy for the degree of Master of Arts with a major in education. Students must register for the examination with the Dean of the School of Education prior to the date of the examination.
21 Monday  Last day to file theses for master's degrees to be conferred in June.
24 Thursday
25 Friday  Final examinations for candidates for master's degrees to be conferred in June.
28 Monday  Semester examinations begin.

June 2 Saturday  Second semester closes.
3 Sunday  Baccalaureate Sermon.
4 Monday  Commencement Day.
11 Monday  Registration for summer school.
12 Tuesday  Summer school classes begin.

August 9 Thursday  Summer School Convocation.
10 Friday  Summer school closes.

FOUNDER’S DAY CELEBRATIONS

1955
October 16 Sunday  Atlanta University
December 6 Tuesday  Gammon Theological Seminary

1956
February 18 Saturday  Morehouse College
February 24 Friday  Clark College
March 12 Monday  Morris Brown College
April 11 Wednesday  Spelman College
BOARD OF TRUSTEES
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 .................................................. Laguna Beach, California
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 WEAISGER .................................................. Atlanta, Georgia
JOHN HERVEY WHEELER ................................................ Durham, North Carolina
CLAYTON R. YATES .................................................. Atlanta, Georgia

1954-1957
WILLETTE R. BANKS .................................................. Prairie View, Texas
J. W. E. BOWEN .................................................. Atlanta, Georgia
SHERMAN L. GREENE .................................................. Atlanta, Georgia
MARTIN L. KING .................................................. Atlanta, Georgia
GARFIELD D. MERGER .................................................. San Francisco, California
HENRY L. MINTON .................................................. New York, New York
CHAUNCEY WADDELL .................................................. New York, New York

ERNEST E. QUANTRELL .................................................. New York, New York
Trustee Emeritus

EXECUTIVE COMMITTEE

LAWRENCE J. MacGregor ............................................... BENJAMIN E. MAYS
TREVOR ARNETT .................................................. KENDALL WEAISGER
RUFUS E. CLEMENT .................................................. JOHN H. WHEELER

FINANCE COMMITTEE

C. EVERETT BACON ............................................... LAWRENCE J. MacGregor
LAWRENCE J. 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

* Deceased.
OFFICERS OF ADMINISTRATION

RUFUS EARLY CLEMENT, Ph.D.
President

PAUL INGRAHAM CLIFFORD, Ph.D.
Registrar

C. EVERETT BACON, B.S.
Treasurer

LAWRENCE DUNBAR REDDICK, Ph.D.
Librarian

SAMUEL MILTON NABRIT, Ph.D.
Dean of the Graduate School

WHITNEY M. YOUNG, JR., M.A.
Dean, School of Social Work

VIRGINIA LACY JONES, Ph.D.
Dean, School of Library Service

WESLEY J. LYDA, Ph.D.
Dean, School of Education and Director of Summer Session

SAMUEL Z. WESTERFIELD, JR., Ph.D.
Dean, School of Business Administration
ADMINISTRATIVE ASSISTANTS

Sadie Sims Allen, A.B. ................ Operator of Switchboard
Wilma J. Anderson, A.B. ........... Librarian and Secretary, School of Library Service
Carrie M. Ashmore, B.S. .................... Secretary, School of Education
Laura H. Banks .......................... Secretarial Assistant, Office of the Registrar
Addie Christler Batey .................. Secretary to the Comptroller
Carrie Washington Bell, A.B. ........ Secretary to the Dean, The Graduate School
Grace Minter Bickers ................... Secretarial Assistant, Office of the Registrar
G. Cletus Birchette, A.M. ............. Comptroller
Bertha Brown ................................ Secretary to the Dean, School of Education
Julia P. Brown ...................... Assistant, University Book Shop
Ernestine Moreland Comer, B.S. .... Secretary to the President
Helen McIntosh Coulborn, Ph.D.* ...... Director of Publicity
Mildred Faustine Cox, B.S. ............ Assistant, Office of the Bursar
Jessie Bentley Ebanks, B.S. .......... Secretary to the Dean, School of Business Administration
Ethel Sheftall Forbes .................. Manager, University Book Shop
Geneva E. Harrell ....................... Secretary to the Registrar
Mae Wynn Harvey ....................... Postmistress
Yvonne Arnold King .................... Assistant, Publicity Office
Constance Crocker Nabrit, B.S.S. ....... Administrative Assistant to the President

*Part of the year.
DORCUS R. PHOENIX ............... Secretary to the Dean, School of Library Service

PINKIE E. PORTER .................. Secretary, Purchasing Office

ELIZABETH RUSSELL ROBINSON ......... Secretary, Field Work Department, School of Social Work

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

GLADYS ZANDERS THOMAS ............... Secretary of Student Records, School of Social Work

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

MATTIE R. TILLMAN ..................... Cashier

RACHEL A. VINCENT, A.B. ............. Secretary, Phylon Office

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

WILHELMINA WHATLEY .................. Secretary to the Dean, School of Social Work

MADELINE VIVIAN WHITE .............. Administrative Assistant to the Dean, School of Social Work

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

* Part of the year.
LIBRARY STAFF

LAWRENCE DUNBAR REDDICK, Ph.D. .................. Librarian
GAYNELLE WRIGHT BARKSDALE, A.M. in L.S. Reference Librarian
BESSIE DREWRY BRISCOE, M.S. in L.S. ............ Cataloger
ETHEL BOWDEN HAWKINS, B.S. in L.S. Circulation Librarian
MARNESBA DAVIS HILL, B.S. in L.S. Librarian, Negro Collection
ANNABELLE M. JARRETT, A.B. ...................... Assistant Circulation Librarian
DELORES C. LEFFALL, M.S. ...................... Assistant Cataloger
EDWARD BLAKE MILLER, M.S. in L.S. Periodical Librarian
AUDREY DANIELS POWELL, B.S. in L.S. Reserve Librarian
Minnie Beeler Rowe. ...................... Assistant Cataloger
MILDRED M. FLOWERS* .................. Secretary, Correspondence and Research

FLORENCE TUCKER SMITH ........... Secretary, Finance and Records

BUILDINGS AND GROUNDS

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

BOARDING DEPARTMENT

LYDA McCREE KENNEDY, B.S. .................. Dietitian
THELMA JONES BUTLER, B.S.* .................. Assistant to Dietitian
JOSEPHINE DIDDLE MURPHY .................. Hostess
GERTRUDE E. ANDERSON, A.B. .................. Hostess

POWER PLANT

JOHN BAFFIN SHEPHERD .................. Chief Engineer
HENRY L. CONLEY, JR., B.S. .................. Engineer
HOWARD LEE RAY .................. Engineer

* Part of the year.
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.

FRANKIE V. ADAMS*  
Professor of Social Work  
Community Organization  
A.B., Knoxville College, 1925; Diploma, New York School of Social Work, 1927; A.M., New York University, 1937; Student, University of Michigan, 1954.

GENEVIEVE STRADFORD ALSTON  
Associate Professor of Social Work  
Psychiatric Social Work  
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.

WILMA JAYMES ANDERSON  
Librarian, School of Library Service  

CLARENCE ALBERT BACOTE  
Professor of History  

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

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

JESSE B. BLAYTON  
Professor of Business Administration  
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.

ATLANTA UNIVERSITY

LAURENCE E. BOYD  Professor of Education
B.S., Knox College, 1919; A.M., State University of Iowa, 1933; Ph.D., 1938.

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

HALLIE BEACHEM BROOKS*  Assistant Professor of Library Service

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

HALLIE BEACHEM BROOKS*
Assistant Professor of Library Service

BENJAMIN FRANKLIN BULLOCK
Education
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.

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

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

ESTELLE E. CLEMMONS**
Associate Professor of Social Work
A.B., Morris Brown College, 1936; M.S.S.W., Boston University School of Social Work, 1949.

PAUL INGRAHAM CLIFFORD
Associate Professor of Education
B.S. in Ed., Pennsylvania State Teachers College, 1938; A.M. Atlanta University, 1948; Ph.D., University of Chicago, 1953.

HORTENSE S. COCHRANE*
Professor of Social Work
Director of 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.

HELEN McINTOSH COULBORN
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.

GEORGE Anderson Davis
Assistant Professor of Business Administration
A.B., Howard University, 1949; M.B.A., Harvard University, 1951.

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.

JOSEPH Golden
Associate Professor of Social Work

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.

ANNETTE Lewis Hoage
Assistant Professor of Library Service
A.B., Fisk University, 1939; B.L.S., University of Illinois, 1941; M.S. in L.S., 1948; Student, Columbia University, 1953-1954.

Kimuel Alonzo Huggins
Professor of Chemistry
A.B., Morehouse College, 1923; M.S., University of Chicago, 1929; Ph.D., 1937.
ROBERT M. HUGHES  Lecturer, Social Work
B.S., Ohio State University, 1934; M.A., 1935; Ph.D., University of North Carolina, 1948.

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

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

RAS OLIVER JOHNSON  Professor of Education
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.

EDWARD ALLEN JONES  Professor of French
A.B., Morehouse College, 1926; Certificat d'Etudes Francaises, 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.

VIRGINIA LACY JONES*  Professor of Library Service
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.

EDWARD M. KAHN  Lecturer, Social Work
LL.B., Brooklyn Law School of St. Lawrence University, 1914; Student, New York School of Social Work, Summer, 1918; Special Work, New York School for Social Research, 1920; Special Work in Community Organization and Social Work Administration, University of Chicago, 1922.

SOLOMON A. KOFF  Lecturer, Social Work
M.D., University of Illinois, 1929.

LOU LABRANT  Guest Professor of English Education
A.B., Baker University, 1911; D.Lit., 1942; Fellow, Kansas, 1924-'25; A.M., 1925; Fellow, Northwestern, 1930-'31; Ph.D., 1932.

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

HORTENSE E. LILLY  
Assistant Professor of Social Work — Medical Social Work  

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

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

ANNIE LOU MCPHEETERS  
Lecturer, Library Service  
A.B., Clark College, 1929; Student, Teachers College, Columbia University, Summer, 1929; B.S. in L.S., Hampton Institute, 1933; Student, School of Library Service, Columbia University, 1941, 1947, 1954.

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.

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.

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

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

MARY LOGAN REDDICK  
Professor of Biology  
A.B., Spelman College, 1935; Student, Marine Biological Laboratory, 1936; M.S., Atlanta University, 1937; M.A., Radcliffe College, 1943; Ph.D., 1944.
MORRIS SIEGEL
Associate Professor of Sociology
B.S.S., The City College of New York, 1936; Ph.D., Columbia University, 1940.

HUGO SKALA
Professor of Economics
A.B., State College of Tabor, Czechoslovakia, 1915; A.M., University of Prague, 1917; LL.D., Charleris University, Prague, 1919.

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

JOSEPHINE FAWCETT THOMPSON
Instructor in Library Service
A.B., West Virginia State College, 1932; A.M., Atlanta University, 1939; B.S. in L.S., Atlanta University School of Library Service, 1944; M.S. in L.S., University of Illinois, 1954.

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.

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

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

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

PANSY HOOEY WASHINGTON
Assistant Professor of Library Service
B.S., Samuel Huston College, 1940; M.S. in L.S., University of Southern California, 1952.
AMANDA FUHR WATTS  
*Assistant Professor of Social Work, Field Work Supervisor*
A.B., Langston University, 1941; M.S.W., Atlanta University School of Social Work, 1947.

EDWARD K. WEAVER  
*Associate Professor of Education*
B.S., Langston University, 1933; M.S., State University of Iowa, 1937; Ed.D., Columbia University, 1946.

SAMUEL Z. WESTERFIELD, JR.  
*Professor of Business Administration*
A.B., Howard University, 1939; M.A., Harvard University, 1950; Ph.D., 1951.

WHITNEY M. YOUNG, JR.  
*Professor of Social Work*
B.S., Kentucky State College, 1941; Student, Massachusetts Institute of Technology, 1942-1943; M.A., University of Minnesota, 1947.

WILLIAM E. BURGHARDT 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.

STAFF OF UNIVERSITY LABORATORY SCHOOL

BEULAH ABLES LEWIS, A.M.  
*Principal*

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*
<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearl J. Clement</td>
<td>Librarian</td>
<td>A.B., Louisville Municipal College, 1934; B.S., Library School, University of Illinois, 1935; Assistant Reference Librarian, Atlanta University Library, 1953-1954; Librarian, Atlanta University Laboratory School, 1954-1955.</td>
</tr>
<tr>
<td>Anna Smith Idlett</td>
<td>Third Grade</td>
<td>A.B., Morris Brown College, 1929; Student, Atlanta University, Summer, 1943.</td>
</tr>
<tr>
<td>Theodora Fisher James</td>
<td>Music Instructor and Office Clerk</td>
<td>A.B., Spelman College, 1926; Student at Chicago Musical College, Summer, 1927; Atlanta University, Summer, 1944.</td>
</tr>
<tr>
<td>Laurie F. Johnson</td>
<td>Physical Education</td>
<td>A.B., Bennett College, 1942; Instructor of Physical Education, Atlanta University Laboratory School, 1954-1955.</td>
</tr>
<tr>
<td>Beulah Ables Lewis</td>
<td>Seventh Grade</td>
<td>Diploma, Atlanta University, 1915; A.B., Spelman College, 1934; A.M., Atlanta University, 1937; Student, Columbia University, Summer, 1939.</td>
</tr>
<tr>
<td>Vivian Jones</td>
<td>Third Grade</td>
<td>A.B., Morris Brown College, 1951; Student, Atlanta University Summer School, 1952; Instructor, Third Grade, Atlanta University Laboratory School, 1954-1955.</td>
</tr>
<tr>
<td>Ollie D. Love</td>
<td>Second Grade</td>
<td>Diploma, Tennessee A. &amp; I. State Normal, 1914; Student, 1922-1923; Summer, 1934; Student, Clark College Extension School, 1941-1942; Student, Morris Brown Extension School, 1948-1949; 1950-1951; Student, Atlanta University, Summers, 1949-1950; A.B., Morris Brown College, 1953.</td>
</tr>
<tr>
<td>Callie Mae Montgomery</td>
<td>First Grade</td>
<td>A.B., Morris Brown College, 1935; A.M., Atlanta University, 1938; Student, 1948-1949.</td>
</tr>
<tr>
<td>Julia Knight Neal</td>
<td>Fifth Grade</td>
<td>Diploma, Alabama State Teachers College, 1930; A.B., Morris Brown College, 1944; M.Ed., Atlanta University, 1947.</td>
</tr>
</tbody>
</table>
CATALOGUE

VIRGINIA TILLMAN WHATLEY
A.B., Spelman College, 1944; Student, Atlanta University, 1953-1954; Instructor, Fourth Grade, Atlanta University Laboratory School, 1954-1955.

SCHOOLS AND SUPERVISING TEACHERS
PARTICIPATING IN THE ATLANTA UNIVERSITY STUDENT TEACHING PROGRAM

ENGLISH AVENUE SCHOOL

Mr. Brainard S. Burch .................................. Principal
Mrs. Nancy L. Bryant ................................. Supervising Teacher
Miss Rubye Shelton ................................. Supervising Teacher

JOHN HOPE SCHOOL

Mr. Ralph A. Long .................................. Principal
Mrs. Evelyn N. Epps ................................. Supervising Teacher

BOOKER T. WASHINGTON HIGH SCHOOL

Mr. C. N. Cornell .................................. Principal
Mrs. Alverna S. Greene .......................... Sponsor
Miss Cleopatra Love ............................... Supervising Teacher
Mr. William L. Puckett ............................ Supervising Teacher
ATLANTA UNIVERSITY

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 Cytus W. Francis.
1888-1907 PRESIDENCY OF HORACE BUMSTEAD.
1907-1922 PRESIDENCY OF EDWARD TWICHELL WARE.
1922-1923 Acting Presidency of Myron W. Adams.
1923-1929 PRESIDENCY OF MYRON W. ADAMS.
1929-1936 PRESIDENCY OF JOHN HOPE.
1936-1937 Acting Presidency of Florence M. Read.
1937- PRESIDENCY OF RUFUS E. CLEMENT.

Atlanta University, a non-sectarian institution, is one of the 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 give 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 to 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 team work, the affiliation suggests unlimited possibilities — three institutions, having a total initial plant of ninety acres of land and thirty-eight buildings, located in the strategic center of the Southeastern states, and having a foundation of more than seventy-five years of efficient work. With each group keeping an individuality, yet combining forces, with overlapping eliminated and all facilities utilized, and with the backing of loyal groups of alumni in nearly every state, a great University for Negroes in the far South is assured.

THE WARE PROFESSORSHIP FUND

The Atlanta University graduates, former students, and their friends, in memory of the Ware family — Edmund Asa Ware, founder and first president of the University; Edward Twichell Ware, third president of the University; Mrs. Sarah Jane Twichell Ware; Mrs. Alice Holship Ware; Miss Emma C. Ware; Mrs. Gertrude Ware Bunce and Mrs. Katherine Ware Smith — have established the Ware Memorial Professorship Fund to which they have contributed over the years $70,878.31, 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 course requirements for the master's degree in three summers. For further information write the Director of the Summer School.

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 addition of a new wing in 1955 substantially increased the area of the Library building. The stack capacity of 250,000 volumes, almost doubles what it had been previously. The Library School now has new and more conveniently located quarters.

The library, originally 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. At present the library contains more than 135,000 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 700. 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. Opening from this on the left is the reserve book room, and on the right the periodical room. Further on, to the left, are the Lincoln Room and Seminar A. Offices, classrooms and the library of the library school are located in the new addition on 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. The six tiers of stacks also provide more than 60 individual study cubicles for students and faculty members, who may be pursuing long range studies. The third floor is still used by the School of Library Service.

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 some 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. Gifts of books, manuscripts, music and theatre materials — particularly the constant donations by Mr. Harold Jackman in memory of Countee Cullen — 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. In February, 1955, R. C. A. gave a beautiful high-fidelity record player.

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

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 the three 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.

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.”
Oct. 13 Forum. Hylan Lewis, Associate Professor of Sociology, Atlanta University. "National Development in the Gold Coast."

17 Charter Day Celebration. The Honorable J. Ernest Wilkins, Assistant Secretary of Labor.

19 Book Review Program. *Limits of the Earth*, Arnold Krochmal, Professor of Biology, Morris Brown College.

23 University Assembly.

26 Forum. Germaine Brée, Chairman, Department of Romance Languages, New York University. "Tendances de la poésie contemporaine."


27 Concert. Katherine Bacon, Piano (Spelman College).

Nov. 2 Lecture. John C. Kidneigh, Director of School of Social Work, University of Minnesota. "Curriculum Is a Means to a Goal."

5 Special Convocation. His Excellency William V. S. Tubman, President of the Republic of Liberia.

8 French Films. "La France des Quatre Saisons" and "Le Palais du Luxembourg."


13 Concert. Cham-Ber Huang and Ellie Mao, Hamonica and Soprano (Spelman College).

16 Book Review Program. *A Fable*, Thomas D. Jarrett, Associate Professor of English, Atlanta University.

22 Atlanta-Morehouse-Spelman Players in "The Burning Glass."

Dec. 10 Twenty-eighth Annual Atlanta-Morehouse-Spelman Christmas Carol Concert.

13 Forum. Arnold Rose, Professor of Sociology, University of Minnesota, with Kenneth Clark, Professor of Psychology, City College of New York. "Law and Social Change."


16 French Film. "Lamartine."
Jan. 12 Film and Lecture. Willard Givens, Former Executive Secretary of the NEA. "Audio-Visual Aids in Higher Education."

30 Atlanta University Center Convocation. Bishop Joseph Gomez, Tenth Episcopal District of the African Methodist Episcopal Church.


16 Forum. William M. Boyd, Professor of Political Science, Atlanta University. "The New Emancipation."

17 Concert. Morehouse College Glee Club.


8 Forum. J. Walter Wilson, Chairman, Department of Biology, Brown University. "The Contributions of Biology to Modern Living."

21 Atlanta-Morehouse-Spelman Players in "Thor, with Angels."

Mar. 27] 14th Annual Exhibition of Paintings, Sculpture, and Apr. 24| Prints by Negro Artists.

Apr. 8 Concert. Spelman College Glee Club.

10 Spelman College Founder's Day. John Hope Franklin, Professor of History, Howard University.

13 Forum. Paul Foreman, Chairman, Department of Sociology and Anthropology, University of Alabama. "Research and Action: The Armed Forces."

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 — totalling less than twelve credit hours per semester per credit hour per week for one semester ............................................. 13.00

Late registration fee .................................................. (per semester) 5.00
Activities fee 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
Laboratory fee — 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 .......................................................... 243.00
Double room ............................................................ 216.00

The Veterans Administration will allow for thesis typing:
Double space — with required copies ............... .25 per page
Single space — with required copies .............. .50 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 fees, are due at the beginning of each semester.

For boarding students the year is divided into nine months of four weeks each. Board and room must be paid by the semester, or on the following dates: September 20, October 17, November 14, December 12, January 16, February 13, March 12, April 9, and May 7.

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.
* This fee is charged each semester or summer session in which the student receives consultation from his thesis adviser or advisers, or uses the facilities of the University in the execution of his research, provided no other tuition fees are paid to the University by the student during that semester or summer session.
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 $48.00 per four weeks for a double room, and $54.00 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 ............................................... $432.00-$486.00
Fees (Matriculation, Health Service, Activities) ........ 20.00
Laundry, pressing and incidentals ............................. 75.00
Textbooks and supplies ......................................... 75.00

Total ................................................................. $956.00

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 Executive Secretary, Regents of the University System of Georgia, 20 Ivy Street, S. E., 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 his college record, 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 of a school and the certification of the Registrar of the University.

In order to become 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 third
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 form provided for the purpose. This form may be obtained at the office of the Registrar and application must be on file on or before the date stated in the University calendar.

GENERAL REQUIREMENTS FOR MASTER'S DEGREE

It is the intention of Atlanta University that the master's degree shall represent graduate work equivalent in quality and quantity to the master's degree in colleges and universities of highest standing. This predicates that a student shall meet the equivalent of a bachelor's degree of high standing before being admitted to candidacy for the master's degree. When preliminary work is necessary, it shall not count toward the degree.

Graduates of colleges whose requirements for admission and graduation are considerably below those for colleges of highest standing, or of colleges whose standing is not well known to the administrative officers, and graduates of any college who have not sufficient preparation for advanced work in their particular subject of study, will probably find it necessary to devote two years to their study for the master's degree.

For a graduate of an approved college, who is well prepared for advanced study in his chosen field, the master's degree will be granted on fulfillment of the following requirements:

1. At least nine months' residence or three summer sessions of nine weeks at the University. A candidate for the master's degree is not credited with "residence" if he enters a course scheduled for a semester or a summer session later than one week after the opening date. Withdrawal from
a 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. Candidates for degrees in the School of Arts and Sciences, School of Library Service, and School of Education must meet the foreign language requirements. A reading knowledge of French or German as evidenced by an examination at the University is required. In special cases application may be made to the University Senate for permission to substitute Spanish for French or German in the School of Library Service, School of Education, 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. After September 1, 1954, the School of Business Administration will not have a foreign language requirement for the degree of Master of Business Administration. Mathematics for Business, a non-credit course will be required of all students in the School of Business Administration during the first term of the year in which they enroll. All students currently enrolled in the School of Business Administration who have not completed the requirements for the degree of Master of Business Administration have the option of satisfying the present foreign language requirements or successfully completing the course, Mathematics for Business.

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 and the Dean of the 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.)

Students who are working toward a master's degree are expected to complete all the requirements for the degree within five calendar years after the date of their matriculation (first registration) at the University.

DEGREE OF DOCTOR OF PHILOSOPHY

Only in exceptional instances, when all the factors are favorable, i.e., in the case of a qualified professor and an exceptionally able student in a given department, will the University offer work leading to the degree of Doctor of Philosophy.

MAINTENANCE OF STANDARDS

The University reserves the right to require at any time the withdrawal of students who do not maintain the required standards of the University in scholarship, who cannot remain in the University without danger to their own health or the health of others, or whose presence is found to lower the moral tone of the University.
Courses numbered 400-499, while intended primarily for graduate students, are, subject to the approval of the instructor, open to students of senior college rank of Morehouse College, Spelman College, Clark College and Morris Brown College. Courses numbered 500-599 are open only to graduate students who have fulfilled prerequisites.

**BIOLOGY**

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

3 credits each semester.

463-464. NEUROLOGY. A study of the forms of the nervous system and the functional significance of its chief subdivisions in general is followed by a review of the architectural relations of the more important functional systems. Two lecture-discussions and one three-hour laboratory period each week. Prerequisite: Approval of instructor.

3 credits each semester.

465-466. GENERAL PHYSIOLOGY. A study of the properties and physio-chemical constitution of living matter; role of surface forces in living matter; permeability and related phenomena; viscosity of protoplasm; physiological effects of ions; bioelectric potentials; cataphoresis and electroendosmosis; hydrogen-ion determination; special activities — circulation, contraction, inhibition, transmission in nerve, respiration, excretion, reproduction, endocrines. Prerequisites: Twelve hours of biology, one year of college physics, inorganic and organic chemistry. Two lectures, one recitation, six hours laboratory.

4 credits each semester.

471. GENERAL PARASITOLOGY. A course with emphasis upon general principles of parasitism and biological interrelationships as illustrated by protozoan, helminth, and 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.

501-502. CYTOLOGY. The general objectives of this course are to introduce the student to some of the aspects of cellular structure and function as revealed by some of the methods used to approach an understanding of the cell. Emphasis is placed on the chemical, physical and morphological structure of the cellular organoids in relation to their specific function or functions. The laboratory work is designed to develop some of the techniques used to study these structural and functional characteristics. Two lectures and six laboratory hours.

3 credits each semester.

505-506. ENDOCRINOLOGY. A general consideration of the phylogeny, embryology, histology, and physiology of the glands of internal secretion. Demonstrations, class experiments, and individual laboratory problems provide training in experimental methods and techniques. Two lecture-discussions and two two-hour laboratory periods each week. Prerequisite: Approval of instructor.

3 credits each semester.

507-508. ADVANCED GENERAL PHYSIOLOGY. Designed to give the student preliminary training in research methods in direct collaboration with the instructor. A program of advanced experiments will be arranged by individual conferences for students who need additional experience in certain techniques, or who desire training in special fields of preparative work before undertaking physiological research. Conferences and two three-hour laboratory periods each week.

3 credits each semester.

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

547-548. SEMINAR IN BIOLOGICAL PROBLEMS. Required of all graduate students in the department. No credit.

CHEMISTRY

461. 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 the-
ories of acids and bases; (2) Valency and bonding; (3) The Wer-
ner complexes; (4) Reactions in liquid ammonia; etc.

462. **Advanced Analytical Chemistry.** A study of the principles of
chemical equilibrium and their applications to analytical proce-
dures.

3 credits each semester.

463. **Selected Topics in Organic Chemistry.** A series of lectures
on recent contributions in the field of organic chemistry. Pre-
requisite: 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 determina-
tions. 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 re-
actions met with in elementary organic chemistry, and a critical
discussion of the electron theory of valence, tautomeration, molecu-
lar 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, carbo-
ydrates 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.

505-6. **Chemical Thermodynamics.** Fundamental principles of ther-
modynamics and their application to the interpretation of chemi-
cal phenomena.

3 credits each semester.
507. **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.

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.

509. **Chemical Kinetics and Catalysis.** The fundamentals and theory of reaction rates. Theory and applications of catalysis. 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, Wicksellian, 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.

421. **Basic Economic Problems.** A discussion of basic economic principles, an analysis of present economic problems on scientific background, an interpretation of elected economic theory and an introduction to graduate study of economics. 3 credits.

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. 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. 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.

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.

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, international cartels, commodity agreements, international trade organizations, et cetera. Prerequisite: Elementary Economics. 3 credits.
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.

511-512. ECONOMIC ANALYSIS. An interpretation and analysis of the scope 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; monopoly; and economic aims. Prerequisite: Elementary Economics. 3 credits.

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

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 usually 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.

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.

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

454. The Age of Pope. A study of neo-classicism, with special emphasis on the writings of Pope. 3 credits first semester.

455. The Age of Johnson. The non-dramatic literature of the latter half of the eighteenth century is studied. 3 credits second semester.

461-462. Shakespeare. An intensive study of the important plays of Shakespeare. 3 credits each semester.

468. The Age of Dryden. A study of Dryden and his major contemporaries. 3 credits second semester.

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

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

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

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

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

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

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

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

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

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

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

506. **ENGLISH DRAMA FROM 1660 TO 1800.** A survey of the Drama in England from 1660 to 1800. 3 credits second semester.
507. **THE LITERARY HISTORY OF ENGLAND.** The literary history of England from the beginning to 1500. 3 credits first semester.

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 second semester.

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

545. **PROSEMINAR: MATERIALS AND METHODS OF RESEARCH.** Lectures and exercises in research in literature and language, with emphasis on thesis problems. Required of all graduate students in English. 3 credits first semester.

**ENGLISH — EDUCATION MINOR**

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

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

410. **NATURE OF LANGUAGE.** An investigation of the steps by which language grows in the individual, of current trends in English, and of the ways in which our language works in society. 3 credits.

411. **THE TEACHING OF LITERATURE IN HIGH SCHOOL.** Examination of the reading abilities of American high school students, and of their potential development as readers of the various levels and types of literature. 3 credits.

413-414. **DEVELOPMENTAL LANGUAGE ARTS PROGRAM.** An introductory course dealing with reading, writing, talking and listening on a whole school basis. Diagnosis, remedial and developmental procedures, evaluation of specific high school classes and use of these classes as laboratory. Practical application of theories examined. Laboratory work on appointment. 3 credits each 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.

405. Methods of Teaching French. A study of the aims and methods of several phases of the teaching of French. The shifts in emphasis since 1900 are highlighted. 3 credits, first semester.

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 mediaeval French literature, with some basic elements of phonology and morphology. 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
SYNTHESSES
(Prerequisite for all other courses in the Department)

401-402. A SYNTHESIS OF HISTORY — ANCIENT. A course of reading and note-taking in Ancient History to establish a basis in general historical knowledge sufficient to permit students to proceed to specialized graduate studies in history.


AMERICAN HISTORY

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.

521. Historical Methods. A study of the techniques of historical research and of scholarly writing. 3 credits first semester.

Prehistory and Ancient History

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 1st Dynasty of Babylon; what is known of India in the Amri and Harappa periods (Indus Valley); what is known of China from the Yang Shao period to the Shang Dynasty; and Crete through the Minoan periods. Narrative as such is not considered in lectures, but is included in required reading for Egypt and Mesopotamia.
433-434. NEW WORLD PREHISTORY. Archaeological discoveries of pre-Columbian man in the Americas. Problems of the peopling of the Americas. Food-gathering and food-producing. Rise of "urban" or "civilized societies." 3 credits each semester.

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

EUROPEAN AND WORLD HISTORY

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

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 principals, 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 Nationalism from the Seventeenth Century to the Establishment of German Nationality, 1870.** The course concerns both cultural, political, and social-economic processes. There is an analysis of the nature of nationalism as a composite historical phenomenon, with an attempt to penetrate beneath surface events. The usual succession of events in the period is interpreted, so far as possible, to show causes, and so to permit an
assessment of the importance of the general theme, nationalism, and of other 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.

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

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

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

473. America from 1828 to 1865. A study of the plantation system; Negro slavery; social and political philosophy of the South; rise of democracy; anti-slavery movement; and the Civil War. 3 credits first semester.
475-476. America from 1865 to 1917. An intensive study of the reconstruction period; the participation of the freedmen in government; rise of big business; expansion of agriculture; and the growth of imperialism. 3 credits each semester.

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

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.

452. Political Parties in the United States. Party alignments in the United States since 1789. Considerable attention is given to the development of party theory, the functioning of political groups and political organizations. Offered at Morehouse College. 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 the master's degree in mathematics, the department requires a minimum of 24 graduate hours including Mathematics 411 and 412 or equivalent. Students 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 thesis 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.

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. **Integration.** Measures. Measurable Sets and Functions. Lebesgue 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. 2 credits.

535. **Elementary Set Theory.** Union and Intersection. Set Rings and Algebras. Mappings. Similarity and Cardinal number. 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**

451. **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. Offered at Morehouse College. 3 credits first semester.
ATLANTA UNIVERSITY

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

452. Political Parties in the United States. Party alignments in the United States since 1789. Considerable attention is given to the development of party theory, the functioning of political groups and political organizations. Offered at Morehouse College. 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

461. History of Political Thought (Political Theory: Plato to Machiavelli). Leading topics of study and discussion will be the successive influences upon political theory of Greek thought, Old and New Testaments, the Roman doctrine of natural law, Church and State in the middle ages, and Machiavelli and the emergence of the modern state. Offered at Morehouse College. 3 credits first semester.

462. Modern Political Theory (Political Theory: Machiavelli to Present). A study of the results of the Reformation and of the Industrial Revolution upon political thought. While the political philosophies of such men as Hobbes, Locke, Montesquieu and Rousseau, etc., will be basic in this course, some attention will be
given to such systems as pluralism, social Darwinism, Fascism and Communism.
Offered at Morehouse College. 3 credits second semester.

INTERNATIONAL LAW AND DIPLOMACY

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

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

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 first 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 AND ANTHROPOLOGICAL THEORY. European backgrounds and the characteristics of the major and more significant sociological systems; the principal fields of present-day sociological and anthropological interest; and, a critical examination of the major controversial issues in contemporary American sociological and anthropological 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 first 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 second semester.

480. Collective Behavior. A study of the psychic qualities and mechanisms in group behavior—crowds, mobs, publics, mass behavior, fashions, fads, and social movements. 3 credits second semester.

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 alternate years.

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

429. Cultural Anthropology. A basic survey course dealing with man and his cultures. Anthropological data will be presented on such subjects as man's place in nature; race and race problems; social structures; economic, political, and religious systems; and the use of the cross-cultural approach to modern problems. 3 credits each semester.

412. Social Organization. A course dealing with the social institutions of societies throughout the world, with major emphasis on pre-literate peoples. The subjects treated will include kinship organization; marriage; the family; economic, political and religious institutions in terms of their social significance. 3 credits alternate years.
410. **Culture and Culture Change.** This course presents the various anthropological theories relating to the concept of culture, and critical analyses of theories of culture change, including evolution, invention and diffusion, the role of the individual, et cetera.

3 credits second semester — alternate years.

472. **Problems of Africa.** A broad survey of Africa's physical and human resources, the political organization of the continent, its economic structures, and the problems of development deriving from these inter-related factors.

3 credits first semester.

473. **Peoples of Africa.** A survey of the societies and cultures of African peoples primarily as they functioned prior to the establishment of European control in the continent. The impact of European culture upon African ways of life will be examined in terms of problems of change and development.

3 credits second semester.

474. **Primitive Religion.** A course presenting the religious beliefs and practices of societies other than our own, with special emphasis on the secular theories of religion.

3 credits first semester.

475. **Primitive Economics.** A course devoted to examining the economic systems developed in societies other than our own: techniques of production, the mechanics of exchange and distribution, concepts of property, the role and cultural significance of economic surpluses, and human values relating to the economic sphere of life.

3 credits second semester.

476. **Anthropology and Modern Problems.** Anthropological approaches to emerging problems of modern societies throughout the world. Relevant theories and methods to understanding and solving problems in modern societies will be emphasized.

3 credits 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.
409. **Culture, Society, and the Individual.** Cross cultural description and analysis of cultural-social institutions and personality. 3 credits either semester.

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

500. **Seminar in Social Organization.** Theory and method of studying contemporary civilized communities throughout the world: African, European, Asiatic, and North American societies. 3 credits either semester.

**Social Organization, Social Change and Social Disorganization**

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.

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.

483. **Social Change.** The processes and mechanisms of change in modern society; personal and social concomitants of social change. 3 credits either semester.

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.

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.
THE SCHOOL OF SOCIAL WORK

The Atlanta University School of Social Work was organized in 1920 by a group of social workers and socially-minded laymen called together by Jesse O. Thomas. It was incorporated under the Laws of Georgia in 1925 and became an integral part of Atlanta University in 1947.

Twenty-seven of the thirty-five years of the School's existence were under the directorship of Dr. Forrester B. Washington who retired in 1954. It was under Mr. Washington's administration that the School grew from an institution which admitted only high school graduates to one of graduate level awarding the Master of Social Work degree. Membership in the American Association of Schools of Social Work was granted in 1928 and the School is a charter member of the Council on Social Work Education which succeeded the Association in 1952. Under Dr. Washington's leadership, the School achieved national and international recognition through the placement and outstanding work of its close to one thousand graduates and it also pioneered in a number of areas of training, such as block field work. In addition to its regular training program the School's psychiatric training program was accredited in 1948 and its group work sequence in 1949. Now having met all requirements for the medical sequence, it is awaiting approval in this area.

Recently the School revised its administrative structure and its overall curriculum in keeping with the recommendation set forth by the Commission on Accreditation of the Council on Social Work Education. Continuous study and evaluation of the School's program of education is carried out through active committees made up of both faculty and agency representatives. Enrollment is now limited to 100 students, in order to insure top quality both in student admissions and in agencies' selection for field training.

The School of Social Work has its own building, recently renovated, which stands in classic dignity on the beautiful University campus, surrounded by the other colleges which, under the leadership of Atlanta University, are cooperating in the development of the Atlanta University Center.

The University community offers many cultural and recreational opportunities to augment the study program. Recitals, concerts, dramatic productions, and public lectures
and forums on important and timely subjects are open to the students.

Atlanta, one of the largest cities in the South, is a railroad and airlines center and is easily accessible. It also affords opportunities for relaxation, culture, and excitement as varied as the School’s full scale academic program.

EDUCATION FOR SOCIAL WORK

Social work education is professional training for practice in a specialized area of service. It aims toward the accumulation of a body of knowledge and skill and the identification of principles that will enable the student to think critically and analytically and to develop self discipline necessary for competent professional practice. The profession rests upon a philosophy which commits its practitioners to definite social values concerning the dignity and importance of every individual.

PROGRAM OF INSTRUCTION

The plan of study given at the School has attempted the development of an integrated program which includes classroom study, field work practice and completion of a research project. Because it is felt that every student should be provided with a clear understanding and conviction about common human needs, important processes in social work and present programs of social services, a basic core of courses is required of all students. This is usually offered at the beginning of training and emphasizes common principles and concepts utilized in all areas of social work practice.

There is, however, in the more advanced stage of training, opportunity for students—depending on their past experiences, attitudes, interests, and capacities—to secure more intensive preparation, both in the field and class, in certain specialized areas of social work. Faculty advising aids the student in making this choice, either in Case Work (Family, Child Welfare, Medical, Psychiatric, Probation and Parole) Group Work or Community Organization.

Special emphasis on training of personnel for vocational rehabilitation positions is a new feature of the curriculum.
The curriculum of the School embraces three sequences considered to be essential in education for the profession. These are Social Services, Human Growth and Development and Social Work Practice. Because of the School's unique and valuable field work plan, its program of instruction is divided into units rather than quarters or semesters which with slight variations follow the regular semester plan of the University.

**A NORMAL TWO-YEAR PROGRAM OF STUDY**

<table>
<thead>
<tr>
<th>First Unit</th>
<th>September 21-January 31</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td><strong>Theory</strong></td>
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<tr>
<td>Case Work I</td>
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<td>2</td>
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<tr>
<td>Group Work I</td>
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<tr>
<td>Research I</td>
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<tr>
<td>Human Growth and Development I</td>
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<td>3</td>
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<tr>
<td>Social Services I</td>
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<tr>
<td><strong>Field Work</strong></td>
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<td>Concurrent — 2 full days per week</td>
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<th>Second Unit</th>
<th>February 1 through May 31</th>
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<tr>
<td><strong>Theory</strong></td>
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<tr>
<td>Case Work II</td>
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<td>or</td>
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<tr>
<td>Group Work II</td>
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<tr>
<td>Community Organization I</td>
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<tr>
<td>Research II</td>
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<td>Human Growth and Development II</td>
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<td>Social Services II</td>
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<tr>
<td><strong>Field Work</strong></td>
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<td>Concurrent — 2 full days per week</td>
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<th>Third Unit</th>
<th>June 1-July 31</th>
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<tr>
<td><strong>Theory</strong></td>
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<tr>
<td>Case Work III (Medical, Psychiatric, Family,</td>
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</table>
Child Welfare, Probation and Parole) ............ 2
or
Group Work III .................................. 2
or
Community Organization II ....................... 2
Human Growth and Development III .............. 2
Physical and Mental Aspects of Illness
or
Personality Factors in Group Work and
Community Organization ..................... 2
Social Services III ................................ 2
Problems and Programs in Housing
Social Work Administration ....................... 2
Thesis Seminar ................................... 1
Electives

FOURTH UNIT September 1-February 28
Block Field Work ................................ 14
Out of town or local

FIFTH UNIT March 1-June 4
Theory
Advanced Seminars ............................. 2
Case Work (Medical, Psychiatric, Family,
Child Welfare, Probation and Parole)
or
Group Work .................................... 2
or
Community Organization ..................... 2
General Seminar in Social Work ................... 2
Thesis ........................................... 5
Electives ......................................... 1
Psycho-Analytical Theory
Programs and Problems in Housing

FIELD WORK PROGRAM

Two plans of field work training are employed by the School, Concurrent and Block. Under the Concurrent Plan or Course No. 593, a student attends classes 3 days per week pursuing field work 2 days per week for 8 consecutive months. Course No. 593 or beginning field work which begins two weeks after classes merits 4 University credit hours per
semester covering a work week of a minimum of 16 hours to which agencies are requested to adhere.

Under the *Block Plan* or Course No. 594, the student attends no classes and is available to an agency on a full-time basis for a period of a minimum of 6 months. This advanced course gives 14 University credits, approximating a work week of a maximum of 36 hours weekly. A student is eligible for an advanced experience upon obtaining satisfactory credit for beginning field work or Course No. 593 and three units of classroom courses.

Field work agencies are selected by the *Field Work Committee* as extensions of the School's educational training program. Agencies which accept a student training program in cooperation with the School are expected to meet criteria established by the Committee.

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

To assure the unity of field and classroom teachings, the *Out-of-Town Supervisors' Conference* is held at the School annually at University expense—during the time block students are in field work placements. Approximately 3 days are spent in discussing the mutuality of classroom and field work teaching and in conferring with the faculty. This Conference permits field work supervisors and faculty to understand each other's program and to share jointly in the responsibility inherent in strengthening a student training program. This Conference also provides an opportunity for all supervisors including local to obtain an intimate knowledge of the operation of the School.

As an additional device for sustaining school-agency relationship in student training, an annual *Institute on Supervision* is held during the time beginning students are in the agencies. The Institute sessions are planned for a three-day period to offer faculty and local supervisors an opportunity to exchange thinking around common problems of student training, to reach understanding of student learning needs, to highlight areas requiring further study and research, and to suggest a program of action and/or follow-up.
GENERAL INFORMATION

ADMISSION REQUIREMENTS

Prospective students should determine their eligibility for admission prior to the time of enrollment. Application must be made on the forms 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 with the exception of personal rating sheets which the applicant requests former instructors to fill out.

Application forms must be filed in duplicate with a personal photo attached to each and a health certificate when returned to the School. Request for further information and applications for admission should be made to Whitney M. Young, Dean, Atlanta University School of Social Work, Atlanta, Georgia.

Admission to the professional curriculum is based on the following requirements:

1. A Bachelor's degree from an approved college or university.
2. An academic average in undergraduate work of approximately B.
3. Twenty-four semester units of credit in undergraduate courses distributed among at least three of the following subjects: economics, political science, psychology, sociology and anthropology.
4. Personal qualifications acceptable for entrance into the profession of social work.
5. An autobiographical sketch.
6. So far as possible, applicants will be required to submit themselves to a personal interview by representative or agent of the School in their own territory.
7. The admission of applicants over forty years of age is not encouraged unless the person has had paid professional social work experience.
REQUIREMENTS FOR MASTER OF SOCIAL WORK DEGREE

FULL-TIME STUDENTS

The degree of Master of Social Work is conferred as a professional degree 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 with a grade of 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 — 33 to 40 in class work, 22 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 examination in Fundamentals of English.

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.

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 may 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.

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.

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 Laws 346 and 550, and for rehabilitation training under Public Law 16. Verification of eligibility must be secured from the Veterans Administration by the veteran prior to enrollment.

Summer School

Under the Over-All Program of the School, there is no formal summer school. The Third Unit, a regular time sequence in the new Over-All Program, is offered during the period formerly devoted to summer school.

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

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

Special courses are also offered for teachers, ministers and other professional groups who are interested in program planning and in recreational skills.

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 department heads of 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.

LIBRARY FACILITIES

The Trevor Arnett Library is used by all University students. This building, a magnificent structure, is a gift from the General Education Board. It stands on the block of land now owned by Atlanta University at the south end of Chestnut Street between Spelman College and Morehouse College. This location has made possible bringing together in one building the book collections of the affiliated institutions — Atlanta University, Morehouse College and Spelman College, and so makes available to students unusual advantages
for study, reference, and cultural reading. The library has a seating capacity of 600 and stack space for 250,000 volumes.

The School has placed its large collection of books on social work in the Trevor Arnett Library where they are available to students of the four liberal arts colleges, the graduate and professional schools of the University and Gammon Theological Seminary, as well as to its own students.

**Grades**

The following system of grades is in use in the School:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>70-79</td>
</tr>
</tbody>
</table>

The lowest satisfactory grade for a student is “C.” “Incomplete” indicates the student is working on some assignment the 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.

**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.

**Required Books and Supplies**

The School requires a minimum of textbooks to be owned by the student and a maximum of reference reading to be provided through books and periodicals purchased by the School and placed in the Library.

General expenses for books and other necessary school equipment usually are from $15 to $30 per unit.

**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 paid for by the Veterans Administration at the following rates:
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.

**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, and to stimulate professional consciousness.

**Alumni Association**

An active Alumni Association is maintained through a series of local Chapters scattered over the country and through the election of officers and an executive committee at the time of the annual meetings of the National Conference of Social Work. The Alumni Association gives support not only to the School’s program of professional education for social work but also to the general over-all University program.

The present officers of the National Alumni Association of the School are:

- Mr. Frank T. Wood, President
- Mr. Douglas Williams, First Vice President
- Mr. Samuel Rice, Second Vice President
- Miss Mollie Faison, Secretary
- Mrs. Mae Harper Lucas, Treasurer
FEES AND EXPENSES FOR 1955-56

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

The academic year for the School of Social Work differs somewhat from that of the other schools of the University. Tuition charges payable according to the University's Semester system are as follows:

First Year

First Unit Tuition Payable Sept. 21, 1955 ........ $150.00
Second Unit Tuition Payable Feb. 1, 1956 ........ 150.00
Third Unit Tuition Payable May 31, 1956 ........ *112.50

Second Year

Fourth Unit Payable Sept. 21, 1955 (for October, November, December and January) ........ 150.00
Fifth Unit Payable Feb. 1, 1956 (beginning of 2nd semester) ................................... 150.00
Fees for single courses — per credit hour 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 6-1-55, 9-21-55, 2-1-56, 9-1-55, 3-1-56 .................. 5.00
Activities fee — all students, payable yearly at time of registration .................. 10.00
For students taking less than 9 hours .................. 5.00
Graduation fee .................................. 15.00
Health service fee — payable by resident students at first registration, per year ........ 5.00
Board and room per year (Two Units)
Single room .................................. 486.00
Double room .................................. 432.00
Board and room for Third Unit (June-July), per week .................................. 12.00

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

Field Work Travel Expense Fee ........ $50.00 minimum

**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.

**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.

**Delinquent Financial Obligations**

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

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

**Duplicate Transcript Fee**

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

**Refunds**

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

Students who find it necessary to withdraw from the School should notify the Dean of the School and the Registrar of the University.
SOCIAL WORK TRAINING SCHOLARSHIPS
AND STIPENDS AVAILABLE DURING
THE SCHOOL YEAR 1955-56

Several forms of student aid are available ranging from room, room and board, board and a stipend in the case of certain group work agencies, to grants as high as $100 a month in certain case work and community organization agencies. Students placed for block field work in psychiatric settings in veterans facilities may receive financial aid in relation to the Veterans Administration program.

The following list of agencies which provide aid is not static as it changes from year to year in relation to agency programs for student training:

Chicago Commons Association, Chicago, Illinois
Child Welfare Board, Cuyahoga County, Cleveland, Ohio
Crownsville State Hospital, Crownsville, Maryland
Family Service of Cincinnati and Hamilton County, Cincinnati, Ohio
Flint Child Guidance Clinic, Flint, Michigan
Manhattanville Neighborhood Center, Inc., New York
Sunnycrest Farm for Boys, Cheyney, Pa.
United Neighbors Association, Philadelphia, Pennsylvania
Urban League of Cleveland, Cleveland, Ohio
Veterans Administration Hospital, Montrose, New York
Veterans Administration Hospital, Northport, Long Island, New York
Wharton Centre, Philadelphia, Pa.
New York State Training School for Boys, Warwick, New York

Scholarships and Fellowships

Several tuition work scholarships will be awarded by the School to qualified students who in return will work in the school offices a certain number of hours per week.

Forrester B. Washington Scholarship

The Forrester B. Washington Scholarship of $400 is awarded annually by the New York Alumni Chapter to a student who meets the admissions requirements of the
School and who lives within a radius of 50 miles of New York. Applications for this scholarship may be secured from the Chairman of the Scholarship Committee, Mrs. Beulah Clark Watson, 27-30 Butler Street, East Elmhurst 69, New York.

**National Mental Health Act Traineeships**

Training grants of $1,600 a year are available to qualified second year students in psychiatric social work through a grant of funds under the United States Mental Health Act.

**Vocational Rehabilitation Traineeships**

Traineeships of $1,600 a year are available to qualified students in vocational rehabilitation through a grant of funds from the Office of Vocational Rehabilitation, Washington, D.C.

**Loan Funds**

The Forrester B. Washington Alumni Student Loan Fund, established by the Alumni of the School, is available for emergency student assistance.

**Rotary Educational Foundation of Atlanta**

Aid in the form of loans to students of the School is made available by the Rotary Foundation of Atlanta. Available to second year students only.

**Required Books and Supplies**

The School requires a minimum of textbooks to be owned by the student and a maximum of reference reading to be provided through books and periodicals purchased by the School and placed in the Library.

General expenses for books and other necessary school equipment usually are from $15 to $30 per unit.

**Part-time Employment**

*Working One’s Way Virtually Impossible*

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 this reason it is practically futile for a student to count on working his way through the School of Social Work.

AGENCIES AND SUPERVISORS PARTICIPATING IN FIELD INSTRUCTION

The following agencies and supervisors cooperated with the School in the supervision of students in field work during the school year 1954-55. These supervisors are considered faculty members because field work teaching is as much a part of the pedagogical system as classroom work.

Jewish Board of Guardians, Hawthorne, New York — Mr. Jack Adler

Wharton Centre, Philadelphia, Pennsylvania — Miss Fannie Alien

Department of Public Welfare, Atlanta, Georgia — Mrs. Alfred T. Anderson

Family Service Society, Atlanta, Georgia — Miss Alberta Austin

Division of Mental Health, Washington, D. C. — Miss Lucile Backus

Wharton Centre, Philadelphia, Pennsylvania — Mr. Daniel Bernstein

United Neighbors Association, Philadelphia, Pennsylvania — Mr. Milton Brown

Sunnycrest Farm for Boys, Cheyney, Pennsylvania — Mr. Lewis Bruce

Child Guidance Clinic, Flint, Michigan — Mr. Max Bruck

Carver Community, Atlanta Housing Authority, Atlanta, Georgia — Mrs. Maggie Carter
Northside Center for Child Development, Incorporated, New York, N. Y. — Mr. Victor Carter

Travelers Aid Society, Atlanta, Georgia — Miss Loretta Chappell

Butler Street YMCA, Atlanta, Georgia — Mr. Warren R. Cochrane

Atlanta Urban League, Atlanta, Georgia — Mr. Clarence Coleman

Gate City Day Nursery Association, Atlanta, Georgia — Mrs. Lillian Collins

Family Service of Cincinnati and Hamilton County, Cincinnati, Ohio — Miss Dorothy Cunningham

American Red Cross, Atlanta, Georgia — Miss Martha Dennison

Crownsville State Hospital, Crownsville, Maryland — Mr. DeSales W. Dyson

Duke University Hospital, Durham, North Carolina — Miss Merle E. Foeckler

United Neighbors Association, Philadelphia, Pennsylvania — Mr. Bradford Fraley

Phyllis Wheatley YWCA, Atlanta, Georgia — Mrs. Edith Hambrick

Family Service Society, Atlanta, Georgia — Miss Virginia Hannon

University Homes, Atlanta Housing Authority, Atlanta, Georgia — Mrs. Ethel Harvey

Veterans Administration Hospital, Montrose, New York — Mr. Stanley Hirsch

United Neighbors Association, Philadelphia, Pennsylvania — Mr. Michael Iskander

Butler Street YMCA, Atlanta, Georgia — Miss Evelyn Jefferson
Grace-New Haven Community Hospital, New Haven, Connecticut — Mrs. Allene Jackson

United Neighbors Association, Philadelphia, Pennsylvania — Mr. Harry Jackson

Manhattanville Neighborhood Center, New York, New York — Mr. Milton Lebowitz

Marcy Center, Chicago, Illinois — Mr. Hazzard Parks

Child Service Association, Atlanta, Georgia — Miss Mary Price

Emerson House, Chicago, Illinois — Mr. Norbert Simon

Family Society of Philadelphia, Philadelphia, Pennsylvania — Miss Eleanor Solovey

Crownsville State Hospital, Crownsville, Maryland — Mrs. H. P. Trader

Urban League of Cleveland, Cleveland, Ohio — Mr. Arnold B. Walker

Department of Public Welfare, Atlanta, Georgia — Mrs. Amanda Watts

Cuyahoga County Welfare Department, Cleveland, Ohio — Mrs. Margaret Wunsch

New York State Training School for Boys, Warwick, New York — Mr. Sidney Zirin

Veterans Administration Hospital, Northport, Long Island, New York — Mr. Abraham Zuckerman
DESCRIPTION OF COURSES

SOCIAL WORK PRACTICE

500. 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.
Mrs. Alston and Miss Lilly

501. 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.
Mrs. Alston

502. 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.
Mrs. Alston and Miss Lilly

503. MEDICAL SOCIAL CASE WORK I (an advanced course). The purpose of the course is to help the student gain knowledge, understanding and skill in the adaptation of generic case work principles and methods to working with the individual who is ill, his problems in relation to his illness, medical care and subsequent treatment. The course also aims to develop the student's concept of the social worker as related to the patient, the doctor, the nurse and other hospital personnel and to community agencies. The student is also helped to gain knowledge and understanding of the influence of the medical setting upon case work practice. 2 credits.
Miss Lilly

504. 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. 

Mrs. Alston

505. Case Work IV (Seminar). Aims to assist advanced 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:

506. Case Work IV Seminar with Families. Discussion centers around typical problems and cases referred to family case work agencies, and 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. 

Miss Lilly

507. Case Work IV 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. 

Miss Lilly

508. Medical Social Work Seminar. This section of the Seminar is designed to broaden and deepen the student's knowledge of the administration and function of medical social work within the institutional setting and problems involved in the extension of services to groups of patients and the development of medical social work and its movement outside of the institution setting. The leadership of the Association in the area of maintenance of standards and functions is also stressed. 2 credits. 

Miss Lilly

509. Case Work IV 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-awareness and understanding as criteria for effecting therapeu­tic relationships and a continuing orientation in regard to psycho-dynamics of human behavior. 2 credits. 
Mrs. Alston

510. CASE WORK IV 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 psycho-dynamics of human behavior. 2 credits. 
Mrs. Alston

550. INTRODUCTION TO GROUP WORK. The course deals with an examination of the field and practice of social work. Emphasis is placed upon (1) the group process as one of the major social work processes and upon the different needs of people in their development which can be met in groups through the use of the professional social group worker; the group situation and the program of selected activities. 2 credits. 
Mrs. Johnson

551. SOCIAL GROUP WORK II. This course deals with the recognition of emotional aspects of individual and group behavior. Emphasis is placed upon the application of group work process in the planning of programs to meet individual and group needs. 2 credits. 
Mrs. Johnson

552. 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. 
Mrs. Johnson and Mrs. Logan

553. 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 indoors and outdoors 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 field above. 2 credits.
Mrs. Johnson and others

554. 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.
Mrs. Johnson and others

555. SUPERVISION IN GROUP WORK. A course designed to acquaint social group work students with the philosophy and methods of supervision of staff and volunteers. It is concerned with the administrative and educational aspects of supervision, the relationship of supervisor and supervisee and the learning process. 2 credits.
Mrs. Logan

556. 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.
Mrs. Johnson

557. GROUP WORK IV 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 agency situations. 2 credits.
Mrs. Johnson and Mrs. Logan

558. RECREATIONAL LEADERSHIP I. Beginning course in methods and resources for utilizing recreational activities in the public school curriculum. Emphasis is placed upon games and dances for the various school age levels. 3 credits.
Mrs. Johnson

559. RECREATIONAL LEADERSHIP II. Advanced course emphasizing the basic principle in developing creative programs with children. 3 credits.
Mrs. Johnson
576. **COMMUNITY ORGANIZATION I.** This course will be focused on providing social workers with a knowledge of the methods, principles, and skills needed in the practice of Community Organization. Particular attention will be given to planning to meet broad community social welfare needs in relationship to resources, ways of utilizing citizens in Community Organization will be emphasized. 2 credits. Miss Adams

577. **COMMUNITY ORGANIZATION II.** In this course those students desiring to specialize in Community Organization will consider methods of securing community support, committee organization, roles of the professional worker and interagency relationships. Particular attention will be centered in the technique and values of citizen participation. 2 credits. Miss Adams

578. **COMMUNITY ORGANIZATION III.** Those concerns pertinent to agency executives and department directors will be discussed. Included for consideration will be total agency program planning, staff supervision, campaign direction, participation in and formulation of social policy, research and professional advancement. 2 credits. Miss Adams

585. **SOCIAL RESEARCH I. Methodology of Social Research.** Directed toward the development of a research point of view toward all social work theories and practices. Emphasis is placed on the use of statistical technique as a background for the understanding and appreciation of the fundamental principles of scientific method as applied to Social Research. 2 credits. Dr. Golden

586. **SOCIAL RESEARCH II. Research in Social Work.** Theory of practice in the use of research methods in dealing with the 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. Dr. Golden
587. **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. 5 credits. Faculty.

588. **THESIS SEMINAR.** This course focuses the previous research courses on the problems of selecting a topic and developing a research design. It also considers formal aspects of thesis writing. 1 credit. Dr. Golden

400. **THE FIELD OF SOCIAL WORK.** This course is designed to acquaint the advanced undergraduate student with the organization, history and philosophy of social work in America. Included will be discussion of social legislation, social security, various insurance and employment benefits. The course will conclude with a review and explanation of a typical community's resources for help in adjusting personal problems whether they be economic, physical or emotional. 2 credits. Miss Adams and Faculty

589. **SOCIAL WORK SEMINAR.** This course is required of all students. The course aims to assist advanced students in deepening and crystallizing their understanding and philosophy of social work; to afford the student an opportunity under leadership to exchange ideas about and attitudes toward the profession of Social Work and to contribute further to an integration of theory with practice. Two weekly class hours of the course are devoted to general social work content and one weekly class hour is devoted to special settings. 2 credits. Mr. Young and Miss Lilly

590. **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. Field Work Faculty in Case Work

591. **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.

Field Work Faculty in Group Work

592. 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 Faculty in Community Organization

593. BEGINNING FIELD WORK. Beginning students registered for full-time work are required to spend an eight 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 reserves the right to make the final decision. 1st and 2nd Units; 8 credits.

Field Work Department Faculty Members

594. ADVANCED FIELD WORK. Advanced students registered for full-time work are eligible for a six months' span of specialized block field work in selected social agencies 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

HUMAN GROWTH AND DEVELOPMENT

(These courses in Human Growth and Development are presented by a special team composed of a psychiatrist, a psychologist, a doctor and social workers.)

600. HUMAN GROWTH AND DEVELOPMENT I. This course, taught by a team of physicians, a psychiatrist and social workers, is the first of four sequential courses which provide understanding of all aspects of human growth and development. Information is given about normal development from birth through adolescence: the medical disease processes; development of the ego, conscience and instinctive forces and the dynamics of behavior. 3 credits.

Mrs. Alston et al
601. **HUMAN GROWTH AND DEVELOPMENT II.** This course considers the adaptive process through the stages of young adulthood, adulthood, middle age and old age: history and development of mature medicine and psychiatry: knowledge of medical and psychiatric disease processes, homeostasis and psychopathology (neurotic syndromes, character disturbances, et cetera). 3 credits. 

Mrs. Alston et al

602. **HUMAN GROWTH AND DEVELOPMENT III. (A) Physical and Mental Aspects of Illness.** This advanced course increases knowledge and understanding of organic and functional diseases and the individual patient's emotional manifestations thereof. The medical social histories and findings with medical, social, emotional and psycho-physical implications for diagnosis and treatment are presented for each clinical demonstration in a hospital. 2 credits. 

Dr. Koff and Miss Lilly

602. (B) **Personality Factors in Group Work.** A presentation of the application of the knowledge of behavior in the practice of group and community work. Emphasis will be placed on the recognition of personality factors which affect group situations and the role of the professional worker. 2 credits. 

Dr. Isenberg

604. **PSYCHO-ANALYTICAL THEORY.** A clinical review of the principles of diagnosis, evaluation and treatment, with attention to the integration of psychotherapy with social therapy. Discussion will include transference and counter-transference, play techniques and interpretation of behavior. 1 credit. 

Dr. Isenberg

**SOCIAL SERVICES**

700. **SOCIAL SERVICES I.** This course is designed to introduce the student to the field of social work, basic concepts, historical development and underlying philosophy. Emphasis is on private agency development. However, public welfare up to the Social Security Law is included. The common elements which appear in all processes are discussed and the student is helped to see the influence of social and economic conditions on the availability of social services. 2 credits. 

Miss Adams and Mr. Young
701. Social Services II. The historical development, the philosophy, principles and nature of public welfare and related service are presented. Health and medical care programs including the function of social work, are examined. An introduction to legal concepts with emphasis on law as a resource in social adjustment constitutes a major portion of the content. 2 credits. Mrs. Watts, Mr. Kahn, Miss Lilly

702. Social Services III. 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. Mr. Thompson

703. 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. Elective. 2 credits. Mr. Kahn

704. 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 counseling. 2 credits. Mrs. Cochrane

705. 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.
Mrs. Alston

706. 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.
Mrs. Cochrane

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

2 credits.
Miss Adams
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 first and third floors of the Atlanta University Library. The special library of the School contains the essential books, journals, and other materials pertinent to librarianship as well as the necessary audio-visual equipment. In addition, the reference, general and special collections of the University Library are available.

The annual enrollment in the School of Library Service is limited to approximately 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 Dean 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 opin-
ion. The preparation of librarians who are to assume educational leadership indicates a closer relationship between professional education and general education at the undergraduate and graduate levels. Thus applicants for admission to the School of Library Service should have a broad general education deeply rooted in the social, scientific and humanistic disciplines.

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

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

**ADMSSION 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 Dean 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 University Senate.
   Final examination, oral and written, covering graduate courses and the master's essay.

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

5. Submission of the master's thesis.

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

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

REGISTRATION

Students are required to register at the office of the Registrar of the University on the days for registration indicated in the calendar. A fee of $5.00 is charged for late registration. Registration is not complete and students will not be admitted to classes until fees have been paid.
FIELD WORK

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

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

PLACEMENT

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

TUITION AND FEES (SEE PAGE 32)

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

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

- Books and Materials ........................................ $ 30.00
- Field Work .................................................. 80.00
- Total ......................................................... $110.00

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

UNIVERSITY AID

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, 1955. These scholarships are not available for summer study, they can only be used by students who are pursuing a full-time program towards the master's degree in the regular school year.

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.
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 Methods in Library Service. Thesis proposals, progress reports on research and reports based upon the completed research project are presented and discussed. 6 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. 3 credits.
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. Offered during the summer session only. 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.

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.

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.

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.

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.

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.

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.
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 public 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 his college record, 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 standardized 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 Measurement.

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 forms which may be secured at the Office of the Registrar. These applications must be filed on or before the date stated in the Calendar.

GUIDANCE AND STUDENT WELFARE

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

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

One of the 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 Dean 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 Dean of the School of Education, will serve as advisers 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 Dean 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 Measurement
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 Measurement, is designed to help the student in developing an integrated understanding of the basic concepts of human behavior, and an understanding of the problems and practices associated with the measurement and evaluation of this behavior.

**ENGLISH FUNDAMENTALS**

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

**THE 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 Measurement*. 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 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 beginning of the first semester and near the close of each semester and of the summer session.

After the student has passed the Preliminary Examination in Education, the Examination in English Fundamentals, and the Reading Knowledge Examination in French or German, 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 Measurement, 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, master teachers, counselors, and school psychologists.

GENERAL REQUIREMENTS FOR THE M.A. DEGREE

The minimum number of semester hours of graduate work required for the Master of 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 Measurement
      (1) Students who fail either of these courses after enrolling in them for two different semesters will not be allowed to re-enter these courses for a third time.

2. The test in English fundamentals.

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

4. Pass the 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 University Senate, may be substituted for French or German under certain conditions.

7. The Graduate Record Examination.

8. Success in the course in Methods of Educational Research 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.
Development of the Thesis

The purpose of the thesis is to give the student the kinds 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.
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.

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 two copies of the thesis to the Dean of the School of Education, who arranges for the student’s final oral examination.

The Final Oral Examination for the M.A. Degree

The purpose of the final 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 program 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 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 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 and Its Measurement</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>
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<tr>
<td>519</td>
<td>Advanced Educational Psychology</td>
<td>3 hrs.</td>
<td>15</td>
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<tr>
<td>520</td>
<td>Advanced Educational Psychology</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>
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<tr>
<td>454</td>
<td>Administration and Interpretation of Mental and Educational Tests</td>
<td>3 hrs.</td>
<td>24</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 in Education</td>
<td>3 hrs.</td>
<td>30</td>
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</table>

30 hrs.

### 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 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 and Its Measurement</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 Elective</td>
<td>3 hrs.</td>
<td>24</td>
</tr>
<tr>
<td>409</td>
<td>Directed Observation in Demonstration School or Elective</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>

30 hrs.
### 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 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 and Its Measurement</td>
<td>3 hrs. 6</td>
</tr>
<tr>
<td>430</td>
<td>Educational and Vocational Guidance*</td>
<td>3 hrs. 9</td>
</tr>
<tr>
<td>571</td>
<td>Methods of Educational Research</td>
<td>3 hrs. 12</td>
</tr>
<tr>
<td>463</td>
<td>Adolescent Psychology</td>
<td>3 hrs. 15</td>
</tr>
<tr>
<td>535</td>
<td>Mental Hygiene</td>
<td>3 hrs. 18</td>
</tr>
<tr>
<td>453</td>
<td>Statistics in Psychology and Education</td>
<td>3 hrs. 21</td>
</tr>
<tr>
<td>454</td>
<td>Administration and Interpretation of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mental and Educational Tests</td>
<td>3 hrs. 24</td>
</tr>
<tr>
<td>554</td>
<td>Seminar in General Counseling Methods</td>
<td>3 hrs. 27</td>
</tr>
<tr>
<td>555</td>
<td>Counseling Internship</td>
<td>3 hrs. 30</td>
</tr>
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</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 Cr.</th>
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</thead>
<tbody>
<tr>
<td>545</td>
<td>Curriculum Foundations</td>
<td>3 hrs. 3</td>
</tr>
<tr>
<td>546</td>
<td>Human Behavior and Its Measurement</td>
<td>3 hrs. 6</td>
</tr>
<tr>
<td>482</td>
<td>Child Psychology</td>
<td>3 hrs. 9</td>
</tr>
<tr>
<td>571</td>
<td>Methods of Educational Research</td>
<td>3 hrs. 12</td>
</tr>
<tr>
<td>418</td>
<td>Teaching of Health</td>
<td>3 hrs. 15</td>
</tr>
<tr>
<td>491</td>
<td>Teaching of Reading</td>
<td>3 hrs. 18</td>
</tr>
<tr>
<td>401</td>
<td>Methods and Materials of Classroom Procedure or Elective in Elementary Education</td>
<td>3 hrs. 21</td>
</tr>
<tr>
<td>409</td>
<td>Directed Observation in Demonstration Schools or Elective in Elementary Education</td>
<td>3 hrs. 24</td>
</tr>
<tr>
<td>560</td>
<td>Elementary Curriculum Planning and Evaluation</td>
<td>3 hrs. 27</td>
</tr>
<tr>
<td>485</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>

*Includes occupational information and other informational services for counselors.
5. COURSES LEADING TO THE M.A. DEGREE IN SECONDARY SCHOOL ADMINISTRATION\(^1\)

<table>
<thead>
<tr>
<th>Course Number</th>
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</tr>
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<tbody>
<tr>
<td>545</td>
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<td>3 hrs. 3</td>
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<tr>
<td>546</td>
<td>Human Behavior and Its Measurement</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>

\(^1\) Principals 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.
<table>
<thead>
<tr>
<th>Course Number</th>
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<tbody>
<tr>
<td>545</td>
<td>Curriculum Foundations</td>
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<tr>
<td>546</td>
<td>Human Behavior and Its Measurement</td>
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</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>483</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>Electives in Teaching Field (Graduate Courses)</td>
<td>9 hrs. 27</td>
</tr>
<tr>
<td></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 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 and Pre-history
  - Political Science
  - Sociology and Anthropology
- School of Business Administration
- School of Education
  - Home Economics Education
  - Professionalized Subject Matter Courses
SUMMER PROGRAM FOR THE PREPARATION OF SUPERVISING TEACHERS OF STUDENT TEACHERS

(Certificate Plan)

OUTLINE FOR SUPERVISING TEACHER CERTIFICATE IN GEORGIA

FIRST SUMMER

Workshop in Supervision of Student Teaching........ 3 hrs.

(Education 567)

FOLLOW-UP SUBSEQUENT SCHOOL YEAR

Internship for Supervising Teachers of Student Teachers ......................... 3 hrs.

(Education 569)

SECOND SUMMER

Seminar for Supervising Teachers of Student Teachers .. 3 hrs.

(Education 573)

Total Required ........................................... 9 hrs.

Requirements for admission to the program include the following:

1. Possession of a 4-year professional certificate.
2. One year of successful teaching experience.
3. Recommendation of the College one serves or proposes to serve.

The second phase of the program — Internship for Supervising Teachers of Student Teachers — should be taken during the school year following the completion of the first phase; however, one must have the opportunity to work with student teachers while enrolled for this phase of the program.
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 Measurement .......................... 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

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 ........................ 9 hrs.

FOLLOW-UP FALL SCHOOL TERM

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

SECOND SUMMER (SV-5)

Human Behavior and Its Measurement ................................... 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 ..................................... 9 hrs.

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 ............... 9 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 Measurement .......................... 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.

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.

(Offered only in the summer.) 6 credits.

511. Supervised Field Experience for Supervisors and Principals. This course is primarily designed to meet requirements for the P-5 and SV-5 Certificates for principals and supervisors, respectively.

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.

(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.

**Supervision of Student Teaching**

567. **Supervision of Student Teaching.** This course is the initial phase of the program for the preparation of supervising teachers of student teachers. It is concerned with an educational viewpoint demanding competence which excels in the understanding and direction of child and adolescent growth and development; the function of the school; and the role of teachers in the development of good schools. Special instruction will take place toward developing 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.

High place will be given to curriculum planning; schedule making; studying and grouping pupils; selection and evaluation of instructional materials, methods, and techniques, and evaluation of teaching with reference to pupil growth toward desirable and selected behavior patterns.

Forms for observation, teaching plans, and forms for evaluation will be studied, discussed and constructed. Types and functions of conferences in student teaching programs will receive special consideration. The major emphasis throughout will be upon the formulation of sound guiding principles for the various tasks involved in the supervision of student teachers. Workshop principles and techniques will be used throughout the course.

3 credits.

569. **Internship for Supervising Teachers of Student Teachers.** This course is essentially a laboratory course in which principles
and suggested methods and techniques arrived at in the initial course for supervising teachers are tested in school situations.

The group meetings are seminar-clinic situations where there is an exchange of reports, analyses, interpretations, and evaluations of ways of working with student teachers to the end of refinement of principles, methods and techniques through the pooled thinking of the whole group. Critical examination of the literature related to the problem of guiding student teachers is an important part of the course.

This course must be taken at the time and under the conditions specified in the planned sequential program which appears in the catalogue under the heading: Program for the Preparation of Supervising Teachers of Student Teachers. 3 credits.

573 Seminar for Supervising Teachers of Student Teachers. This course is the third phase of the program for the preparation of supervising teachers of student teachers. It will be summative and evaluative in nature, looking forward to further improvement in the competencies of supervising teachers.

Emphasis will be given to conceptualizing the experiences in the first and second phases of the program. The work of the course culminates in the preparation of a report written for publication. 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
tion.
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.
CATALOGUE

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 Counseling

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 occupational information, the applications of guidance techniques including interviews and observation; to the place of guidance in the classroom and other school activities; to counseling with pupils and parents regarding study, discipline, health, emotional and vocational problems.

554. Seminar in General Counseling Methods. This course aims to familiarize students with a wide range of desirable counseling 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 counseling situations.

555. Counseling Internship. The internship in Guidance and Counseling 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 counseling departments and render service to these departments as regular counselors.

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 group and individual 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 MEASUREMENT. 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 individual's behavior during the transition from childhood to adulthood. The biological, sociological and psychological aspects of adolescence are examined. 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 ELEMENTARY AND SECONDARY SCHOOLS. This course offers opportunity for observation and supervised apprenticeship in teaching in elementary schools and in the various teaching fields on the secondary school level. Activities preparatory for and supplementary to the apprenticeship 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 full school day for nine weeks in the school to which he is assigned. Two hundred twenty-five (225) 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. 6 credits each semester.

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.

593. FOUNDATIONS AND COMMUNITY RESOURCES FOR INDUSTRIAL ARTS AND VOCATIONAL EDUCATION. This course is designed for teachers in vocational, technical, and evening schools, and teachers in other types of formalized adult education programs. Emphasis will be given to studying and grouping students, curriculum planning, schedule making, selection and evaluation of instructional materials, methods and techniques; and evaluation of student growth toward desirable and selected behavior patterns. Special consideration will be given to criteria for the evaluation and utilization of community resources for laboratory experiences in industrial arts and vocational education. 3 credits.

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.
SCHOOL OF BUSINESS ADMINISTRATION

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

AIM

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

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

SCOPE OF THE WORK

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

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 an acceptable grade.

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

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

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

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

For students in groups 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 the 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 minima as prerequisites for admission to the School of Business with intention to earn a Master of Business Administration degree:

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

1. English — twelve hours, including six hours of composition.
2. College Mathematics — six hours.
3. Modern Foreign Language — twelve hours.
5. Courses necessary to complete the 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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<tr>
<th>First Semester</th>
<th>Hrs.</th>
<th>Second Semester</th>
<th>Hrs.</th>
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<tbody>
<tr>
<td>Principles of Accounting</td>
<td>3</td>
<td>Theory of Accounts</td>
<td>3</td>
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<tr>
<td>Economics of Business</td>
<td>3</td>
<td>Economics of Business</td>
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<td>Business Statistics</td>
<td>3</td>
<td>Business Statistics</td>
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<td>Marketing</td>
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<td>Marketing</td>
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<td>Money and Banking</td>
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<td>Money and Banking</td>
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<td>Mathematics for Business</td>
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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, twenty-one hours will be required as follows:

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hrs.</th>
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<tr>
<td>Business Law</td>
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</tr>
<tr>
<td>Business Finance</td>
<td>3</td>
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<tr>
<td>Industrial Management</td>
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<tr>
<td>Public Policy and Private Enterprise</td>
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<tr>
<td>Elective</td>
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<tr>
<th>Second Semester</th>
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<tbody>
<tr>
<td>Business Law</td>
<td>3</td>
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<tr>
<td>Labor Problems</td>
<td>3</td>
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<tr>
<td>Industrial Management</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
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Electives: Nine hours of elective work will be agreed upon between the faculty and 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 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.

Beginning September 1, 1954, the School of Business Administration will not have the foreign language requirement for the degree of Master of Business Administration. Mathematics for Business, a non-credit course will be required of all students in the School during the first term of the year in which they enroll. All students currently enrolled in the School who have not completed the requirements for the degree of Master of Business Administration have the option of satisfying the present foreign language requirement or successfully completing the Mathematics for Business course.
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.

SCHOLARSHIPS

A limited number of scholarships are available in the School for qualified persons. These scholarships carry stipends up to $300.00. Prospective students of high academic standing may write directly to the Dean of the School for additional information with respect to the scholarship awards.

PLACEMENT

At present the demand for qualified graduates of the School has exceeded the supply. Naturally, we are not in a position to give complete assurance that all graduates will continue to be placed. However, thus far we have had little difficulty in assisting graduates to locate congenial employment.
COURSES OF INSTRUCTION

PRODUCTION

400-401. LABOR PROBLEMS AND INDUSTRIAL RELATIONS. The first part of the course treats the labor movement in the U. S.; rise of trade unionism, structure and objectives of unions, role of minority groups in the labor movement, statistical analysis of the labor market, regulatory activities of the government in the labor market; legal, political, and social aspects of collective bargaining. The second part of the course is concerned with the economics of income and employment and through the case method treats the wage and non-wage aspects of collective bargaining.

Three credits each semester.

402-403. INDUSTRIAL MANAGEMENT. 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 of industrial organizations.

Three credits each semester.

MARKETING

420-421. MARKETING. 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 distribution 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 ac-
tivities. The second semester seeks to show the inter-relationship 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.

Three credits each semester.

422. RETAILING PRINCIPLES AND PRACTICES. This course gives consideration to the following: The origin and development 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.

Three credits first semester.

423. 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 the student will develop a facility for the solution of specific advertising problems and an understanding for the relationships between advertising and other business areas.

Three credits second semester.

FINANCE

440-441. MONEY AND BANKING. The principles of money and banking with specific 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 Europe. Prerequisites: Elementary Economics.

Three credits each semester.

442. 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.

Three credits first semester.

443. PROBLEMS IN BUSINESS FINANCE. Approach to the financial problems of both small and large enterprises by the case method; security distribution and public regulation; extension of sources of corporate data supported by critical class analysis. Seminar discussions may be required. Prerequisite: Business Finance.

Three credits second semester.

444. 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.

Three credits second semester

CONTROL

460. MATHEMATICS FOR BUSINESS. This course is designed either as a refresher or as an introductory treatment of the fundamental mathematical operations and functions which are utilized in business calculations. Beginning with such elementary concepts as fractions, decimals, aliquot parts, significant digits, signs, rounding, square roots, and reciprocals, it will include also percentages, interest (simple and compound) and annuities, discounts, logarithms, simultaneous equations, ratio and proportion, progression, and the binomial theorem. Considerable emphasis will be placed on the operation of calculating machines.

A non-credit course.

461. 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.

Three credits first semester.

462. THEORY OF ACCOUNTS. The subject matter is divided broadly into three sections — elementary, advanced, and special theory. Each accounting 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, fi­
nance and economics is constantly emphasized. Prerequisite: Accounting 461 or equivalent. Three lectures and six hours’ lab­
oratory a week.

Three credits second semester.

463. 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 account­
ing for distribution, and for management of non-processing busi­
ness units and non-profit enterprises is as essential a part of cost accounting as manufacturing costs. Prerequisite: Principles of Accounting and Introductory Economics.

Three credits first semester.

560. AUDITING. This course is a study of the principles and accepted procedures of auditing and related types of public accounting en­
gagements. Problems of the internal auditor, the controller, and the business manager are 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 com­
plete audit.

Three credits second semester.

561-562. 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 cover­
ing the entire field of advanced accounting. The student, however, will be required to study text material, and do practice and lab­
oratory work in the particular field of his specialty. Prerequisite: Approval of instructor.

Three credits each semester.

464-465. 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.

Three credits each semester.

466-467. IBM ACCOUNTING METHODS AND PRACTICES. This course will be directed principally toward students of accounting and will cover the basic fundamentals of IBM accounting methods and include training in the use of basic machines (Punching, Verify-
ing, Sorting and Accounting). In addition, students will be fa­
miliarized with the functions and applications of such machines
as the facsimile posting machine and collator and special devices
such as the bill feed. The course will emphasize not only the
operational aspects of each machine, but will cover the develop­
ment of complete programs according to managerial needs pre­
sent in case problems including the selection of machines for
the volume and type of work required, the wiring of control pan­
els, and the design of required forms.

Three credits each semester.

MANAGEMENT AND ADMINISTRATION

480-481. 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 formu­
late specific plans for responsible action, it is expected that he
will develop a rudimentary administrative skill.

Three credits each semester.

482-483. 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.

Three credits each semester.

484. 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 ac­
counting aids, financial plans, market surveys and managerial
talents are examined to show how they contribute to the success­
ful 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.

Three credits first semester.
485. Public Policy and Private Enterprise. A study of the development of governmental regulations and control of economic activity with consideration being given to the social forces which condition the management of private enterprises; the issues of capitalism, resource allocation, income distribution, price leadership, resale price maintenance, basing points, domestic and international cartel policies as they relate to the Sherman Anti-Trust Act and similar legal measures.

Three credits first semester.

486. National Income and Business Behavior. The aggregate concepts are related to firm and industry behavior. The role of gross national product, national income, personal income, savings, and investment in income and social accounting sector analysis is treated. How the business sector takes the initiative in various changes in the level of economic activity, particularly the role of the consumption function and the processes of saving and investment in the determination of income, output and employment, will be emphasized.

Three credits first semester.

487-488. 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.

Three credits each semester.

489. 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.

Three credits first semester.

490. 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.

Three credits first semester.

491. **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.

Three credits second semester.

580. **Seminar in Business Administration.**
DEGREES CONFERRED

JUNE 7, 1954

SCHOOL OF ARTS AND SCIENCES

MASTER OF ARTS

WALTER CAMPBELL BARBOUR* ........................................ English
A.B., Prairie View University, 1941.
Thesis: A Comparative Study of Reading Achievements of Eighth Grade Students According to Economic and Cultural Backgrounds.

IRENE BUSSEY CHILDS* ........................................ English
A.B., Philander Smith College, 1932.
Thesis: Three Basic Concepts in the Novels of Somerset Maugham.

JOSIE BELLE SHORTER LONGINO* .................................. English
A.B., Knoxville College, 1943.

BESSIE MAE WASHINGTON* ........................................ English

JAMES CALVIN RANDALL ........................................ Sociology
A.B., Jarvis Christian College, 1940.
Thesis: Medical Folk Beliefs in a Southern Rural Community.

CLEO ROBERTS ................................................ Sociology
A.B., Morris Brown College, 1953.

MASTER OF SCIENCE

JOHN W. BENTLEY ................................................ Biology
B.S., Benedict College, 1952.
Thesis: The Influence of Testicular Transplants upon the Estrous Cycle of the Rat.

* Requirements completed January 30, 1954.

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HERBERT LEE WILLIAMS .................................................... Biology
A.B., Talladega College, 1952.
Thesis: The Effect of Adrenalectomy and Replacement Therapy upon the Blood Sugar Level of the Alloxan Diabetic Rat.

RATIO CHENA JONES ................................................... Chemistry
B.S., Morehouse College, 1941.

MATTHEW WOODFORD HAYS, JR. ................................. Chemistry
B.S., Tuskegee Institute, 1951.

SCHOOL OF SOCIAL WORK

MASTER OF SOCIAL WORK

JOHNNIE MAE BLYE
B.S., Tuskegee Institute, 1949.
Thesis: Some Evidences of Reactions to the Colostomy in Twenty-one Patients at Receiving Hospital, Detroit, Michigan.

JUANITA STRICKLAND CARROLL
A.B., Talladega College, 1950.
Thesis: The Role of the Veterans Administration Regional Office Liaison Social Worker in Trial Visit Planning.

HENRY LEO CATCHINGS
B.S., Tuskegee Institute, 1952.

ETHEL MAE CHILES
A.B., Washburn University, 1952.
Thesis: Cultural Factors in the Casework Process with Puerto Rican Patients at Veterans Administration Hospital, Montrose, New York.
ANNA LEE CLARK  
A.B., LeMoyne College, 1951.  

MARGARET ANN COLEMAN  
A.B., Detroit Institute of Technology, 1947.  

BERNICE CORNELIA GASKIN  
Thesis: Casework Services at the Gate City Day Nursery Association, Atlanta, Georgia, February through July, 1953.

MARY ALSTON GAY  
B.S., Spelman College, 1943.  
Thesis: A Study of Community-Planned Housing in the Morningside-Manhattanville Area, New York City.

JESSE ALFRED GIBSON  
A.B., Clark College, 1950.  
Thesis: An Analysis of the Social Work Content of the Job of Management-Aides in Atlanta, Georgia.

MABLE HEADEN GRAY  
Thesis: The Medical Social Worker's Participation in Rehabilitation of Tuberculosis Patients, Veterans Administration Hospital.

DOROTHY C. HEADLEY  
B.S., New York University, 1946.  

MARY MARGARET HENNESSEE  
Thesis: The Unsuccessful Aged: A Study of Problems Around Hospital Discharge Planning for Thirty-two Senile Patients Admitted to Receiving Hospital, Detroit, Michigan, January to July, 1953.
GEORGE BELTON JENKINS
A.B., University of California, 1952.
Thesis: The Diagnostic Function of the Clinic of the New York State Training School for Boys.

LOIS MARIE OLDHAM
A.B., Fisk University, 1952.
Thesis: The Intake Interview in the Diagnostic Procedure at the Northside Center for Child Development, Incorporated.

MADELINE ELIZABETH ROBINSON
A.B., Howard University, 1951.

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

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

ANN VIRGINIA WHITE

BETTYE JEAN WILLIAMS
A.B., Wiley College, 1951.
Thesis: Use of Program-Planning and Media in an Adolescent Group.

CAROLYN ELIZABETH WILLIAMS
A.B., Howard University, 1951.
Thesis: A Study of Casework Services to Forty Schizophrenic Veterans Admitted to Northport Veterans Administration Hospital during 1952.
MILDRED WARDLAW YOUNG  
A.B., Spelman College, 1935; A.M., Atlanta University, 1941.  
Thesis: A Survey of Nursing Home Service for Negroes in Atlanta, Georgia.

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

SCHOOL OF LIBRARY SERVICE  
MASTER OF SCIENCE IN LIBRARY SERVICE

HAROLD EUGENE CRAIG  
A.B., Clark College, 1942.  

GWENDOLYN STIGGINS CRUZAT  
A.B., Fisk University, 1951.  

JOYCE ALETHIA DAUGHTREY  

RUBY FLANAGAN DHYE  
A.B., Spelman College, 1937.  
Thesis: An Analysis of the Contents of a Selected Number of High School Fiction Titles Covering the Period from 1620 to 1783.

HENRIETTA LOUISE DIXON  
A.B., Howard University, 1951.  
Thesis: A Study of the Publication of Readable Materials for Adults of Low Reading Levels.

LUCILLE STALLSWORTH JONES  
A.B., Straight University, 1922.  
JAMES SAMUEL MILLER, JR.
A.B., Morehouse College, 1950.
Thesis: A Comparison of a Selected Number of Book
Reviews Appearing in Both the \textit{Saturday Review of
Literature} and the \textit{New York Times Book Review} with
Established Criteria for Book Evaluation.

LUCRETIA JEANETTE PARKER
B.S., Wilberforce University, 1939.
Thesis: A Study of Integration in Public Library Serv-
ic in Thirteen Southern States.

DORIS ROBINSON PEGRAM
B.S., Morgan State College, 1947.
Thesis: The Mass Communications Behavior of the
Residents of Census Tract F-37, Atlanta, Georgia.

JAYNIE MAE SHELTON
A.B., Fisk University, 1931.
Thesis: A Comparative Study of the Treatment of Edu-
cation in the Pittsburgh \textit{Courier} and the Norfolk \textit{Jour-
nal and Guide} from June, 1952 through May, 1953.

\textbf{SCHOOL OF EDUCATION}
\textbf{MASTER OF ARTS}

\textbf{CHARLIE WILL BETTS*}
A.B., Rust College, 1947.
Thesis: A Study of the Physical Conditions of the
Negro Rural Elementary Schools of Alcorn and Prentiss
Counties of Mississippi (1951-1952).

\textbf{CHARLES SUMNER BRABLE*}
Thesis: A Study of Basic Arithmetic Skills, Study
Habits and Opinions of Pupils in the Fifth, Sixth and
Seventh Grades of the Providence Elementary School,
Norfolk, Virginia.

\textbf{EVANS BENJAMIN COOPER*}
B.S., Savannah State College, 1938.
Thesis: A Study of Attitudes of Teachers in Four Coun-
ties in Georgia Toward Certain Aspects of Progressive
Education.

* Requirements completed January 30, 1954.
CATALOGUE

MILDRED LAVENTIA DAVIS*
B.S., Savannah State College, 1948.
Thesis: A Study to Ascertain the Nature of the Intellectual Organizations of Ten Selected Retarded Children on the Basis of Their Performances as Measured by the Wechsler Intelligence Scale for Children.

ABBIE PONOLA HARRIS DENDY*
A.B., Johnson C. Smith University, 1948.
Thesis: A Study of Tested Differences and Relationships in Intelligence, Personality, and Academic Achievement of Forty-five Seventh Grade Pupils in the Mountain View Elementary School, Landrum, South Carolina, 1951-1952.

VIOLA ESTHER EVANS*
A.B., Talladega College, 1933.
Thesis: A Study of the Achievement in English Usage of Selected Groups of Socially Adjusted and Socially Maladjusted Tenth Grade Pupils at Lucy C. Laney High School, Augusta, Georgia.

OZZIE BELLE FREEMAN*
A.B., Clark College, 1942.
Thesis: The Extent to Which Public Library Facilities Were Used by the Upper Elementary Pupils of Yonge Street School, Atlanta, Georgia.

HELEN WANDA GRAY*
A.B., Atlanta University, 1931.
Thesis: The Relationship of Achievement Quotient to Certain Personality Variables.

JOSEPHINE BEATRICE BROCK GORE
Thesis: An Analytical Study of Musical Talent, Accomplishment, Background and Interest of the Sixth Grade Pupils of the Edmund Asa Ware Elementary School, Atlanta, Georgia.

LOUISE ROPER HICKLEN*
A.B., Spelman College, 1943.
Thesis: A Status Study of the Language Arts Program in the Cedar Hill School During the Academic Year, 1951-1952.

*Requirements completed January 30, 1954.
NANNIE LOU JENKINS*
B.S., Albany State College, 1948.
Thesis: A Study of Intelligence, Personality, Certification and Training Status of Negro Teaching Personnel in the Randolph County School System.

FARRIS THOMAS JOHNSON
A.B., Morehouse College, 1943.
Thesis: A Study of Student Problems and Interests of High School Students Enrolled in the Union Institute, Athens, Georgia, for the Year 1953-1954, to Identify Their Implications for Administrative and Curricular Procedures and to Suggest Curricular Reorganization.

JOHN WESLEY JORDAN*
B.S., Albany State College, 1947.

KATHERINE HALL LONG
B.S., Florida Agricultural and Mechanical University, 1947.
Thesis: A Comparison of the Ratings of Fifty Different Behavior Problems as Submitted by Two Hundred Fifty Teachers and Administrators with the Ratings of the Same Problems by a Group of Thirty Mental Hygienists.

LEWIS MELVIN LOWE
A.B., Morehouse College, 1950.

JESSIE HAMPTON McWHORTER
B.S., Paine College, 1927.

MATTIE BRIDIE NEAL*
B.S., Savannah State College, 1947.

* Requirements completed January 30, 1954.
JOHNNYE BEATRICE JORDAN OWENS
B.S., Savannah State College, 1939.
Theis: A Study of the Musical Aptitude of a Selected Group of Elementary School Pupils of Carroll County, Georgia, During the School Year, 1953-1954.

WALTER THOMAS PACE
B.S., Savannah State College, 1940.

LILLA MAE COLLINS PARKER
B.S., Fort Valley State College, 1947.
Theis: A Study of the Tested Differences in Home-Status, Intelligence, Achievement, and Personality of the Seventh Grade Graduates from M. M. Burdell, B. S. Ingram, and L. H. Williams Schools, Macon, Georgia, 1953-1954.

EUNICE C. SMITH PEARSON*
B.S., Fort Valley State College, 1945.

HELEN CLIFT SHORTS
A.B., LeMoyne College, 1934.

LETTICE TORRENCE*
A.B., Wiley College, 1934.

MARGARET SAMUEL WARE
A.B., Atlanta University, 1929.

* Requirements completed January 30, 1954.
GERALDINE WASHINGTON WILLIAMS*
B.S., Bluefield State Teachers College, 1933.
Thesis: The Relationship Between Silent Reading Abilities and Certain Personality Variables for a Group of Elementary School Children.

ROBERT JENKINS WILLIAMS
A.B., Morehouse College, 1948.

SCHOOL OF BUSINESS ADMINISTRATION
MASTER OF BUSINESS ADMINISTRATION

ESTER JAMES JUNIOR, JR.
A.B., Morehouse College, 1952.
CATALOGUE

DEGREES CONFERRED

AUGUST 12, 1954

SCHOOL OF ARTS AND SCIENCES

MASTER OF ARTS

CORDELIA JULIA BLOUNT ............................ English
B.S., North Dakota State College, 1932.
Thesis: The Semantics of "Segregation" in the Public School Case.

WILLIE COWAN DAVIS...............................English
A.B., Talladega College, 1927.

ADDIE STABLER MITCHELL ............................ English
B.S., Tuskegee Institute, 1939.

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

MURIEL JARRETT ........................  Political Science
B.S., Illinois State Normal University, 1952.

SCHOOL OF SOCIAL WORK

MASTER OF SOCIAL WORK

DOROTHY ELIZABETH HAYNES
B.S., Tennessee State Agricultural and Industrial State University, 1932.

GLADIOUS MARIE SLAUGHTER
A.B., Knoxville College, 1951.
Thesis: "Foster Home Placement": A Study of the Services Rendered by the Children's Division, Fulton County Department of Public Welfare.

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SCHOOL OF LIBRARY SERVICE

MASTER OF SCIENCE IN LIBRARY SERVICE

RUTH MARIE BULLOCK

LEONTINE DOLORES CARROLL
A.B., Southern University, 1947.
Thesis: The Communications Behavior of the Residents of the John Eagan Homes, Atlanta, Georgia.

LOUISE GREEN GRAY
B.S., North Carolina College, 1951.

FRANCES LOUISE HIGGINS
B.S., Alabama Agricultural and Mechanical College, 1948.

JOSEPH FRITZ MALVAL
A.B., Petit-Seminaire College (Port-au-Prince, Haiti), 1949.
Thesis: A Bibliography of Material Published in English in the United States About Haiti: Followed by a Survey of the Trade Books Listed in this Bibliography Which Are Held by the Libraries of Selected Universities in the United States.

EDWARD BLAKE MILLER

OLLIE GERTRUDE MILLER
A.B., Allen University, 1947.

MABEL LOWELL HARRIS NEELY
A.B., Talladega College, 1920.
CELESTINE MCCORD REEVES  
A.B., Spelman College, 1942.  

SCHOOL OF EDUCATION  
MASTER OF ARTS

HELEN LATIMER ANDERSON  
B.S., South Carolina State Agricultural and Mechanical College, 1938.  

MARY ERNESTINE BANKS  
Thesis: A Comparative Study of Two Approaches to the Teaching of Art to Two Selected Groups of Sixth Grade Pupils.

CHARLES MCDONALD BELL  
A.B., Morehouse College, 1950.  

WILLIE MAE BELT  
B.S., Fort Valley State College, 1946.  
Thesis: A Study of the Relative Effectiveness of Basal Reading and Experience Reading upon Growth in Reading Vocabulary Among Thirty Second Grade Pupils of Claflin Elementary School, Columbus, Georgia.

BEATRICE YVONNE BERRY  
B.S., Alabama State College, 1947.  

JAMES LEWIS BROWN  
A.B., Paine College, 1941.  
Thesis: A Comparative Study of the Ratings Obtained on the Minnesota Home-Status Index and the California Achievement Test by the Sixth Grade Pupils in an Urban and Rural School in Georgia, 1953-1954.
MANFORD BYRD, JR.
A.B., Iowa Central College, 1949.
Thesis: A Study of the Relationship Between Tested Proficiency in the Fields of Natural Science and Social Studies and the Ability to Interpret Reading Materials in the Fields of Natural Science and Social Studies.

LUTHER LAMAR CHANEY
A.B., Shaw University, 1950.

GEORGE ERVIN CHAPMAN
B.S., Tuskegee Institute, 1948.

ROBERT LEWIS CLEMENTS
B.S., Morehouse College, 1950.

ODESSA PARKS DAVIE
A.B., Clark College, 1947.
Thesis: A Study of Tested Differences in Intelligence, Scholastic Achievement, Interests and Social Adjustment of Participating and Non-Participating Pupils in Extra-Class Activities at Alonzo Franklin Herndon Elementary School, Atlanta, Georgia, 1953-1954.

LILLIE BROWN DIX
A.B., Spelman College, 1923.

ALONZA LEROY EPPS
B.S., Fort Valley State College, 1949.
Thesis: A Comparative Study of "School Achievement," Personality, and Intelligence Between Attendance and Non-Attendance Students in the Fifth and Sixth Grades of the Lumber City High School, Lumber City, Georgia, 1953-1954.
CATALOGUE

MOSES CLINTON FEW
A.B., Morehouse College, 1948.
Thesis: A Comparative Study of "School Achievement" and Personality Between Groups (Equated on Intelligence) of Graduates from Accredited and Non-Accredited High Schools Enrolled in the Freshman Class of Morris Brown College, Atlanta, Georgia, 1953-1954.

ROBERT LEE FREEMAN
A.B., Morehouse College, 1940.
Thesis: An Analysis of Levels of Intelligence, Achievement and Personality of Seventh Grade Pupils of the McCoy Hill Elementary School, Americus, Georgia, As a Basis for Instructional Procedure During the School Term, 1953-1954.

FLORINE DYER FURL OW
A.B., Morris Brown College, 1937.
Thesis: An Analysis of the Tested Differences and Correlations in Intelligence as Measured by the Detroit Test of Learning, the California Test of Mental Maturity, and the Davis-Eells Intelligence Test Manifested by Sixth Grade Pupils of E. R. Carter School, Atlanta, Georgia, 1953-1954.

BOBBY LEANDREW FUSE
B.S., Albany State College, 1949.

ARTHUR LEE GIBBS
A.B., Shaw University, 1949.
Thesis: A Comparative Study of a Selected Group of Regular and Non-Regular Attenders of the Springfield Elementary School, Henry County, Georgia, During the Last Semester of the School Term, 1953-1954.

HARRY GOENS, JR.
B.S., Fort Valley State College, 1949.

DOROTHY CARTER HAMILTON
A.B., Fort Valley State College, 1947.
COLLEEN ANTOINETTE WIGGINS HARRIS  
B.S., Fort Valley State College, 1945.  
Thesis: A Study of the Tested Differences and Relationships in Intelligence, Achievement and Personality of Thirty-four Seniors of the Holsey-Cobb Institute and the Vienna High and Industrial School, Cordele and Vienna, Georgia, Respectively, for the School Year, 1953-1954.

JOHN WILLIAM HARRIS  
A.B., Paine College, 1938.  
Thesis: A Study of the Tested Differences in Intelligence, Achievement, Personality and Prevalent Problems of “Problem” and “Non-Problem” Pupils in the Sixth, Seventh, and Eighth Grades of the Carver High School, Dawson, Georgia.

HORACE LEE HAWES  
B.S., Fort Valley State College, 1946.  

JOHNNYE CLYDE HOGG  
B.S., Spelman College, 1946.  

FRANK DAVID HOLLY  
B.S., Alabama State College, 1947.  

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

JAMES EDWARD JENNINGS  
B.S., Savannah State College, 1943.  
Thesis: A Study of the Status of the Negro Teaching Personnel of Stewart County, Georgia, with Particular Reference to Implications for Improved Instruction.
HENRIETTA JOHNSON
B.S., Morris Brown College, 1950.
Thesis: A Comparative Study of Personality Development and Reading Comprehension of Good and Poor Readers in the Upper Elementary Grades of Thomas-town Elementary School, LaGrange, Georgia.

BLANCHE RICHARDSON MARTIN
A.B., Miles College, 1944.

EUTHA BELLE MOORE
A.B., Morris Brown College, 1939.
Thesis: A Study of Methods Used in the Care of Household Furnishings and Equipment in Fifty Negro Homes in Toccoa, Georgia.

CHARLIE JOSEPH MORELAND
A.B., Morehouse College, 1951.

EDWIN ERWIN OWENS
A.B., Atlanta University, 1932.
Thesis: A Study of the Occupational Interests of the Negro Students of Carroll County During the School Year, 1953-1954.

QUINTON EUGENE PARKER
B.S., Georgia State College, 1942.

ARTHUR HORACE RICHARDSON
B.S., Savannah State College, 1940.

THELMA JOHNSON ROUNDTREE
B.S., Savannah State College, 1942.
Retha Walker Simms
B.S., Fort Valley State College, 1947.

Gwendolyn Roper Smith
B.S., Alabama Agricultural and Mechanical College, 1941.

Faustine Marie Thomas
B.S., Fort Valley State College, 1946.

Tena E. S. Jones Thomas
A.B., Leland College, 1945.
Thesis: A Study of the Tested Differences in Intelligence, Achievement and Personality of Two Selected Groups of Ninth Grade Pupils Enrolled in Peabody High School, Alexandria, Louisiana.

Joseph E. Williams
B.S., Bishop College, 1937.

Mary Belle Williams
A.B., Southern University, 1941.
Thesis: A Study to Determine the Relationship of Reading to Reasoning Problems in Arithmetic as Revealed by Analysis and Interpretation of Data Secured by Administering Certain Standardized Tests to a Selected Group of Sixth Grade Pupils of First Ward Elementary School, Lake Charles, Louisiana.

Napoleon Williams
B.S., Fort Valley State College, 1949.
Thesis: An Analysis of What Laymen, Students and Teachers of Vienna, Georgia, Think About the Educational Program of the Vienna High and Industrial School as a Basis for Administrative Procedures.
GARNIE L. ISON YOUNG
A.B., Spelman College, 1932.
Thesis: A Study of the Status of School Cafeterias,
Their Educational Opportunities, Both Current and
Possible, in Twelve Negro Elementary Schools of
Atlanta, Georgia.

HONORARY DEGREE
JUNE 8, 1953
DOCTOR OF LAWS

FLORENCE MATILDA READ
Honor graduate of Mount Holyoke College; recipient of the
honorary degrees of Doctor of Letters from that institution and
of Doctor of Laws from Oberlin College; who served as Secretary
to the President and later as Secretary of Reed College, as Assistant
Secretary and Executive Secretary of the International Health
Board of the Rockefeller Foundation, and since 1927 as President
of Spelman College; whose energy, keen insight and enthusiasm
were essential in the early planning and later functioning and
growth of the University affiliation; who, in addition to adminis-
tering Spelman College, served these affiliated institutions as Secre-
tary, Treasurer and Acting President of Atlanta University and as
Secretary of the Board and Treasurer of Morehouse College; who
for twenty-six years has devoted her life to the development of
Spelman College to the level of a superior, accredited institution,
to designing and building its expanded facilities and to influencing
for the good the lives and characters of her students; champion of
equal privileges and responsibilities for women, competent adminis-
trator, patient counselor, tireless worker, enduring friend, enviable
in achievement.

HONORARY DEGREE
NOVEMBER 5, 1954
DOCTOR OF LAWS

THE HONORABLE WILLIAM V. S. TUBMAN .......... President of the
Republic of Liberia

A graduate of Cape Palmas Seminary; one who has successfully
engaged in the practice of law; a former Collector of Internal
Revenue in Liberia; an elected senator from Maryland County; a
former Justice of the Supreme Court. A leader in religious and
fraternal activities in his country; the sponsor and author of the bill for woman suffrage; the representative and head of the only African Republic administered by Negroes. One whose country has demonstrated in war and in peace the traditional love of freedom and independence through its alignment with the Western democracies. One who, as chief architect of his government's policies for improvement of its financial status and its people, has proved himself wise and most efficient. One who has lifted his voice as a representative of the smaller nations of the world for a larger and more significant role in determination of United Nations policies, upon the occasion of his official state visit to the United States.

SUMMARY OF DEGREES CONFERRED IN 1954

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<tr>
<td><strong>Total</strong></td>
<td>48</td>
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HONORARY DEGREE

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<th>DEGREE</th>
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**Grand Total** | 49  | 80    | 129   |
REGISTER OF STUDENTS
1954-1955
SCHOOL OF ARTS AND SCIENCES

BIOLOGY

ATECA, MITCHELL CORNELL .................................. Tampa, Fla.
A.B., Morehouse College, 1941.

BALL, WESLEY JAMES1 .................................... Moultrie
B.S., Morehouse College, 1952

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

BRITT, BRYANT REAVES ...................................... Clayton, Ala.
B.S., Morehouse College, 1950.

CONYERS, EMMETT, JR.1 .................................. Sumter, S. C.
B.S., Morehouse College, 1950.

HARVEY, PERRY C., JR. .................................. Tampa, Fla.
B.S., Morehouse College, 1951.

LE FLORE, WALKER B. ....................................... Mobile, Ala.
B.S., St. Augustine's College, 1948.

LOCKHART, CHARLES P.2 .................................... Waycross
B.S., Morehouse College, 1954.

PRIDE, HAROLD SYLVESTER .............................. Orlando, Fla.
B.S., Morehouse College, 1950.

PULLIAM, JAMES A. .......................................... Memphis, Tenn.
B.S., LeMoyne College, 1954.

PULLIN, WILLIAM EDWARD1 ............................... Atlanta
A.B., Morehouse College, 1938.

QUARLES, MARY ELLEN ................................... Sylacauga, Ala.
A.B., Talladega College, 1952.

SHERALD, AMOS PERCY ...................................... Columbus
B.S., Morehouse College, 1953.

WILLIAMS, JAMES A., JR. ................................... Columbus
A.B., Talladega College, 1952.

WILSON, OLLIE BERNICE WOODS ................. Atlanta

1 First Semester only.
2 Second Semester only.
CHEMISTRY

EATON, DAVID .................................................. Bessemer, Ala.
      A.B., Miles College, 1950.

GAFFNEY, JEREMIAH C., JR. ............................... Atlanta

HUGGINS, NAOMI MERIAM ................................. Atlanta
      A.B., Spelman College, 1953.

JACKSON, WILMOTINE BRENDA .............................. Atlanta
      A.B., Spelman College, 1951.

LYONS, ORCHID ASHTORETH ................................. Rome
      A.B., Fisk University, 1951.

McBAY, SHIRLEY ANNE MATHIS1 ............................. Bainbridge
      A.B., Paine College, 1954.

NORMAN, EDWARD C.1 ..................................... Atlanta
      A.B., Clark College, 1950.

WILSON, TIMOTHY LARRY ................................. Bainbridge
      B.S., Morehouse College, 1952.

WITHERSPOON, GWENDOLYN ELISHEBA ...................... Columbus
      A.B., Fisk University, 1951.

ECONOMICS

BASSEY, ASUMOH EKUKINAM .............................. Nigeria, West Africa
      A.B., Morehouse College, 1953.

RAO, SRIPATI BHASKARA1 .................................. India
      A.B., University of Madras, India, 1934.

SRIPATI, RANGANADHA .................................... India
      B.A., (Honours) Annamalai University, Annamalainagar, India,
      1952.

ENGLISH

ALLEN, GEORGIA WILLIAMS1 .............................. Atlanta
      A.B., Clark College, 1942.

ARNOLD, LILLIE FLORENCE1 .............................. Atlanta
      A.B., Clark College, 1937.

1 First Semester only.
ASHMORE, CLIFFORD M.Atlanta A.B., Paine College, 1933; M.Ed., Atlanta University, 1947.

BOLTON, JAMES.Tulsa, Okla. B.S., Langston University, 1954.

BOYD, CLAY EUGENEAtlanta B.S., Hampton Institute, 1933.

BROWN, CLARENCE THOMASAtlanta B.S., Alabama State Teachers College, 1934 M.Ed., Atlanta University, 1950.


BRUN GERARD.Haiti Licentiate, Université D'Haiti—École Normale Supérieure, 1953.

DAVIE, CLIFFORD MARVINAtlanta A.B., Morehouse College, 1927.

DAVIS, SARA BONDAtlanta A.B., Knoxville College, 1932.

DAYS, KENNETH DuvALAtlanta B.S., Morehouse College, 1932.

HUBERT, MAMIE CABBINESSAtlanta A.B., Spelman College, 1931.


LONG, ANNE J.1Atlanta A.B., Clark College, 1934.

LONG, RUBY CAROLYNAtlanta A.B., Clark College, 1947.

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

MILES, JOHN WESLEYAtlanta A.B., Morehouse College, 1939.

1 First Semester only.
2 Second Semester only.
ATLANTA UNIVERSITY

MILLER, BENJAMIN FRANKLIN

Deerfield Beach, Fla.
A.B., Morehouse College, 1954.

OATTS, MARY FRANCES

Atlanta
A.B., Lane College, 1948.

PURNELL, MYRTLE JACKSON

Baton Rouge, La.
A.B., Spelman College, 1940; A.M., Atlanta University, 1948.

ROGERS, EMMIE

Atlanta
A.B., Morris Brown College, 1938.

SUTTON, VICTORIA SIMMONS

Atlanta
A.B., Livingstone College, 1932.

THORN, VIENNA L

Atlanta
A.B., Clark College, 1952.

TROUP, SARA ELLA SMITH

Hattiesburg, Miss.
A.B., Talladega College, 1953.

TURNER, WILLIE MAE

Atlanta
A.B., Morris Brown College, 1939.

WYNN, MASTER JULIUS

Atlanta
A.B., Clark College, 1939.

FRENCH

BASSEY, ROSA L. PICKEL

Charleston, W. Va.
B.S., West Virginia State College, 1952.

JACKSON, HATTIE OLIVETTE

Pine Bluff, Ark.
A.B., The Agricultural, Mechanical and Normal College, Pine
Bluff, Arkansas, 1954.

JOHNSON, DOLORES HORTENSE

Baltimore, Md.

JONES, LULA THOMASINE

Atlanta
A.B., Spelman College, 1935.

TRAYLOR, DORETHA MITCHELL

Atlanta

1 First Semester only.
2 Second Semester only.
CATALOGUE

History

JACKSON, HENRY EDWARD. ...................... Birmingham, Ala. A.B., Miles College, 1951.

Mathematics

BOSEMAN, MOSES, JR. ...................... Atlanta A.B., Morris Brown College, 1951.

GOOSBY, CURTIS THOMAS. ...................... Atlanta A.B., Atlanta University, 1930.


WRIGHT, JEAN MARIE1 ......................... Atlanta A.B., Spelman College, 1953.

Political Science


ROBINSON, ANNA WHITE2 ...................... Atlanta A.B., Clark College, 1923; M.Ed., Atlanta University, 1946.

WADE, JESSE F. D.1 ...................... Atlanta A.B., Morehouse College, 1950.

Social Science

EPPS, EDGAR GUSTAVUS ...................... Woodson, Arkansas A.B., Talladega College, 1951.

Sociology

BOITE, CHARLES EDWARD1 ...................... Atlanta A.B., Morris Brown College, 1954.

1 First Semester only.
2 Second Semester only.
COLLINS, CLIFTON ........................................... Elizabeth City, N. C.
A.B., St. Augustine's College, 1951.

CONYERS, JAMES ERNEST .................................... Sumter, S. C.
A.B., Morehouse College, 1954.

FLOWERS, MABEL MAULDIN1 .................................. Gary, Ind.
B.S., Indiana State Teachers College, Terre Haute, 1931; A. M.,
University of Chicago, 1942.

GIBBS, LEON .................................................. Beaumont, Tex.
A.B., The Prairie View Agricultural and Mechanical College,
1953.

GRIGSBY, J. HOWARD ............................................ Atlanta
A.B., Fisk University, 1937.

JONES, SAM HENRY ........................................... Heidelberg, Miss.
A.B., Clark College, 1950.

STAGGERS, SERENA LEE ...................................... Kingstree, S. C.
A.B., Bennett College, 1947.

THOMAS, CHARLES L ........................................... Atlanta
A.B., Clark College, 1951.

THOMPSON, ROBERT A.1 ....................................... Atlanta
A.B., Morgan State College, 1932; A.M., Atlanta University, 1937.

WALLACE, WALTER LEROY .................................... Bronx, N. Y.
A.B., Columbia College, 1954.

WISEDOM, MARY LOUISE ...................................... Atlanta

SPECIAL STUDENTS

HALL, JOHN EDWARD2 ........................................ Atlanta

SMITH, ERMA JEAN2 ........................................ Atlanta

SCHOOL OF SOCIAL WORK

B.S., Temple University, 1954.

1 First Semester only.
2 Second Semester only.
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<thead>
<tr>
<th>Name</th>
<th>City</th>
<th>Institution and Graduation Details</th>
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<tbody>
<tr>
<td>Battles, Helen Virginia</td>
<td>New York, N.Y.</td>
<td>B.S., Barber-Scotia College, 1951.</td>
</tr>
<tr>
<td>Baugh, James</td>
<td>Nashville, Tenn.</td>
<td>A.B., Fisk University, 1951.</td>
</tr>
<tr>
<td>Bell, Arrita Y.</td>
<td>Chicago, Ill.</td>
<td>B.S., Kentucky State College, 1942.</td>
</tr>
<tr>
<td>Boyd, Betty L.</td>
<td>Atlanta</td>
<td>A.B., Talladega College, 1938.</td>
</tr>
<tr>
<td>Burgess, Yvonne Azeal</td>
<td>Richmond, Va.</td>
<td>A.B., Virginia Union University, 1954.</td>
</tr>
<tr>
<td>Carter, Lillian Salene</td>
<td>Atlanta</td>
<td>A.B., Morris Brown College, 1926.</td>
</tr>
<tr>
<td>Collins, Ollie Belle</td>
<td>Atlanta</td>
<td>A.B., Clark College, 1933; M.Ed., Atlanta University, 1948.</td>
</tr>
<tr>
<td>Cooke, Arthur Lee</td>
<td>Atlanta</td>
<td>B.S. in Nursing Education, Medical College of Virginia, School of Nursing, Richmond, Virginia.</td>
</tr>
<tr>
<td>Crawl, Mignon Yvonne</td>
<td>Atlanta</td>
<td>A.B., Spelman College, 1953.</td>
</tr>
<tr>
<td>Davis, Leon Patrick 1</td>
<td>Memphis, Tenn.</td>
<td>A.B., LeMoyne College, Memphis, Tenn., 1952.</td>
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1 First Semester only.
2 Second Semester only.
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<tr>
<th>Name</th>
<th>Degree</th>
<th>School</th>
<th>City</th>
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<tr>
<td>Farris, Joseph Jerome</td>
<td>B.S.</td>
<td>Morehouse College</td>
<td>Birmingham, Ala.</td>
<td></td>
</tr>
<tr>
<td>Fields, Ernestine</td>
<td>A.B.</td>
<td>Shaw University</td>
<td>Kittrell, N. C.</td>
<td></td>
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<tr>
<td>Graves, Madeline Pearl</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td></td>
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<tr>
<td>Greene, Julia Xeremia</td>
<td>B.S.</td>
<td>Allen University</td>
<td>Georgetown, S. C.</td>
<td></td>
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<tr>
<td>Hammond, Wilford Frank</td>
<td>A.B.</td>
<td>Johnson C. Smith University</td>
<td>Asheville, N. C.</td>
<td></td>
</tr>
<tr>
<td>Harley, Daniel J., Jr.</td>
<td>A.B.</td>
<td>South Carolina State A. &amp; M. College</td>
<td>Gaffney, S. C.</td>
<td></td>
</tr>
<tr>
<td>Harrison, James, Jr.</td>
<td>B.S.</td>
<td>Alabama State College</td>
<td>Yantley, Ala.</td>
<td></td>
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<tr>
<td>Harvey, Carrie Jeffries</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Atlanta</td>
<td></td>
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<tr>
<td>Hayes, Margie Rose</td>
<td>A.B.</td>
<td>Dillard University</td>
<td>New Orleans, La.</td>
<td></td>
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<tr>
<td>Henderson, Irene Leola</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>Marietta</td>
<td></td>
</tr>
<tr>
<td>Herron, Carrie King</td>
<td>B.S.</td>
<td>Wilberforce University</td>
<td>Columbus</td>
<td></td>
</tr>
<tr>
<td>High, Ernestine</td>
<td>A.B.</td>
<td>St. Augustine's College</td>
<td>Raleigh, N. C.</td>
<td></td>
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<tr>
<td>Holman, Lenora Marie</td>
<td>A.B.</td>
<td>St. Augustine's College</td>
<td>New York, N. Y.</td>
<td></td>
</tr>
<tr>
<td>Howard, G. La Marr</td>
<td>A.B.</td>
<td>Livingstone College</td>
<td>Atlanta</td>
<td></td>
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1 First Semester only.
2 Second Semester only.
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<th>Name</th>
<th>Degree/College</th>
<th>Location</th>
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<tr>
<td>HUMPHREY, Addye Mae</td>
<td>A.B., Morris Brown College, 1942</td>
<td>Atlanta</td>
</tr>
<tr>
<td>HUNDEY, Walter, Jr.</td>
<td>A.B., Clark College, 1951</td>
<td>Waynesboro, Miss.</td>
</tr>
<tr>
<td>JACKSON, Ella Mae</td>
<td>A.B., Clark College, 1943</td>
<td>Atlanta</td>
</tr>
<tr>
<td>JONES, Alberta</td>
<td>A.B., West Virginia State College, 1950</td>
<td>Bridgeport, Conn.</td>
</tr>
<tr>
<td>KENNY, Emanuel J. Jr.</td>
<td>B.S., Virginia Union University, 1954</td>
<td>Richmond, Va.</td>
</tr>
<tr>
<td>KING, Ernestine Consuelia</td>
<td>A.B., University of California, Los Angeles, California, 1948</td>
<td>Los Angeles, Calif.</td>
</tr>
<tr>
<td>LEE, Geraldine F.</td>
<td>A.B., Howard University, 1952</td>
<td>Bloomfield, Conn.</td>
</tr>
<tr>
<td>LOGAN, Mabel E.</td>
<td>A.B., Savannah State College, 1937</td>
<td>Savannah</td>
</tr>
<tr>
<td>LOWE, Clara S.</td>
<td>B.R.E., Gammon Theological Seminary, 1940</td>
<td>Atlanta</td>
</tr>
<tr>
<td>McRIMMON, Helen</td>
<td>A.B., West Virginia State College, 1953</td>
<td>Newark, N. J.</td>
</tr>
<tr>
<td>McWILLIAMS, Joan B.</td>
<td>A.B., Clark College, 1953</td>
<td>New Orleans, La.</td>
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<tr>
<td>MAY, Lillian Gray</td>
<td>A.B., Morris Brown College, 1940</td>
<td>Atlanta</td>
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<tr>
<td>MAY, Valdonia B.</td>
<td>A.B., Clark College, 1943</td>
<td>Atlanta</td>
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<tr>
<td>MEIKS, Donald Eugene</td>
<td>B.S., Hampton Institute, 1952</td>
<td>Sharon, Pa.</td>
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<tr>
<td>MOORE, Arthur T.</td>
<td>A.B., Virginia Union University, 1953</td>
<td>Richmond, Va.</td>
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<tr>
<td>MURRAY, Annie Mae</td>
<td>A.B., Texas Southern University, 1953</td>
<td>Houston, Tex.</td>
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1 First Semester only.
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<th>Name</th>
<th>Location</th>
<th>Degree</th>
<th>Institution</th>
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<tr>
<td>Nelson, Herman Preston</td>
<td>Roanoke, Va.</td>
<td>B.S.</td>
<td>Bluefield State College</td>
<td>1949</td>
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<tr>
<td>Orr, Dorothy James</td>
<td>Jamaica, N. Y.</td>
<td>A.B.</td>
<td>Allegheny College</td>
<td>1941</td>
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<tr>
<td>Parker, Jeanne B.</td>
<td>Warwick, N. Y.</td>
<td>B.S.</td>
<td>Central State College, Wilberforce, Ohio</td>
<td>1950</td>
</tr>
<tr>
<td>Porter, Gladys Lenestia</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>1954</td>
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<tr>
<td>Pratt, Edwin Thomas</td>
<td>Miami, Fla.</td>
<td>A.B.</td>
<td>Clark College</td>
<td>1953</td>
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<tr>
<td>Puryear, Mahcon T.</td>
<td>Atlanta</td>
<td>B.S.</td>
<td>Hampton Institute</td>
<td>1942; M.A., Columbia University</td>
</tr>
<tr>
<td>Reeves, Lois L.</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>West Virginia State College</td>
<td>1939</td>
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<tr>
<td>Riggsbee, Clemontine Marguerite</td>
<td>Rocky Mt., N. C.</td>
<td>A.B.</td>
<td>Johnson C. Smith University</td>
<td>1954</td>
</tr>
<tr>
<td>Robinson, Marian Naomi</td>
<td>Orangeburg, S. C.</td>
<td>A.B.</td>
<td>Howard University</td>
<td>1952</td>
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<tr>
<td>Samuel, Gwendolyn L.</td>
<td>Memphis, Tenn.</td>
<td>A.B.</td>
<td>LeMoyne College</td>
<td>1951</td>
</tr>
<tr>
<td>Sanders, Charles Levi</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>Morehouse College</td>
<td>1945; D.B., Hartford Seminary, School of Religion, 1948 and M.A. (same school)</td>
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<tr>
<td>Scales, Mae Claudia</td>
<td>Institute, W. Va.</td>
<td>A.B.</td>
<td>West Virginia State College</td>
<td>1952</td>
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<tr>
<td>Shedrick, Gloria D.</td>
<td>New Orleans, La.</td>
<td>A.B.</td>
<td>Dillard University</td>
<td>1953</td>
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<tr>
<td>Sims, Mattye Joyce</td>
<td>Houston, Tex.</td>
<td>A.B.</td>
<td>Wiley College</td>
<td>1954</td>
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<tr>
<td>Smart, Walter Lewis</td>
<td>Birmingham, Ala.</td>
<td>A.B.</td>
<td>Miles College</td>
<td>1954</td>
</tr>
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</table>

1 First Semester only.
2 Second Semester only.
SUMNER, DOROTHY W................................Fresno, Calif.
A.B., Fisk University, 1931.

TATE, EDDIE G., JR...............................Morristown, Tenn.
A.B., Johnson C. Smith University, 1950.

THOMAS, EUGENE HUGO..............................Roanoke, Va.
A.B., Johnson C. Smith University, 1952.

TIMBERS, NELL M.2 ......................................Atlanta
A.B., Clark College, 1942.

Tribble, Betty Jean.................................Charlotte, N. C.

Vaughn, Ruth Ercell..............................Tyler, Tex.
A.B., Prairie View University, 1947; A.M., Fisk University, 1950.

Walker, Audrey Oliver.............................High Point, N. C.

Wilson, Lois E........................................Savannah
A.B., Talladega College, 1950.

Woods, Greta Turner1..............................Durham, N. C.
A.B., Fisk University, 1953.

Wooten, Shirley Mae1..............................Roxbury, Mass.
A.B., Allen University, 1954.

Worford, Jerry.....................................Atlanta
A.B., Morris Brown College, 1953.

Wright, Roselle Wimbush..........................Atlanta
A.B., Clark College, 1941.

A.B., Virginia Union University, 1954.

Yorker, James1.....................................Atlanta
A.B., Morris Brown College, 1952.

Young, Alma T..................................Denmark, S. C.
A.B., South Carolina State College, 1952.

Special Students

Dickerson, Rebecca E.1..........................Atlanta
Murphy, Robinez G.1............................Atlanta

1 First Semester only.
2 Second Semester only.
Rance, Lillian Lovejoy ................................. Atlanta
Taylor, Olga Williams ................................. Atlanta
Victor, Patricia Reese ................................. Atlanta
Whatley, Emilie Reid ................................. Atlanta

School of Library Service

Anderson, Leona W. ................................. Atlanta
A.B., Clark College, 1939; B.S. in L.S., Atlanta University, 1951.

Anderson, Wilma J. ..................................... Atlanta

Barnett, Venetia N. ..................................... Atlanta

Bolden, Ethel E. Martin ............................... Columbia, S. C.
A.B., Johnson C. Smith University, 1940.

Bracy, Betty Ann Perkins ............................. Mobile, Ala.

Carter, Brice, Jr. ..................................... Columbus
B.S., Morehouse College, 1953.

Clement, Pearl Johnson ............................... Atlanta
A.B., Louisville Municipal College, 1934; B.S. in L.S., University
of Illinois, 1935.

Collins, Annie Ruth ................................. Cocoa, Fla.

Crawford, Elizabeth Whing ........................... Jacksonville, Fla.
A.B., Howard University, 1952.

Cummins, Ruth Eaton ................................. Tuscaloosa, Ala.
A.B. Stillman College, 1952.

Dansby, Phyllis Jean .................................. Kilgore, Tex.

Davis, Matthew Mae ................................. Dermott, Ark.
A.B., Fisk University, 1954.

1 First Semester only.
2 Second Semester only.
DAY, MARIE DANSBY\(^1\) ...................................... Atlanta
B.S., Savannah State College, 1952.

DICKEY, PENNIE RUTH W. ............................. Meridian, Miss.
B.S., Jackson College for Negro Teachers, 1953.

DIGGS, OSBORNE KABERUE. ...................... Monrovia, Liberia
A.B., University of Liberia, 1952.

EPES, HELEN R.\(^1\) ........................................... Macon
B.S., Johnson C. Smith University, 1949.

EVANS, LOLA ANN B....................................... Griffin

EWING, BEULAH ELIZABETH ............................. Waco, Tex.
A.B., Fisk University, 1952.

FLEMMSTER, EURALYN ...................................... Griffin
A.B., Paine College, 1954.

GRISSON, CORNELL B.\(^1\) ..................................... Atlanta
A.B., Clark College, 1945.

HIGHTOWER, SUSIE ANDERSON\(^1\) ............................. Atlanta
A.B., Morris Brown College, 1942.

JETER, MABEL H. ........................................... Atlanta
B.S., Virginia State College, 1942.

JOHNSON, LORENE P. ........................................... Atlanta
A.B., Clark College, 1953.

LEE, ANNA L.\(^2\) ..................................... Jackson, Tenn.
A.B., Lane College, 1944.

LE FLORE, ELEANOR C. ................................. Mobile, Ala.
A.B., St. Augustine's College, 1954.

LESTER, EDNA LA VERNE. ................................. Waycross
A.B., Paine College, 1948.

LEVETT, WILLIE LEE GENES ............................. West Point
A.B., Clark College, 1954.

LOVEJOY, MARYNETTE\(^1\) ...................................... Atlanta
A.B., Morris Brown College, 1939.

\(^1\) First Semester only.
\(^2\) Second Semester only.
<table>
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<tr>
<th>Name</th>
<th>Location</th>
<th>Degree(s)</th>
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<tr>
<td>Lumpkin, Mable Clarece</td>
<td>Fort Valley</td>
<td>A.B., Spelman College, 1953.</td>
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<tr>
<td>Moore, Jean McCoy</td>
<td>Atlanta</td>
<td>A.B., Clark College, 1945.</td>
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<tr>
<td>Shinhoster, Frances Miller</td>
<td>Louisville</td>
<td>B.S., Fayetteville State Teachers College, 1946; M.S., University of Pennsylvania, 1950.</td>
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<tr>
<td>Tate, Jo Ella</td>
<td>Birmingham, Ala.</td>
<td>B.S., Alabama Agricultural and Mechanical College, 1954.</td>
</tr>
<tr>
<td>Taylor, Vera Gibson</td>
<td>Atlanta</td>
<td>A.B., Atlanta University, 1923.</td>
</tr>
<tr>
<td>Thomas, Edythe Wimbish</td>
<td>Atlanta</td>
<td>A.B., Atlanta University, 1926; B.S. in L.S., 1942.</td>
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</table>

1 First Semester only.
2 Second Semester only.
CATALOGUE

VIRGEL, GWENDOLYN L.............................. Hawkinsville
B.S., Morris Brown College, 1954.

WALTON, JAMES HARRY.................................. Atlanta
A.B., Clark College, 1954.

WARD, ROSE OPHELIA.................................. Atlanta
A.B., Clark College, 1952.

WATSON, HATTIE RUTHERFORD......................... Pine Bluff, Ark.
A.B., Spelman College, 1907.

WINSLOW, JESSICA ROSA LEE.......................... Hertford, N. C.
A.B., Shaw University, 1937.

WITCHER, CAROLYN.................................. Tocoma, Wash.
A.B., West Virginia State College, 1951.

WRIGHT, LILLIAN TAYLOR.............................. Frankfort, Ky.
A.B., Butler University, 1934; A.M., Indiana University, 1947.

WYATT, CLARICE MARJETTA............................. Atlanta

YOSHIDA, SADAO.................................. Maibara, Japan
Bungakushi (B.A.), Doshisha University, Kyoto, Japan, 1950.

SPECIAL STUDENTS

HESTER, MYRTLE GRACE.............................. Atlanta

1 First Semester only.

2 Second Semester only.

SCHOOL OF EDUCATION

ADAMS, MARY JOHNSON.................................. Atlanta
A.B., Clark College, 1934.

ADAMS, THENNYE HENRIETTA......................... Atlanta
B.S., Tuskegee Institute, 1950.

ADAMS, THOMAS C..................................... Waycross

ARKRIDGE, VIRGINIA H.............................. Atlanta
ALDRIDGE, HAROLD L. 2 ...................................... Rome  

ALEXANDER, MATTIE R. 2 ................................... Atlanta  
B. S., The Fort Valley State College, 1943.  

ALEXANDER, VIOLERIA PHYLLIS 2 ............................ Atlanta  
A.B., Morris Brown College, 1953.  

ALLEN, THADDIUS S. 2 ...................................... Atlanta  
A.B., Clark College, 1939.  

ALLEN, WILLIAM FRANKLIN 1 ............................ Matthews  
B.S., Savannah State College, 1952.  

ALLISON, ANDREW JACKSON 1 .............................. Atlanta  
A.B., Clark College, 1951.  

ALMON, ROZIE L. 1 ........................................ Atlanta  
B.S., Fort Valley State College, 1946.  

ANDERSON, LULA SUTTON 2 ............................... Fort Valley  

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

ARNOLD, GRACE WILLIE 2 ................................ Atlanta  
A.B., Clark College, 1926.  

ASHLEY, ELIZABETH W. L. 1 ............................... Danville  

AUSTELL, M. R. 1 .......................................... Atlanta  
A.B., Atlanta University, 1928; A.M., 1942.  

BAKER, MILDRED LOUISE 1 ................................ Atlanta  
A.B., Morris Brown College, 1930.  

BANKS, EARNELL BROOKS 2 ................................ Atlanta  
B.S., Spelman College, 1945.  

BARNETT, EUGENIA H. 2 ................................... Atlanta  
A.B., Morris Brown College, 1944.  

BASS, ROLINE 1 ........................................... Madison  
B.S., Georgia State College, 1947; M.Ed, Atlanta University, 1952.  

1 First Semester only.  
2 Second Semester only.
Beard, Althea L.  

Beavers, Marcus J.  

Bell, Alma A.  
A.B., Morris Brown College, 1952.

Bell, Herschel A.  
B.S., Savannah State College, 1934.

Black, Ruby Jane Childers  
B.S., Savannah State College, 1952.

Blackburn, Hazel L.  
A.B., Morris Brown College, 1942.

Bohannon, Elizabeth Marvin  
B.S., West Virginia State College, 1942.

Bowens, Alberta W.  

Bradley, Eleanor M.  
A.B., Morris Brown College, 1940.

Bradley, Mattie Roberts  
B.S., Savannah State College, 1950.

Bradley, William F.  
A.B., Morehouse College, 1937.

Branch, Mattie L. Harden  
B.S., Savannah State College, 1943.

Brantley, Addie Starks  
B.S., Savannah State College, 1951.

Briscoe, Edward  
A.B., Morris Brown College, 1933.

Briscoe, Mattie Harper  
A.B., Clark College, 1935.

1 First Semester only.
2 Second Semester only.
BRONNER, LENA ELEASE1 .................................. Atlanta
A.B., Spelman College, 1933; M.Ed., Atlanta University, 1948.

BROWN, EUNICE1 .................................. Savannah
B.S., Savannah State College, 1945.

BRUNSON, PIERCE BUTLER .................................. Macon
A.B., Morris Brown College, 1938.

BRYAN, ROSETTA DAVIS1 .................................. Savannah
B.S., Fort Valley State College, 1946.

BRYANT, JAMIE L.1 .................................. Savannah
B.S., Savannah State College, 1933.

BRYANT, JUANITA GWENDOLYN2 .................................. Atlanta
A.B., Clark College, 1954.

BRYANT, LUCILLE KENNEY1 .................................. Savannah

BRYANT, VERA REGULUS .................................. Atlanta
A.B., Clark College, 1954.

BURGAN, MAE RUBY1 .................................. Spartanburg, S. C.
A.B., Benedict College, 1945.

BURKE, BARBARA LOUISE1 .................................. Savannah
B.S., Savannah State College, 1951.

BURKE, MARY EDITH1 .................................. Atlanta
A.B., Clark College, 1954.

BURL, ARCHIE MAE2 .................................. Atlanta
B.S., Morris Brown College, 1950.

BURNETT, ELLA MAE .................................. Atlanta
A.B., Clark College, 1948.

BURRELL, SAMUEL T.1 .................................. Rome
A.B., Allen University, 1947.

BURTS, GEORGIA2 .................................. Atlanta
A.B., Clark College, 1948.

BYRD, ENOLA2 .................................. Belzoni, Miss.
B.S., Tougaloo College, 1951.

1 First Semester only.
2 Second Semester only.
CADE, AGATHA CURLEY\textsuperscript{1} \hspace{1cm} Savannah
B.S., Savannah State College, 1951.

CAIN, ELISE JEANNINE\textsuperscript{2} \hspace{1cm} Atlanta

CALLOWAY, ROBERT LEE\textsuperscript{2} \hspace{1cm} Athens

CAMERON, MOLLIE D.\textsuperscript{2} \hspace{1cm} Atlanta
B.S., Georgia State College, 1945.

CAMPBELL, MAMIE PLEASANT\textsuperscript{1} \hspace{1cm} Savannah
B.S., Savannah State College, 1949.

CAMPBELL, ALEXANDER BREWER \hspace{1cm} Union Springs, Ala.
B.S., Morehouse College, 1950.

CAMPER, LAURA RANDOLPH\textsuperscript{1} \hspace{1cm} Savannah
B.S., Savannah State College, 1951.

CANTY, JULIUS SIDNEY \hspace{1cm} Cartersville
B.S., Tuskegee Institute, 1950.

CARR, CLYDE C.\textsuperscript{1} \hspace{1cm} Good Hope
A.B., Shaw University, 1949; A.M., Atlanta University, 1952.

CARTER, CALVIN\textsuperscript{2} \hspace{1cm} Valdosta
A.B., Morehouse College, 1950.

CARTER, PRECIOUS\textsuperscript{2} \hspace{1cm} Fort Valley

CARTLEDGE, SADIE LEWIS \hspace{1cm} Savannah
B.S., Savannah State College, 1941.

CAUTION, MARGARET G.\textsuperscript{1} \hspace{1cm} Savannah
A.B., Savannah State College, 1948.

CHAIRES, GENIE MANLEY \hspace{1cm} Atlanta
A.B., Morris Brown College, 1937.

CLARK, JOHNNIE MAE \hspace{1cm} Atlanta
B.S., Clark College, 1948.

CLARK, RUBY MAE\textsuperscript{1} \hspace{1cm} Marietta
B.S., Morris Brown College, 1951.

CLAYTON, MAYE L.\textsuperscript{1} \hspace{1cm} Atlanta
A.B., Clark College, 1941.

\textsuperscript{1} First Semester only.
\textsuperscript{2} Second Semester only.
COFFEE, GEORGE BARTHEL ................................. Atlanta
A.B., Morehouse College, 1951.

COLEMAN, SARA G. ...................................... Atlanta
A.B., Clark College, 1945.

COLLIER, BESSIE GLADYS ............................. Atlanta
B.S., Morris Brown College, 1951.

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

COMBS, BERTHA MAR ................................. McDonough
B.S., Fort Valley State College, 1950.

COSBY, LIZZIE MAR .................................. Atlanta
A.B., Clark College, 1951.

COTTON, SARA TILLER .............................. Atlanta

COX, ANNE APPLING .................................. Atlanta
A.B., Morris Brown College, 1944.

CRAIG, ROSA LEE .................................. Atlanta
A.B., Morris Brown College, 1942.

CREW, BUENA NELL .................................. Griffin
A.B., Spelman College, 1938.

CROWDER, HALBERT CLARENCE ....................... Daingerfield, Tex.
A.B., Texas College, 1949.

CURETON, LOUIA O. .................................. Pinehurst, N. C.
A.B., Knoxville College, 1930.

DANIEL, MATTIE LEE .................................. Atlanta
A.B., Clark College, 1947.

DANIEL, MILDRED LOUISE ............................ Atlanta

DANIEL, THOMAS FARRIS ............................ Atlanta
B.S., Savannah State College, 1952.

DAVIDSON, FORRESTER .............................. West Point
A.B., Allen University, 1950.

DAVIS, EDITH MALLETT .............................. Atlanta
A.B., Allen University, 1942.

1 First Semester only.
2 Second Semester only.
DAVIS, ERNESTINE ALETHA\(^1\) .................................. Rome
B.S. in H.E., Clark College, 1948.

DAWSON, GLADYCE E.\(^2\) .................................. Atlanta

DELAWARE, REATHA GIBB\(^1\) .................................. Savannah
A.B., Savannah State College, 1936.

DENSON, LEONA ELIZABETH\(^2\) .................................. Waycross

DOBSON, JESSIE EMMA\(^2\) .................................. Fort Valley
B.S., The Fort Valley State College, 1941.

DOE, JEREMIAH WONFLUE ....................... Monrovia, Liberia
A.B., University of Liberia, 1953.

DUDLEY, ERMA SELPH\(^2\) .................................. Atlanta
A.B., Bishop College, 1947.

DUNCAN, Verna Fudge\(^2\) .................................. Fort Valley
B.S., The Fort Valley State College, 1951.

DYER, MINNIE LEE\(^2\) .................................. Atlanta
A.B., Morris Brown College, 1939.

EAVES, JOHN HENRY ............................ Jacksonville, Fla.
A.B., Morehouse College, 1952.

EDWARDS, CECIL LONG\(^2\) .................................. Atlanta
A.B., Spelman College, 1933.

EDWARDS, IRIS GWENDOLYN .................. Fayetteville, N. C.

EDWARDS, WILLIE GRANT\(^1\) .................................. Savannah
B.S., Savannah State College, 1939; A.M., Hampton Institute, 1942.

ELLINGTON, MADESTTNE Mims\(^1\) .................................. Athens
B.S., Savannah State College, 1953.

ELLIS, MARTHA JOHNSON\(^2\) .................................. Fort Valley

\(^1\) First Semester only.
\(^2\) Second Semester only.
EPPS, EVELYN MITCHELL\(^2\) ........................................ Atlanta
A.B., Dillard University, 1942.

ETCHISON, CORA JULIA\(^1\) ...................................... Monroe

EVANS, EVALEE\(^2\) ............................................... Burlington, N. C.
A.B., Johnson C. Smith University, 1943.

FERNANDER, CATHERINE E.\(^2\) .................................. Atlanta

FISHER, ANNETTE\(^1\) .............................................. Atlanta
A.B., Clark College, 1948.

FLAGG, DAISY CENTER\(^2\) ....................................... Atlanta
A.B., Morris Brown College, 1941.

FLOYD, VIRGINIA C.\(^1\) ....................................... Savannah
B.S., Savannah State College, 1944.

FORD, RUBY M.\(^2\) ............................................ Atlanta
A.B., Morris Brown College, 1942.

FOSTER, ELVA THOMAS\(^2\) ...................................... Atlanta
A.B., Spelman College, 1935.

FRAZIER, DAN ........................................ Columbus
B.S., Albany State College, 1954.

FRYE, JACQUELYN INEZ\(^1\) ..................................... Atlanta
A.B., Spelman College, 1946.

FURLOW, HENRY J.\(^2\) ........................................ Atlanta
A.B., Atlanta University, 1926; M.A., Atlanta University, 1952.

GARNETT, LILLIAN BEAVERS .................................... Atlanta

GAY, BIRDIE SPIVEY\(^2\) ...................................... Atlanta
A.B., Morris Brown College, 1939.

GAY, RANDALL GARFIELD\(^1\) .................................. Atlanta
A.B., Clark College, 1939.

GIBSON, JOHN T. ................................................ Atlanta
A.B., Clark College, 1944.

\(^1\) First Semester only.
\(^2\) Second Semester only.
GILSTRAP, VELMA P. 2 ..................................... Atlanta

GLANTON, GUSSIE FLORENCE 2 .............................. Atlanta
A.B., Clark College, 1948.

GOLIGHTLY, DANIEL P. 2 .................................... Atlanta
A.B., Clark College, 1937.

GOLIGHTLY, MADELYN G. 2 .................................. Atlanta
A.B., Spelman College, 1936.

GORDON, ELLA LOUISE 1 .................................. Savannah
B.S., Spelman College, 1944.

GRAY, HELEN WANDA 1 ..................................... Atlanta
A.B., Atlanta University, 1931; A.M., 1954.

GREEN, LENNIE CARL 2 .................................... Atlanta
A.B., Spelman College, 1932.

GRIGGS, MARY WILLIAMS 2 ................................. Atlanta
B.S., Spelman College, 1935.

GROOMES, RUBY GENEVIA 1 ................................. Atlanta
A.B., Rust College, 1942.

HADDOCK, CLIFFORD MAE 2 .................................. Macon
B.S., The Fort Valley State College, 1951.

HAINES, CARLEATHA M. ..................................... Atlanta
A.B., Spelman College, 1943.

HAMILTON, ROBERT H. ..................................... Eastman
A.B., Morehouse College, 1948.

HANNAH, BESSIE S. 1 ..................................... Savannah
B.S., Savannah State College, 1941.

HARRIS, LILLIE SLADE 1 .................................. Saint Marys
B.S., Albany State College, 1949.

HARRIS, RUTH L. HOWELL 1 ................................ Midville
B.S., The Agricultural and Technical College of North Carolina,
1931; M.Ed., Atlanta University, 1951.

HART, HAZEL M. 2 ......................................... Atlanta
A.B., Morris Brown College, 1944.

1 First Semester only.
2 Second Semester only.
ATLANTA UNIVERSITY

Harvey, Ivery W., Jr. .................................... Atlanta
A.B., Wayne University, 1951.

Hatcher, Annie B. ........................................ Atlanta
A.B., Clark College, 1930; A.M., Atlanta University, 1936.

Hatchett, Clemmie B. ................................. Atlanta
A.B., Claflin College, 1943.

Hawes, Clarence C. ................................. Macon

Hawkins, Lois B. ..................................... Atlanta
A.B., Morehouse College, 1937.

Hayes, Janette Branham ................................ Savannah

Hayley, Clara Yates ................................ Atlanta
A.B., Spelman College, 1946.

Heath, Marion David ................................. Milledgeville
B.S. in Agriculture, Savannah State College, 1939.

Hendricks, Annie Lou Ware ........................... Atlanta
A.B., Clark College, 1925; A.M., Atlanta University, 1941.

Hester, Bessie Indiana ................................ Atlanta
A.B., Paine College, 1946.

Hicks, Charles B. .................................... Anderson, S. C.
A.B., Morehouse College, 1954.

Hicks, Murlenan Hibble ............................. Fort Valley
B.S., Hampton Institute, 1934.

Higginbotham, Violet .............................. Atlanta

Hightower, Robert Lee ................................ Atlanta
A.B., Morehouse College, 1935.

Hollingshed, Ellynor Louise ........................ Fort Valley

Holmes, Doris Dungill .............................. Atlanta

1 First Semester only.
2 Second Semester only.
HOLMES, HUGH H., JR. 1 ........................................ Atlanta

HOLMES, MARTHA ANN 2 ........................................... Albany
B.S., Albany State College, 1946.

HORNE, ALICE P. 1 ........................................ Atlanta
A.B., Clark College, 1947.

HOWARD, M. EVELYN 2 ........................................ Atlanta

HOWARD, OLA KING 2 ........................................ Rome

HORNE, ALICE P. 1 ........................................ Atlanta
A.B., Clark College, 1947.

HORNE, ALICE P. 1 ........................................ Atlanta
A.B., Clark College, 1947.

HORNE, ALICE P. 1 ........................................ Atlanta
A.B., Clark College, 1947.

HOWARD, M. EVELYN 2 ........................................ Atlanta

HOWARD, OLA KING 2 ........................................ Rome

HOWELL, MILDRED S. ........................................ Atlanta
B.S., Spelman College, 1953.

HOWELL, MILDRED S. ........................................ Atlanta
B.S., Spelman College, 1953.

HUBERT, CHARLES E. ........................................ Atlanta
B.S., Savannah State College, 1941; M.S., Atlanta University, 1948.

HUBERT, CHARLES E. ........................................ Atlanta
B.S., Savannah State College, 1941; M.S., Atlanta University, 1948.

HUDSON, ERNIE VON 2 ........................................ Augusta
B.S., The Fort Valley State College, 1944.

HUDSON, MELVIN L. 1 ........................................ Macon
B.S., Morehouse College, 1948.

HUFF, THELMA R. ........................................ Elberton
A.B., Morris Brown College, 1939.

HULL, ZELMA MAURICE M. 1 .................................... Savannah
B.S., Savannah State College, 1950.

HULL, ZELMA MAURICE M. 1 .................................... Savannah
B.S., Savannah State College, 1950.

JACKSON, ANN L. 2 ........................................ Atlanta
A.B., Morris Brown College, 1938.

JACKSON, ANNA EDWARDS ........................................ Atlanta
A.B., Clark College, 1943.

JACKSON, AUDREY BERNICE 2 ........................................ Atlanta
B.S., Howard University, 1948.

JACKSON, DOROTHY E. ........................................ Atlanta
B.S. in H.E., Clark College, 1954.

JACKSON, JAMES DAVID 1 ........................................ Savannah
B.S., Savannah State College, 1951.

1 First Semester only.
2 Second Semester only.
JACKSON, LURLINE E. 2 .................................... Atlanta
B.S., Spelman College, 1937.

JACKSON, ROSWELL F. 1 .................................... Atlanta
B.S., Morehouse College, 1947; B.D., 1950.

JACKSON, RUBY ADAMS 1 .................................... Atlanta
B.S., Fort Valley State College, 1950.

JAMES, MYRTICE A. 1 .................................... Savannah
B.S., Savannah State College, 1953.

JAMES, WILLIE LUCILLE C. 2 .................................... Atlanta
A.B., Atlanta University, 1930; M.Ed., Atlanta University, 1948.

JEFFERSON, ANNE ENMON 2 .................................... Quitman
B.S., Savannah State College, 1954.

JENKINS, FANNIE PRESTON 1 .................................... Savannah
A.B., Savannah State College, 1938.

JENKINS, LOLA MCCOLLUM 2 .................................... Atlanta
B.S., Spelman College, 1937; M.Ed., Atlanta University, 1946.

JESSIE, ALFONZO L .............................................. Atlanta

JOHNSON, ANN FERRELL 1 .................................... Savannah
B.S. Savannah State College, 1954.

JOHNSON, HORACE D. 1 .................................... Atlanta
A.B., Philander Smith College, 1953.

JOHNSON, HORACE J. 1 .................................... Covington
A.B., Clark College, 1951.

JOHNSON, INEZ GAY 2 .................................... Atlanta
A.B., Spelman College, 1933.

JOHNSON, LAURIE FRANCES ..................................... Atlanta
A.B., Bennett College, 1938.

JOHNSON, LOUISE GORDON 1 ..................................... Atlanta
A.B., Clark College, 1948.

JOHNSON, MILDRED HAZEL 1 ..................................... Savannah
B.S., Savannah State College, 1939.

JOHNSON, WILLIE MAE ........................................... Macon
B.S., Fort Valley State College, 1950.

1 First Semester only.
2 Second Semester only.
JONES, CHARLES HAMILTON\(^1\) ........................................ Atlanta
A.B., Morehouse College, 1951.

JONES, EVELYN FLOYD\(^2\) ........................................ Atlanta
A.B., Bennett College, 1942.

JONES, JOSEPHINE\(^1\) ........................................ Atlanta
A.B., Clark College, 1947.

JONES, ROY L., JR. ........................................ Atlanta
A.B., Morehouse College, 1950.

JONES, SALLIE EMILY\(^1\) ........................................ Atlanta
B.S., Fort Valley State College, 1948.

JONES, THELMA J.\(^1\) ........................................ Atlanta
B.S., Morris Brown College, 1947.

JONES, WINFRED J.\(^2\) ........................................ Atlanta
A.B., Clark College, 1938.

JORDAN, DOROTHY W.\(^1\) .................................... Newnan
B.S., Fort Valley State College, 1949.

JORDAN, LUTHA M.\(^2\) ........................................ Atlanta

KEAHEY, FRANCES A.\(^2\) .................................... Atlanta
A.B., Spelman College, 1953.

KENDRICK, ALMA W.\(^2\) .................................... Atlanta
A.B., Clark College, 1938.

LAWRENCE, LLOYD .......................................... Greensboro
B.S., Savannah State College, 1950.

LEE, RUTH ADELE\(^2\) ........................................ Atlanta
A.B., Morris Brown College, 1939.

LESTER, JEWEL MOON\(^2\) ...................................... Dalton
B.S., Fort Valley State College, 1948.

LILLY, OTIS E. ............................................. Atlanta
B.S., Livingstone College, 1936.

LINDSAY, HAZEL B.\(^2\) ........................................ Atlanta
A.B., Morris Brown College, 1936.

LINDSAY, MARY LOUISE\(^2\) ..................................... Atlanta
A.B., Morris Brown College, 1939.

\(^1\) First Semester only.
\(^2\) Second Semester only.
LINDSEY, EMMA DOWSE 1 ................................ Savannah
B.S., Savannah State College, 1947.

LOCKETT, BROOKER THOMAS ................................ Atlanta
A.B., Fisk University, 1948.

LOCKHART, VERDREE 1 .................................... Louisville
B.S., Tuskegee Institute, 1949.

LOTT, HARNETHA WEBB 2 ................................... Atlanta
A.B., Clark College, 1942.

LOVETT, AYLER MAE WILLIAMS 1 ......................... Savannah
B.S., Savannah State College, 1947; A.M., Columbia University, 1951.

LOWE, JULIA ALBERTA 1 .................................. Savannah
B.S., Savannah State College, 1949.

LOWE, NEUZETTA GENEVIEVE 1 ......................... Savannah
B.S., Savannah State College, 1949.

LUTEN, JAMES EDWARD 1 ................................ Savannah
B.S., Savannah State College, 1939.

MCBRIDE, FRANCES MAE 1 ................................ Athens
B.S., Savannah State College, 1945.

MCINTOSH, WILLIE ERMN 2 ................................ Atlanta

MCKENZIE, VIRGINIA ENTZMINGER 2 ....................... Atlanta

MCLENDON, WILBERT 2 .................................. Atlanta

MCPherson, CorDELLA 1 .................................. Atlanta
A.B., Clark College, 1949.

MCRAE, FANNIE MALCOLM 1 .............................. Moreland
B.S., Fort Valley State College, 1951.

MANICO, CAROLYN MARIE 1 ................................ Savannah
B.S., Savannah State College, 1952.

MAPP, VIVIAN L. 2 .................................... Atlanta

1 First Semester only.
2 Second Semester only.
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Degree(s)</th>
</tr>
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<tbody>
<tr>
<td>MAREE, METTELIA WILSEY</td>
<td>Savannah State College</td>
<td>B.S., Savannah State College, 1936; A.M., Columbia University, 1946.</td>
</tr>
<tr>
<td>MARTIN, LUCIUS HENRY</td>
<td>Atlanta University</td>
<td>A.B., Atlanta University, 1930; M.S., Atlanta University, 1943.</td>
</tr>
<tr>
<td>MARTIN, MELVIN EUGENE</td>
<td>Marietta</td>
<td>B.S., Tennessee Agricultural &amp; Industrial University, 1941; A.M., Boston University, 1952.</td>
</tr>
<tr>
<td>MARTIN, ZOLLIE MAE</td>
<td>Atlanta University</td>
<td>A.B., Atlanta University, 1931.</td>
</tr>
<tr>
<td>MATTOX, FELIX G.</td>
<td>Atlanta University</td>
<td>A.B., Clark College, 1937.</td>
</tr>
<tr>
<td>MAYS, SUE MAUD</td>
<td>Griffin</td>
<td>A.B., Spelman College, 1946.</td>
</tr>
<tr>
<td>MITCHELL, JANET CLAIRE</td>
<td>Atlanta University</td>
<td>A.B., Clark College, 1953.</td>
</tr>
<tr>
<td>MODISTE, RUTH CALDWELL</td>
<td>Atlanta University</td>
<td>A.B., Spelman College, 1934.</td>
</tr>
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<td>MOON, HARRIET L.</td>
<td>Comer</td>
<td>B.S., Fort Valley State College, 1946.</td>
</tr>
<tr>
<td>MORELAND, JOHN YOUNG</td>
<td>Atlanta University</td>
<td>A.B., Morehouse College, 1948.</td>
</tr>
<tr>
<td>MORRIS, PHENECIA CANNON</td>
<td>Atlanta University</td>
<td>A.B., Clark College, 1950.</td>
</tr>
<tr>
<td>MOSES, LEA MAE</td>
<td>Dallas</td>
<td>A.B., Morris Brown College, 1946.</td>
</tr>
<tr>
<td>NUNNALLY, LAURA PEARL WALL</td>
<td>Atlanta University</td>
<td>A.B., Clark College, 1940.</td>
</tr>
<tr>
<td>OGUNSANYA, JAMES O.</td>
<td>Nigeria</td>
<td>B.S., Morehouse College, 1953.</td>
</tr>
<tr>
<td>O'NEAL, JOHN THOMAS</td>
<td>Madison</td>
<td>B.S., Savannah State College, 1938.</td>
</tr>
</tbody>
</table>

1 First Semester only.
2 Second Semester only.
PACE, GLORIA ELAINE\(^1\) .................................. Atlanta
A.B., Clark College, 1949.

PAGE, EDDIE B. JR.\(^2\) .................................. Atlanta
A.B., Morris Brown College, 1952.

PARSONS, ADOLPH\(^2\) .................................. Forsyth
A.B., Morehouse College, 1940.

PEDEN, FRANCES CAROL .................................. Atlanta
A.B., Talladega College, 1946.

PHARR, WESSIE MAE\(^2\) .................................. Forsyth
B.S., Fort Valley State College, 1950.

PHARROW, LILLIAN E.\(^1\) .................................. Atlanta
A.B., Morris Brown College, 1934.

PHELPS, CHARLES C.\(^1\) ................................. Milledgeville
B.S., Florida Agricultural and Mechanical University, 1939.

PIERCE, NAOMI HARRIS\(^2\) .................................. Atlanta
B.S., Spelman College, 1937; A.M., Atlanta University, 1945.

PINSON, MINNIE SPEAR\(^2\) ............................... Atlanta
A.B., Spelman College, 1936.

PITTS, KATHLEEN L. COOK\(^2\) ............................. Fort Valley
A.B., Talladega College, 1934.

PITTS, LUCIUS H.\(^2\) .................................. Cordele
A.B., Paine College, 1941.

POLLAR, ALFRED\(^2\) .................................. New Orleans, La.
A.B., Clark College, 1949.

POPE, BETTY S.\(^1\) .................................. Savannah
B.S., Savannah State College, 1949.

POTTER, SADYE WATSON\(^2\) ............................... Atlanta
A.B., Atlanta University, 1930; M.A., Atlanta University, 1936.

POWELL, AUDREY DANIELS\(^2\) ............................. Atlanta
A.B., Spelman College, 1948; B.L.S., Atlanta University, 1949.

PRICE, ARIZONA BROWN\(^2\) ............................. Atlanta
B.S., Spelman College, 1945.

\(^1\) First Semester only.
\(^2\) Second Semester only.
Price, Mary Ellen1 ........................................ Atlanta
A.B., Morris Brown College, 1941.

Proctor, Emmett La Costa2 ................................ Atlanta

Pullin, Initia J.1 ........................................ Atlanta
B.S., Hampton Institute, 1932.

Rambo, Evelyn Louise ..................................... Rome
A.B., Clark College, 1940.

Ramsey, Theodore Raleigh ................................ Atlanta
A.B., Morehouse College, 1951.

Redmond, Adleigh D.1 ..................................... Perry
A.B., Rust College, 1931.

Reese, Pearl Dwight2 ..................................... Atlanta
B.S., Clark College, 1936.

Rembert, Virginia Thomas2 ................................ Atlanta
A.B., Morehouse College, 1933.

Rhaney, Margaret H.1 ...................................... Savannah
A.B., Savannah State College, 1932.

Rice, George H. ........................................... Atlanta
A.B., Morehouse College, 1944.

Richardson, Arthur Horace2 ................................ Atlanta
B.S., Georgia State College, 1940; M.A., Atlanta University, 1954.

Richardson, Edna Azalee1 ................................ Monroe
B.S., Fort Valley State College, 1954.

Richardson, Gladys P.2 .................................... Atlanta
B.S., Georgia State College, 1941; M.S., Atlanta University, 1942.

Ricks, Lillian Jones2 ...................................... Macon
B.S., Fort Valley State College, 1948.

Ricks, Marjorie Armenta1 ................................ Atlanta
B.S., Spelman College, 1950.

Rivers, Helena M.2 ........................................ Atlanta
A.B., Morris Brown College, 1941.

1 First Semester only.
2 Second Semester only.
ATLANTA UNIVERSITY

ROBERTS, ANNIE RAY  
B.S., Savannah State College, 1950.

ROBERTS, LOUISE B.  
A.B., Savannah State College, 1945.

ROBERTS, MAUD ODEEN  
A.B., Clark College, 1942.

ROBINSON, ANNA FAUSTINE  
B.S., Florida Agricultural and Mechanical University, 1950.

ROBINSON, EVIE PRICE  
A.B., Morris Brown College, 1940.

ROBINSON, ISAAC N.  
A.B., Morris Brown College, 1947; A.M., Atlanta University, 1951.

ROBINSON, JOSEPH W.  
B.S., Hampton Institute, 1949.

ROBINSON, LITHANGIA SHANELL  
A.B., Clark College, 1947.

ROWE, JUSTINE G.  
A.B., Allen University, 1948.

ROWE, REEDY B.  
A.B., Allen University, 1937.

RUTLAND, LEVISTA PEARSON  
A.B., Talladega College, 1940.

SAMPSON, WILLIE MAE BURTON  
B.S., Savannah State College, 1948.

SAUNDERS, LUCINDA CLARESSA  

SAYLES, LENA DUNN  
B.S., Tuskegee Institute, 1939; M.S.W., Atlanta University, 1946.

SCOTT, MARY SHY  

SCOTT, RUTH GRACE  

1 First Semester only.
2 Second Semester only.
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Institution</th>
</tr>
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<tbody>
<tr>
<td>Scratchins, Wilhelmina Harris</td>
<td>A.B.</td>
<td>Spelman College, 1934.</td>
</tr>
<tr>
<td>Sherard, Margaret Adkins</td>
<td>A.B.</td>
<td>Clark College, 1946.</td>
</tr>
<tr>
<td>Shopshire, Esther Pickett</td>
<td>B.S.</td>
<td>Bennett College, 1935.</td>
</tr>
<tr>
<td>Shorts, Helen Cliff</td>
<td>A.B.</td>
<td>LeMoyne College, 1934; A.M., Atlanta University, 1954.</td>
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<td>Simmons, Ethel DeLores</td>
<td>B.S.</td>
<td>Albany State College, 1950.</td>
</tr>
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<td>Simmons, Helen Bates</td>
<td>A.B.</td>
<td>Spelman College, 1938.</td>
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<td>Simmons, Walter M.</td>
<td>A.B.</td>
<td>Virginia Union University, 1948.</td>
</tr>
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<td>Solomon, Roberta Thompson</td>
<td>A.B.</td>
<td>Morehouse College, 1951.</td>
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<td>Snell, Mary L. Tinner</td>
<td>B.S.</td>
<td>Prairie View University, 1940.</td>
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<td>Solomon, Lucy Gadsden</td>
<td>B.S.</td>
<td>Savannah State College, 1949.</td>
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<td>Starling, Earl A.</td>
<td>A.B.</td>
<td>Morris Brown College, 1934.</td>
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<td>Stephens, Mary Eloise</td>
<td>A.B.</td>
<td>Spelman College, 1946.</td>
</tr>
<tr>
<td>Stewart, Annie Dean</td>
<td>B.S.</td>
<td>Fort Valley State College, 1948.</td>
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1 First Semester only.  
2 Second Semester only.
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<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Degree</th>
<th>City</th>
<th>College</th>
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<tbody>
<tr>
<td>Stinson, LEE HOWARD</td>
<td>Madison</td>
<td>Madison</td>
<td>Savannah State College, 1953.</td>
<td></td>
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<tr>
<td>STINSON, MARTHA F. 2</td>
<td>Madison</td>
<td>Madison</td>
<td>Savannah State College, 1949.</td>
<td></td>
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<td>Stokes, EARL HENRY</td>
<td>Atlanta</td>
<td>Atlanta</td>
<td>Morris Brown College, 1948.</td>
<td></td>
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<tr>
<td>Stone, LILLIE HELEN</td>
<td>Vidalia</td>
<td>Vidalia</td>
<td>Fort Valley State College, 1951.</td>
<td></td>
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<tr>
<td>Strickland, CATHERINE GLENN 1</td>
<td>Newnan</td>
<td>Newnan</td>
<td>Fort Valley State College, 1950.</td>
<td></td>
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<td>Strickland, Lessie 2</td>
<td>Fort Valley</td>
<td>Fort Valley</td>
<td>Fort Valley State College, 1949.</td>
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<tr>
<td>Strong, ROSA MAE 2</td>
<td>Madison</td>
<td>Madison</td>
<td>Savannah State College, 1952.</td>
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<td>Stroud, ALICE WARD 2</td>
<td>Atlanta</td>
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<td>Georgia State College, 1948.</td>
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<tr>
<td>Sutton, GEORGIA 1</td>
<td>Macon</td>
<td>Macon</td>
<td>Fort Valley State College, 1951.</td>
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<tr>
<td>Swinton, GENNIE BEVERLY 2</td>
<td>Vienna</td>
<td>Vienna</td>
<td>The Fort Valley State College, 1946.</td>
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<td>Tabor, HARRIET M. 2</td>
<td>Fort Valley</td>
<td>Fort Valley</td>
<td>The Fort Valley State College, 1941.</td>
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<tr>
<td>Talley, TOMMIE LOUISE 1</td>
<td>Newnan</td>
<td>Newnan</td>
<td>Fort Valley State College, 1950.</td>
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<tr>
<td>Tanner, EUNICE M. 1</td>
<td>Miami, Fla.</td>
<td>Miami, Fla.</td>
<td>Benedict College, 1924.</td>
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<tr>
<td>Tatum, MARY ANDERSON 2</td>
<td>Atlanta</td>
<td>Atlanta</td>
<td>Morris Brown College, 1940.</td>
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<tr>
<td>Tatum, RUBY BROWN 1</td>
<td>Atlanta</td>
<td>Atlanta</td>
<td>Clark College, 1940.</td>
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</table>

1 First Semester only.
2 Second Semester only.
TAYLOR, EVELYN MALONE ................................. Atlanta
A.B., Spelman College, 1951.

TAYLOR, GERONE HENDALE ................................. Atlanta
A.B., Morehouse College, 1940.

TAYLOR, RHEUBIN MARCELLUS ............................. Atlanta
B.S., Northwestern University, 1930; A.M., Teachers College,
Columbia University, 1943.

THOMAS, ETHEL LEVERA .............................. Fort Valley
B.S., Fort Valley State College, 1947.

THOMAS, GWENDOLYN ARZELLA .......................... Atlanta
B.S., in H.E., Clark College, 1949.

THOMPSON, FRANCES B .............................. Savannah
B.S., Savannah State College, 1946.

THOMPSON, JANIE M .................................. Atlanta
B.S., Savannah State College, 1950.

THORNTON, GEORIE WASHBURN .......................... Atlanta
A.B., Morris Brown College, 1939.

THORNE, DANIEL STANFORD .............................. Atlanta
B.S., Delaware State College, 1934; M.S., Atlanta University,
1937.

THURSTON, JONATHAN W ................................ Miami, Fla.
B.S., Bethune-Cookman College, 1951.

THWEATT, ALBERT MARY PATTERSON WALKER ............ Savannah
A.B., Atlanta University, 1926.

TIPTON, BEULAH JONES .............................. Atlanta
B.S., Fort Valley State College, 1944; A.M., Atlanta University,
1948.

TOBIN, ISABELLA M .................................. Atlanta

TOLBERT, RUBY BLONEVIA .............................. Atlanta
A.B., Spelman College, 1953.

TOMLINSON, LALA LEOLA ............................... Quitman
A.B., Morris Brown College, 1939; A.M. Hampton Institute, 1951.

---

¹ First Semester only.
² Second Semester only.

TURNER, ERMODINE LANELLE B.S., Prairie View University, 1952.


WADE, ALMA REED B.S., Savannah State College, 1947.

WAKEFIELD, JANIE K. A.B., Morris Brown College, 1936.

WALKER, SOPHONIA DASHER B.S., The Fort Valley State College, 1946.

WALKER, MAGGIE M. A.B., Morris Brown College, 1944.

WARE, BEULAH M. B.S., Savannah State College, 1953.


WARREN, GERTHA PEGGY B.S., West Virginia State College, 1940.


WEBB, LAURA DERRICK B.S., South Carolina State College, 1950.

WEBB, MAXINE B.S., Clark College, 1945.

WEEMS, NAOMI WHATLEY A.B., Morris Brown College, 1940.

1 First Semester only.
2 Second Semester only.
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<th>Name</th>
<th>College/University</th>
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<tr>
<td>Wells, Dorethea K.</td>
<td>Savannah State College</td>
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<td>Wells, Marion A.</td>
<td>Morris Brown College</td>
<td>A.B.</td>
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<td>Whelchel, Mary Sellers</td>
<td>Atlanta B.S., The Fort Valley State College, 1944; M.S.W., Atlanta University, 1946.</td>
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<td>White, Otis, Jr.</td>
<td>Atlanta B.S., Morehouse College, 1944; M.S., Atlanta University, 1946.</td>
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<td>Wiggins, Roberta Robinson</td>
<td>Macon B.S., Fort Valley State College, 1953.</td>
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<td>Williams, Catherine W.</td>
<td>Savannah A.B., Spelman College, 1936.</td>
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<td>Williams, Erma Roberts</td>
<td>Savannah B.S., Savannah State College, 1941.</td>
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<td>Williams, Homer C.</td>
<td>Atlanta B.S., Savannah State College, 1937; M.Ed., Atlanta University, 1948.</td>
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<td>Williams, Maurice M.</td>
<td>Atlanta A.B., Spelman College, 1950.</td>
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<td>Williams, Myrtle Yvette</td>
<td>Atlanta A.B., Clark College, 1951.</td>
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<td>Williams, Richard McQueen</td>
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<td>Willingham, John B.</td>
<td>Atlanta A.B., Morehouse College, 1941.</td>
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</table>

1 First Semester only.
2 Second Semester only.
ATLANTA UNIVERSITY

WILLIS, EVELYN\(^1\) ............................................ Atlanta

WOLFE, ELISIE PALMER\(^1\) .................................... Atlanta
A.B., Clark College, 1952.

WOODS, MARY ELIZABETH\(^1\) .................................. Atlanta
A.B., Spelman College, 1944.

WOODS, MARION J.\(^2\) ........................................ Marietta
A.B., Savannah State College, 1928.

WRIGHT, GRETA\(^1\) ........................................ Atlanta
A.B., Spelman College, 1953.

WRIGHT, PAULINE PITMAN .................................... Atlanta
B.S., Florida Agricultural & Mechanical University, 1946.

WRIGHT, SADIE MACK\(^1\) ..................................... Savannah
B.S., Savannah State College, 1954.

WYATT, GWENDOLYN W.\(^2\) .................................. Atlanta
A.B., Morris Brown College, 1952.

WYNN, EARLINE MORRIS ...................................... Waycross
B.S., Tennessee A. & I. Teachers College, 1932.

YOUNG, ESTELLE S. M. ......................................... Gainesville
B.S., Savannah State College, 1948.

YOUNG, GRACE P.\(^2\) ........................................ Monroe
B.S., Hampton Institute, 1939.

ZACHERY, SARAH HAWKINS\(^2\) ................................ Atlanta
A.B., Clark College, 1935.

ZINNERMAN, MARY TREZEVANT\(^1\) .............................. Savannah
B.S., Allen University, 1944.

SPECIAL STUDENTS

BROWN, ELLA G.\(^1\) ........................................ Atlanta

CARROLL, CECILE B.\(^2\) ...................................... Atlanta

\(^1\) First Semester only.
\(^2\) Second Semester only.
DAVIS, Eura Sebena\textsuperscript{2} ............................................. Newborn

Hamm, Tommie Lee\textsuperscript{2} ............................................. Atlanta

Harris, Mary Hardeman\textsuperscript{1} ............................................. Athens

Harris, Riley\textsuperscript{2} ............................................. Atlanta

Perry, Nellie Davis\textsuperscript{2} ............................................. Atlanta

Phillips, Lavonia J.\textsuperscript{2} ............................................. Atlanta

Redd, Mamye L.\textsuperscript{1} ............................................. Commerce

Taylor, Jessie Mae\textsuperscript{2} ............................................. Kennesaw

Walker, Elisha William\textsuperscript{1} ............................................. Chicago, Ill.

Walton, Mary Alice\textsuperscript{2} ............................................. Atlanta

Webb, Pearl ............................................. Atlanta

Weems, Lillian Camilla\textsuperscript{1} ............................................. Savannah

\textbf{School of Business Administration}

Burnside, Mary Haynes ............................................. Atlanta
A.B., Talladega College, 1929.

Chandler, Cleveland A. ............................................. Aberdeen, Miss.
A.B., Morehouse College, 1954.

Clark, Johnnie Lee\textsuperscript{2} ............................................. Atlanta
B.S., Morris Brown College, 1951.

Clay, Augustus L., Jr. ............................................. Atlanta
A.B., Clark College, 1953.

Crittenden, Thomas E.\textsuperscript{1} ............................................. Greenville, Ala.
B.S., Tennessee Agricultural & Industrial State University, 1950.

\textsuperscript{1} First Semester only.
\textsuperscript{2} Second Semester only.
DALTON, EDITH. ........................................ Atlanta
A.B., Clark College, 1948.

DeSHAZOR, EMMA E. ARNOLD ............................ Atlanta
A.B., Claflin College, 1940.

GILBERT, JAMES E. .................................... Atlanta
A.B., Morehouse College, 1950.

HENDRICKS, JUANITA E.................................... Atlanta
B.S., Tennessee Agricultural & Industrial State University, 1938.

JAMES, THEODORA FISHER .............................. Atlanta
A.B., Spelman College, 1926.

JOHNSON, LOIS EUPHRASIA .............................. Atlanta
A.B., Spelman College, 1951; A.M., Atlanta University, 1952.

LEATHERS, CLARENCE WESCOTT ............................. Atlanta
B.S., Hampton Institute, 1937.

LINEBERGER, NELLIE M.............................. Baltimore, Md.
B.S., Morgan State College, 1954.

MOORE, CHARLES W....................................... Atlanta

OLDS, FRANK CHARLES .................................. Atlanta
A.B., Morris Brown College, 1952.

ROBINSON, IRMA G........................................ Atlanta
A.B., Tillotson College, 1942; M.B.A., Atlanta University, 1951.

STEWART, ROOSEVELT S. ............................ Tuskegee Institute, Ala.
B.S., Tuskegee Institute, 1954.

VINCENT, RACHEL A................................ Jackson, Miss.
A.B., Tougaloo College, 1949.

WHITEHEAD, ALMA B. ................................ Baltimore, Md.

1 First Semester only.
2 Second Semester only.
SPECIAL STUDENTS

BROWN, HENRY NEAL ...................................... Atlanta

COLZIE, JESSIE¹ ........................................... Atlanta

¹ First Semester only.
### SUMMARY OF ENROLLMENT
#### 1954-1955

#### GRADUATE AND PROFESSIONAL SCHOOLS

<table>
<thead>
<tr>
<th>School</th>
<th>MEN</th>
<th>WOMEN</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td>School of Arts and Sciences</td>
<td>50</td>
<td>30</td>
<td>80</td>
</tr>
<tr>
<td>School of Social Work</td>
<td>26</td>
<td>53</td>
<td>79</td>
</tr>
<tr>
<td>School of Library Service</td>
<td>8</td>
<td>43</td>
<td>51</td>
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<tr>
<td>School of Education</td>
<td>89</td>
<td>270</td>
<td>359</td>
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<tr>
<td>School of Business Administration</td>
<td>8</td>
<td>11</td>
<td>19</td>
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<tr>
<td>Special</td>
<td>7</td>
<td>36</td>
<td>43</td>
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<tr>
<td><strong>Total</strong></td>
<td>188</td>
<td>443</td>
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#### LABORATORY SCHOOL

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<th>School</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
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<tr>
<td>Elementary School</td>
<td>113</td>
<td>112</td>
<td>225</td>
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<tr>
<td>Kindergarten-Nursery (Spelman College)</td>
<td>29</td>
<td>38</td>
<td>67</td>
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<tr>
<td><strong>Total</strong></td>
<td>142</td>
<td>150</td>
<td>292</td>
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<tr>
<td><strong>Total (excluding Kindergarten-Nursery School)</strong></td>
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#### SUMMER SCHOOL — 1954

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<th>WOMEN</th>
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<td>Graduate (all schools)</td>
<td>289</td>
<td>706</td>
<td>995</td>
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<td>Undergraduate</td>
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<td>206</td>
<td>374</td>
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<td><strong>Total</strong></td>
<td>457</td>
<td>912</td>
<td>1,369</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>Nursery School</td>
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<td>9</td>
<td>20</td>
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<tr>
<td>Elementary School</td>
<td>38</td>
<td>37</td>
<td>75</td>
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<tr>
<td><strong>Total</strong></td>
<td>49</td>
<td>46</td>
<td>95</td>
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<td><strong>Total Summer School Enrollment</strong></td>
<td>506</td>
<td>958</td>
<td>1,464</td>
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<td><strong>GRAND TOTAL (June 1, 1954 to June 1, 1955)</strong></td>
<td>2,320</td>
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# Geographical Distribution of Enrollment 1954-1955

**Arts and Sciences, Social Work, Library Service, Education, Business Administration**

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<th>State</th>
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<td>Alabama</td>
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<td>Arkansas</td>
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<td>California</td>
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<td>Connecticut</td>
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<td>Florida</td>
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<td>Washington</td>
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<td>West Virginia</td>
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<td>India</td>
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<td>Liberia</td>
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<tr>
<td>Nigeria</td>
<td>2</td>
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<td><strong>Total</strong></td>
<td>631</td>
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