4-1-1957

The Atlanta University Bulletin, s. III no. 98; The Catalogue 1956-1957; Announcements 1957-1958

Atlanta University

Follow this and additional works at: http://digitalcommons.auctr.edu/aucatalogs

Part of the Education Commons

Recommended Citation

This Book is brought to you for free and open access by the Archives Research Center at DigitalCommons@Robert W. Woodruff Library, Atlanta University Center. It has been accepted for inclusion in Atlanta University Bulletin (Catalogs) by an authorized administrator of DigitalCommons@Robert W. Woodruff Library, Atlanta University Center. For more information, please contact cwiseman@auctr.edu.
ATLANTA UNIVERSITY BULLETIN

CATALOGUE NUMBER

1956-1957

ANNOUNCEMENTS

1957-1958

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

Council on Social Work Education
THE
ATLANTA UNIVERSITY
BULLETIN

PUBLISHED QUARTERLY BY
ATLANTA UNIVERSITY
ATLANTA, GEORGIA

CATALOGUE NUMBER
1956-1957

ANNOUNCEMENTS
1957-1958
# TABLE OF CONTENTS

- **UNIVERSITY CALENDAR** ........................................ 4
- **BOARD OF TRUSTEES** ........................................... 7
- **OFFICERS OF ADMINISTRATION** ................................ 8
- **THE FACULTY** ................................................ 12
- **GENERAL INFORMATION** ........................................ 21
  - Location ............................................... 21
  - Historical Sketch ...................................... 21
  - The University Plan .................................... 22
  - The Ware Professorship Fund ........................... 23
  - Special Consideration for Veterans ...................... 24
  - Summer School ........................................ 24
  - Publications ........................................... 25
  - Trevor Arnett Library .................................. 26
  - Laboratory School ...................................... 28
  - Nursery School ........................................ 29
  - Laboratories ........................................... 29
  - Dormitories ............................................. 30
  - Student Health Service ................................ 30
  - Religious Opportunities ................................. 30
  - John Hope Lecture ..................................... 31
  - Special Lectures, Concerts, Entertainments ............. 31
  - Tuition and Fees ....................................... 33
  - Housing ............................................... 35
  - Estimate of Expenses ................................... 35
  - Financial Aid for Students .............................. 36
  - State Aid .............................................. 36
  - Admission ............................................. 37
  - Registration ............................................ 37
  - Candidacy for Degrees .................................. 37
  - General Requirements for Master's Degree ............... 38
  - Degree of Doctor of Philosophy .......................... 42
  - Maintenance of Standards ................................ 42
- **COURSES OF INSTRUCTION IN ARTS AND SCIENCES** ............... 43
- **SCHOOL OF SOCIAL WORK** ..................................... 65
- **SCHOOL OF LIBRARY SERVICE** ................................ 93
- **SCHOOL OF EDUCATION** ...................................... 102
- **SCHOOL OF BUSINESS ADMINISTRATION** ....................... 139
- **DEGREES CONFERRED IN JUNE, 1956** .......................... 151
- **DEGREES CONFERRED IN AUGUST, 1956** ...................... 161
- **SUMMARY OF DEGREES CONFERRED IN 1956** ................... 172
- **REGISTER OF STUDENTS** .................................... 173
- **SUMMARY OF ENROLLMENT** ................................... 224
- **GEOGRAPHICAL DISTRIBUTION OF ENROLLMENT** ............... 225
- **COLLEGES AND UNIVERSITIES REPRESENTED IN ENROLLMENT** .... 226
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td>10</td>
<td>Monday</td>
<td>Registration for summer school.</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Tuesday</td>
<td>Summer school classes begin.</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Wednesday</td>
<td>Last day to register for credit. Examination in English Fundamentals.</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Friday</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>17</td>
<td>Monday</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>Thursday</td>
<td>Independence Day, a holiday.</td>
</tr>
<tr>
<td></td>
<td>13</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></td>
<td>29</td>
<td>Monday</td>
<td>Last day to file theses for master's degrees to be conferred in August.</td>
</tr>
<tr>
<td>August</td>
<td>1</td>
<td>Thursday</td>
<td>Final examination for candidates for degrees to be conferred in August.</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Thursday</td>
<td>Summer School Convocation.</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Friday</td>
<td>Final examinations; summer school closes.</td>
</tr>
<tr>
<td>September</td>
<td>17</td>
<td>Tuesday</td>
<td>Registration for first semester.</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Wednesday</td>
<td>Classes begin.</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Wednesday</td>
<td>Last day for first semester registration for the undergraduate colleges.</td>
</tr>
<tr>
<td>October</td>
<td>1</td>
<td>Tuesday</td>
<td>Last day to register for first semester credit for graduate students and graduate exchange students.</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Monday</td>
<td>Examination in English fundamentals; required of all students in the University.</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Wednesday</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>12</td>
<td>Saturday</td>
<td>Qualifying Examination (Preliminary Examination) for candidacy for the degree of Master of Arts</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 20</td>
<td>Wednesday</td>
<td>Thanksgiving holidays begin at end of scheduled classes.</td>
</tr>
<tr>
<td>December 21</td>
<td>Saturday</td>
<td>Christmas recess begins at 12:30 p.m.</td>
</tr>
<tr>
<td>January 3</td>
<td>Friday</td>
<td>Christmas recess ends; classes resume at 8:00 a.m.</td>
</tr>
<tr>
<td>11 Saturday</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 with the Dean of the School of Education prior to the date of the Examination.</td>
</tr>
<tr>
<td>20 Monday</td>
<td></td>
<td>Semester examinations begin.</td>
</tr>
<tr>
<td>25 Saturday</td>
<td></td>
<td>First semester closes. Last day to file theses for work completed in January.</td>
</tr>
<tr>
<td>26 Sunday</td>
<td></td>
<td>Atlanta University Center Convocation.</td>
</tr>
<tr>
<td>27 Monday</td>
<td></td>
<td>Registration for second semester.</td>
</tr>
<tr>
<td>28 Tuesday</td>
<td></td>
<td>Classes begin.</td>
</tr>
<tr>
<td>February 5</td>
<td>Wednesday</td>
<td>Last day for second semester registration in the undergraduate colleges.</td>
</tr>
<tr>
<td>8 Saturday</td>
<td></td>
<td>Last day to register for second semester credit for graduate students and graduate exchange students.</td>
</tr>
<tr>
<td>10 Monday</td>
<td></td>
<td>Examination in English Fundamentals; required of all students in the University.</td>
</tr>
<tr>
<td>12 Wednesday</td>
<td></td>
<td>Examination in foreign languages; required for the master's degree in arts and sciences, library service, and education.</td>
</tr>
<tr>
<td>21 Friday</td>
<td></td>
<td>Last day to file candidacy for degrees to be conferred in June.</td>
</tr>
<tr>
<td>March 2</td>
<td>Sunday to</td>
<td>University Center Religious Emphasis Week.</td>
</tr>
<tr>
<td>5 Wednesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>Date</td>
<td>Day</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>April</td>
<td>2</td>
<td>Wednesday</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Tuesday</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Wednesday</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Thursday</td>
</tr>
<tr>
<td>May</td>
<td>10</td>
<td>Saturday</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Monday</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Monday</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Thursday</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Thursday</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Saturday</td>
</tr>
<tr>
<td>June</td>
<td>1</td>
<td>Sunday</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Monday</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Tuesday</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Wednesday</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Monday</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Tuesday</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Wednesday</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Thursday</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Friday</td>
</tr>
<tr>
<td>August</td>
<td>16</td>
<td>Wednesday</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Wednesday</td>
</tr>
</tbody>
</table>

1957
- **FOUNDER'S DAY CELEBRATIONS**
  - October 16 Wednesday Atlanta University
  - December 4 Wednesday Gammon Theological Seminary

1958
- February 18 Tuesday Morehouse College
- February 26 Wednesday Clark College
- March 12 Wednesday Morris Brown College
- April 11 Friday Spelman College

6
BOARD OF TRUSTEES

1954-1957

Willette R. Banks .................................................. Prairie View, Texas
J. W. E. Bowen ............................................................ Atlanta, Georgia
Martin L. King ......................................................... Atlanta, Georgia
Garfield D. Merner ..................................................... San Francisco, California
Henry M. Minton .......................................................... New York, New York
Chauncey L. Waddell ..................................................... New York, New York
William R. Wilkes ....................................................... Atlanta, Georgia

1955-1958

J. Curtis Dixon ............................................................. Atlanta, Georgia
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

1956-1959

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

Trustee Emeritus

EXECUTIVE COMMITTEE

Lawrence J. MacGregor ................................................. Chairman
Rufus E. Clement .......................................................... President
J. Curtis Dixon ............................................................. Treasurer
Albert E. Manley .......................................................... Secretary
Benjamin E. Mays .......................................................... Kendall Weisiger
Kendall Weisiger .......................................................... John H. Wheeler

FINANCE COMMITTEE

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

OFFICERS

Lawrence J. MacGregor .................................................. Chairman
Rufus E. Clement .......................................................... President
C. Everett Bacon .......................................................... Treasurer
C. C. Nabrit ................................................................. Secretary
Clayton R. Yates .......................................................... Secretary of the Corporation
OFFICERS OF ADMINISTRATION

Rufus Early Clement, Ph.D., D.C.L., LL.D.
President

Paul Ingraham Clifford, Ph.D.
Registrar

C. Everett Bacon, B.S.
Treasurer

James A. Hulbert, M.S.*
Librarian

Nathaniel P. Tillman, Ph.D.
Acting 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

*Part of the year.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sadie Sims Allen, A.B.</td>
<td>Operator of Switchboard</td>
</tr>
<tr>
<td>Carrie M. Ashmore, B.S.</td>
<td>Secretary to the Dean, School of Education</td>
</tr>
<tr>
<td>Laura H. Banks*</td>
<td>Secretarial Assistant, Office of the Registrar</td>
</tr>
<tr>
<td>Addie Christler Batey</td>
<td>Secretary to the Comptroller</td>
</tr>
<tr>
<td>Carrie Washington Bell, A.B.</td>
<td>Secretary to the Dean, The Graduate School</td>
</tr>
<tr>
<td>Grace Minter Bickers</td>
<td>Secretarial Assistant, Office of the Registrar</td>
</tr>
<tr>
<td>G. Cletus Birchette, A.M.</td>
<td>Comptroller</td>
</tr>
<tr>
<td>Bertha Brown*</td>
<td>Secretary to the Faculty, School of Social Work</td>
</tr>
<tr>
<td>Augustus L. Clay, Jr., A.B.</td>
<td>Bookkeeper</td>
</tr>
<tr>
<td>Ernestine Moreland Comer, B.S.</td>
<td>Secretary to the President</td>
</tr>
<tr>
<td>Helen McIntosh Coulborn, Ph.D.</td>
<td>Director of Publicity</td>
</tr>
<tr>
<td>Caroline F. Davis, A.B.</td>
<td>Secretary, President's Office</td>
</tr>
<tr>
<td>Omie L. Dixon</td>
<td>Secretary to Faculty, School of Social Work</td>
</tr>
<tr>
<td>Jessie Bentley Ebanks, B.S.</td>
<td>Secretary to the Dean, School of Business Administration</td>
</tr>
<tr>
<td>Ethel Sheftall Forbes</td>
<td>Manager, University Book Shop</td>
</tr>
<tr>
<td>Bernice R. Harper</td>
<td>Secretary, Field Work Department, School of Social Work</td>
</tr>
<tr>
<td>Geneva E. Harrell</td>
<td>Secretary to the Registrar</td>
</tr>
<tr>
<td>Mae Wynn Harvey</td>
<td>Postmistress</td>
</tr>
<tr>
<td>Yvonne Arnold King</td>
<td>Assistant, Publicity Office</td>
</tr>
</tbody>
</table>

* Part of the year.
BETTY S. LEONARD, B.S. .............. Secretary to the Dean, School of Library Service
BEVERLYN A. LEVERETT, A.B. .......... Secretarial Assistant, Office of the Registrar
MILDRED SMITH LYDA, B.S. ........ Secretary to the Faculty, The Graduate School
JULIA P. McCrary .............. Assistant, University Book Shop
DOROTHY G. MOORE, B.S. ........ Assistant, Office of the Bursar
NOBBIE H. MORGAN .............. Secretary of Student Records, School of Social Work
MILDRED F. MOSS, B.S. ........ Assistant, Office of the Bursar
PINKIE E. PORTER .............. Secretary, Purchasing Office
EMMA H. SCOTT, A.B.* .......... Secretary, Field Work Department, School of Social Work
LUCILE MACK STRONG, A.B. .............. Bursar
ALICE W. STROUD, B.S. .......... Secretary, School of Education
GERONE HENDALE TAYLOR, A.B. .......... Assistant Registrar
MATTIE R. TILLMAN .............. Cashier
RACHEL A. VINCENT, A.B. .......... Secretary, Phylon Office
VIRGINIA LEE WALKER* .... Assistant, Office of the Bureau
WILHELMINA WHATLEY .............. Secretary to the Dean, School of Social Work
MADELINE VIVIAN WHITE
Administrative Assistant to the Dean, School of Social Work

* Part of the year.
LIBRARY STAFF

JAMES A. HULBERT, M.S.* ........................................ Librarian

GAYNELLE WRIGHT BARKSDALE, A.M. in L.S.
Reference Librarian and Head, Reader's Services

BESSIE DREWRY BRISCOE, M.S. in L.S. ............ Catalog Librarian
and Head, Technical Services

LOLA ANN EVANS, A.B. ......................... Librarian, General
Reading Room

MILDRED M. FLOWERS .................................. Secretary to the Librarian

ETHEL BOWDEN HAWKINS, B.S. in L.S. ............ Assistant,
Readers' Services

MARNESBA DAVIS HILL, B.S. in L.S.
Librarian, Negro Collection and Head, Special Services

ANNABELLE M. JARRETT, A.B. .................... General Assistant

JEAN McCoy Moore, A.B. ....................... Assistant Cataloger

MINNIE BEELER ROWE ............................. Order Librarian

FLORENCE TUCKER SMITH ........................ General Assistant

BUILDINGS AND GROUNDS

BENJAMIN FRANKLIN BULLOCK, A.M. ............... Grounds

HILDRED W. SHUMAKE, B.S. .......................... Buildings

BOARDING DEPARTMENT

LYDA McCREE KENNEDY, B.S. ...................... Dietitian

JOSEPHINE DIBBLE 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.

ROSE-MARIE P. AKSELRAD*  
Assistant Professor of French  
B.S., University of Vienna, 1928; A.M., University of Cincinnati, 1948; Ph.D., University of Texas, 1952.

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 Interne, Institute for Psychological Medicine, Menninger Foundation, Summer, 1948.

ROBERT G. ARMSTRONG  
Associate Professor of Anthropology  
A.B., Miami University, 1938; A.M., University of Oklahoma, 1942; Ph.D., University of Chicago, 1952.

CLARENCE ALBERT BACOTE  
Professor of History  
A.B., University of Kansas, 1926; A.M., University of Chicago, 1929; Ph.D., 1953.

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

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.

VOLODYMYR BOHUN-CHUDYNIV  
Professor of Mathematics  
Sc.D., Kiev University, Kiev, Ukraine, 1938.  
Department of Mathematics, Morehouse College.

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

ROBERT H. BRISBANE, JR.  
Associate Professor of Political Science  
B.S., St. John's University, 1939; Ph.D., Harvard University, 1949. Department of Political Science, Morehouse College.

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.

MIRIAM CHIVERS  
Lecturer, School of Social Work  
B.S., Howard University, 1946; M.D., 1950.

RUFUS EARLY CLEMENT  
President  

ESTELLE E. CLEMMONS  
Associate Professor of Social Work  
A.B., Morris Brown College, 1936; M.E.S.W., Boston University School of Social Work, 1949. 1951.

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.
CATALOGUE

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.

Samuel Dubois Cook  Associate Professor of Political Science
A.B., Morehouse College, 1948; M.A., The Ohio State University, 1950; Ph.D., 1954.

Helen McIntosh Coulborn  English
A.B., Southern Methodist University, 1922; A.M., 1924; Ph.D., University of Chicago, 1931.

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

Thelma D. Curl  English
A.B., Virginia Union University, 1944; A.M., University of Michigan, 1945; Professional Diploma in Communications, Columbia University, 1955; Advanced Study, University of Michigan, 1947; Columbia University, Term, 1954-1955, Summer, 1955; Assistant Professor of English, Morris Brown College.

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; Certified Public Accountant, Georgia, 1955.

Artrelle E. Foster  Instructor, School of Social Work
A.B., South Carolina State College, 1949; M.S.W., Atlanta University, 1951.

John G. Gloster  Lecturer, Business Administration

* Part of the year.
** On leave 1956-57.
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  
B.A., University of Pennsylvania, 1932; A.M., 1933; Ph.D.,

LINWOOD D. GRAVES  Professor of Education  
A.B., Virginia State College, 1936; A.M., Western Reserve  
University, 1947; Ed.D., Columbia University, 1953.

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

CARL S. HARM  Field Work Supervisor,  
School of Social Work  
B.A., Ohio State University, 1932; M.A.S.W., 1948; Student,  
Western Reserve University School of Social Work, 1945.

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

RALPH T. HINTON  Lecturer, Social Work  
A.B., Beloit College, 1933; A.M., Northwestern University,  
1935; Ph.D., 1937.

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; A.M., 1935; Ph.D., Uni­ 
versity of North Carolina, 1948.

SIDNEY ISENBERG  Lecturer, Social Work  
A.B., Washington and Lee University, 1942; M.D., Medical  
College of Georgia, 1946; Medical College of Virginia, 1947- 
1948; Boston University School of Medicine, 1950-1954.

** On leave first semester 1956-1957.  
*** Deceased.
THOMAS D. JARRETT  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, Universite de Grenoble, Summer, 1929; A.M., Middlebury College, 1930; Diplome de l'Ecole de Preparation des Professeurs de Francais a l'Etranger, a 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, 1919; Special Work, New York School of Social Research, 1920; Special Work in Community Organization and Social Work Administration, University of Chicago, 1922.

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

WALKER B. LEFLORE  Instructor in Biology
B.S., St. Augustine's College, 1948; M.S., Atlanta University, 1955.

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

* Part of the year.
** On leave 1956-1957.
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.

Charley M. Lowe* Instructor, School of Social Work
A.B., Spelman College, 1940; M.S.W., Atlanta University School of Social Work, 1944.

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

Warren H. Moore Instructor, School of Social Work
B.S., North Carolina A. and T. College, 1947; M.S.W., Atlanta University, School of Social Work, 1949.

Lucretia J. Parker Librarian, School of Library Service
B.S., Wilberforce University, 1939; M.S. in L.S., Atlanta University, 1953.

Mary Logan Reddick Professor of Biology
A.B., Spelman College, 1935; Student, Marine Biological Laboratory, 1936; M.S., Atlanta University, 1937; A.M., Radcliffe College, 1943; Ph.D., 1944.

Selma T. Richardson Education
L.I., Atlanta University, 1924; B.S., Tuskegee Institute, 1933; A.M., Teachers College, Columbia University, 1944. Department of Education, Spelman College.

Hugo Skala Professor of Economics
A.B., State College of Tabor, Czechoslovakia, 1915; A.M., University of Prague, 1917; LL.D., Charles University, Prague, 1919.

Barnett F. Smith Biology
B.S., Morehouse College, 1932; M.S., Atlanta University, 1934; Ph.D., University of Wisconsin, 1944. Department of Biology, Spelman College.

* Part of the year.
GEORGIA CALDWELL SMITH  
Mathematics  

ALBERT L. THOMPSON  
Lecturer, Housing School of Social Work  
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 P. 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, 1938-1940; Ph.D., Yale University, 1950.

JENELSTIE WALDEN  
Art Education  

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; A.M., Yale University, 1944; Ph.D., 1948.

PANSEY HOODY WASHINGTON  
Assistant Professor of Library Service  
B.S., Samuel Huston College, 1940; M.S. in L.S., University of Southern California, 1952; Student, New York University, Summer, 1956.

* Part of the year
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.

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

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.B., Harvard University, 1890; A.M., 1891; Ph.D., 1895; Student, University of Berlin, 1892-1894; LL.D., Howard University, 1930; Litt.D., Fisk University, 1938; L.L.D., Atlanta University, 1938; L.H.D., Wilberforce University, 1940.

STAFF OF 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
ANNA SMITH IDLETT
Fifth Grade
A.B., Morris Brown College, 1929; Student, Atlanta University, Summer, 1943.

THEODORA FISHER JAMES
Music Instructor and Office Clerk
A.B., Spelman College, 1926; Student, Chicago Musical College, Summer, 1927; Atlanta University, Summer, 1944.

VIVIAN A. JONES
Third Grade
A.B., Morris Brown College, 1951; Student, Atlanta University, Summer, 1952; Instructor, Third Grade, Atlanta University Laboratory School, 1954-1955.

BEULAH ABLES LEWIS
Seventh Grade
Diploma, Atlanta University, 1915; A.B., Spelman College 1934; A.M., Atlanta University, 1937; Student, Columbia University, Summers, 1939, 1954.

CALLIE MAE MONTGOMERY
First Grade

MAE W. MOORE
Librarian
B.A., Leland College, 1945; B.S. in L.S., Atlanta University, 1949; advanced study, Atlanta University, 1956-1957.

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

MOZEL J. SPRIGGS
Physical Education

VIRGINIA TILLMAN WHATLEY
Fourth Grade
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

DAVID T. HOWARD HIGH SCHOOL

Mr. FLOYD W. SULLIVAN..........................Principal
Mr. RANDALL GAY.................................Sponsor
Mr. WILLIAM F. CRAWL..........................Supervising Teacher
LUTHER JUDSON PRICE HIGH SCHOOL
Mr. Robert E. Cureton .................................. Principal
Mrs. Anna J. English .................................. Sponsor
Mrs. Gleaner E. Atkins ............................... Supervising Teacher

BOOKER T. WASHINGTON HIGH SCHOOL
Mr. C. N. Cornell ...................................... Principal
Mrs. Alverna S. Greene ................................ Sponsor
Miss Doris L. Andrews ................................. Supervising Teacher
Mr. Lucius H. Martin ................................. Supervising Teacher

GENERAL INFORMATION

LOCATION

The University grounds are located about one mile from the center of the city of Atlanta, Georgia, and may be reached by buses marked “West Hunter” or “West Fair.”

HISTORICAL SKETCH

1865 Beginning of work; Jenkins Street Church and Car-Box.
1866 Storrs School, and Asylum.
1867 Incorporation of “The Trustees of the Atlanta University.”
1869 Formal Opening: Asylum in April, North Hall in October.
1869-1885 Presidency of Edmund Asa Ware.
1885-1886 Acting Presidency of Thomas N. Chase.
1886-1887 Acting Presidency of Horace Bumstead.
1887-1888 Acting Presidency of Cyrus W. Francis.
1888-1907 Presidency of Horace Bumstead.
1907-1922 Presidency of Edward Twichell Ware.
1922-1923 Acting Presidency of Myron W. Adams.
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, including persons also serving on the Clark College, Morris Brown College and Gammon Seminary Boards.

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 the 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, social science, sociology and anthropology, 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, in the far South, a great University open to Negroes 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 more than $70,000.00 over the years, 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

Atlanta University makes 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 makes 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, according to the University Calendar.

Veterans of the Korean conflict are 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 sum-
Summer session the Atlanta University Summer School has operated on a nine-week session plan. In accordance with this plan it is 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

The Atlanta University Library was rededicated in 1949 as the Trevor Arnett Library in honor of the invaluable services of the late Mr. Trevor Arnett to the cause of education, generally, and especially to the development of the Atlanta University System. It is located on a tract of land at the south end of Chestnut Street between Spelman College and Morehouse College. The addition of a new wing in
1955 substantially increased the area of the building allowing a storage capacity of 250,000 volumes — almost double the previous figure. Originally, the Library was made possible by a gift from the General Education Board. It serves not only Atlanta University and affiliated institutions but also the other institutions of higher learning in Atlanta; namely, Morris Brown College, Clark College, and Gammon Theological Seminary.

The School of Library Service is housed in the library building. On the first floor of the new addition are located the special library service library, two classrooms and six offices for the School's faculty and staff. On the third floor the School maintains two offices and a classroom.

Resources of the Library include approximately 141,776 bound volumes, of which 14,665 are periodicals. The book collections are enriched with many sets and complete works of standard authors. Current periodicals received numbering above 400, represent the subject fields of curricular interest as well as many general ones; a number of selected newspapers are likewise included. There is available the Carnegie Art Reference Set of approximately 2,000 prints, color facsimiles and photographs. As a result of gifts from the Carnegie Corporation, the General Education Board, and many friends, a center of research is gradually being built. The potentials of such research have been greatly expanded by two special collections.

The Henry P. Slaughter Collection of books and documentary materials on Negro life and culture was added to the University's holdings in 1946. 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. The Trevor Arnett Library is now one of the most significant repositories in this subject field, attracting scholars desirous of pursuing special researches.

The Thayer Lincoln Collection was opened in 1953. 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 300 other memorabilia and association items. Acquisition of this collection came through the generosity of Mrs. Anna Chrittendon Thayer of
New York City, who has maintained a lifetime interest in Lincoln.

Audio-visual equipment is also available to students and classes for educational uses. A television set and a combination radio-phonograph were received in 1950 from the Radio Corporation of America; a high-fidelity record player was given in February, 1955 by this same donor. Through a fund established by Mr. Lawrence J. MacGregor, Chairman of the Atlanta University Board of Trustees, a Recordak microfilm reader and files of newspapers on microfilm have been added to the Reference Collection.

The building has a seating capacity of 700. On the first floor one enters the Library through a spacious corridor and exhibition hall. Opening from this on the left is the General (open shelf) Reading Room, and on the right is the Negro Collection Room; the Lincoln room is also located on this floor. The main Reading Room, housing the Reference Department, is found on the second floor; this is an especially large room, two stories in height and extending the full length of the building with a capacity of 176 seats. Six panels in the adjacent foyer of the Library depict the history of Art in Negro culture from ancient Africa to America. These murals were executed by the distinguished artist, Hale Woodruff, formerly a member of the Atlanta University faculty. The circulation desk, entrance to the closed stacks, public catalog, library work room, and Librarian's office are also found on this floor. Six tiers of bookstacks provide 60 individual cubicles for students and faculty who may require private access to the closed collections. On the basement floor there are a large exhibition room, a library staff room, storage and delivery rooms, lockers, and lavatories.

All of these materials and facilities, both on graduate and undergraduate levels, are made available through the services of a staff of professional librarians with clerical and student assistance. Efforts are continuous to make the Library an effective instrument in relation to study and research, as well as a source of cultural stimulation.

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 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 during the regular academic year, but not for the summer session. 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 is located 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 at 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. All the institutions in the Center cooperate in an annual Religious Emphasis Week.
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, then Acting Assistant Secretary-General, Department of Trusteeship and Information from Non-Self Governing Territories, United Nations, “Human Relations and the Foundations for Peace.”

SPECIAL LECTURES, CONCERTS, ENTERTAINMENTS
1956


16 Charter Day Celebration. Dr. Laurence Jones, President of the Piney Woods Country Life School.

24 Book Review Program. Personal Influence, reviewed by Dr. Joseph Golden, School of Social Work, Atlanta University.

25 Town Meeting. J. H. Calhoun, Dr. Robert Brisbane, Department of Political Science, Morehouse College, Miss Rosa Lee Rice, Spelman College, Joseph Penson, Morehouse College. “Should the Republicans Be Returned to Power?”

28 Concert. The Soloists of Zagreb.

Nov. 11 Book Fair. An Exhibit with Special Features sponsored by the Trevor Arnett Library and the School of Library Service.

11 Lecture. Carl T. Rowan, Correspondent with the Minneapolis Tribune.

12 Lecture. Spencer Shaw, Brooklyn Public Library. “Story Telling Techniques.”

14 Forum. Dr. C. Vann Woodward, Professor of History, Johns Hopkins University. “The Pattern of Crisis in the South.”

16 Authors’ Night, Book Fair. M. Carl Holman, Department of English, Clark College. “Authors and Readers: Some Reflections on Relationships.”
Atlanta-Morehouse-Spelman Players in Priestley's "An Inspector Calls."

Book Review Program. Goodbye to Uncle Tom, reviewed by Miss Frankie V. Adams, School of Social Work, Atlanta University.


Dec. 2 Concert. Vivian Scott, Pianist.

Town Meeting. Alec Robertson, British Information Officer for the Southeast, and Andrew Ezenkwele, Morehouse College. "The Middle East Crisis: Its Background and Meaning."

Lecture. Dr. Marguerite Cartwright, Hunter College. "The Political Situation in Nigeria and the Gold Coast."

Thirtieth Annual Atlanta-Morehouse-Spelman Christmas Carol Concert.

Jan. 9 Book Review Program. King of Paris, reviewed by Mrs. Billie Geter Thomas, Department of French, Spelman College.

Atlanta University Center Sigma Xi Club Lecture. Dr. Armand J. Eardley, Dean of the College of Mines and Mineral Industries, Salt Lake City. "The Riddle of Mountain Building."

Atlanta University Center Convocation. Dr. Arthur D. Gray, President of Talladega College. "Moving the World."

Town Meeting. Dr. Charles O. Lerche, Department of Political Science, Emory University; Howard Zinn, Department of History, Spelman College; Oliver Jackson, Morris Brown College; George Grogan, Morehouse College. "Should Congress Support the Eisenhower Doctrine?"

Feb. 5 Forum. Dr. Ray Birdwhistell, Department of Anthropology, Buffalo University. "Kinesics and Communications."

Book Review Program. Olympio, reviewed by Dr. E. A. Jones, Department of Foreign Languages, Morehouse College.

Morehouse College Founders Day. Dr. Kenneth I. Brown, Executive Director of the Danforth Foundation.

Atlanta University Center Religious Emphasis Week. Dr. William Faulkner, Pastor of the Park Manor Congregational Church, Chicago.

Forum. Dr. René Girard, Department of French Literature, Bryn Mawr College. “L'Évolution de la critique en France au 20e siècle.”


Book Review Program. The Organization Man, reviewed by Mrs. Sujette F. Crank, Executive Secretary of the Phillis Wheatley Branch of the YWCA.

Atlanta-Morehouse-Spelman Players in Lorca’s “Blood Wedding.”

Forum. Dr. Lewis M. Killian, Department of Sociology, Florida State University. “Problems of Concensus in the Changing South.”

16th Annual Exhibition of Painting, Sculpture, and Prints by Negro Artists. Open through May 5.

Spelman College Founders Day. Dr. Samuel B. Gould, President of Antioch College.

Book Review Program. The Rise of the House of Duveen, reviewed by Dr. Leo Katz, Department of Art, Spelman College.

TUITION AND FEES

✓ Matriculation fee — payable at first registration and not refundable .................................. $ 5.00
✓ Tuition for the year — one-half payable at the time of registration each semester ............................................. 350.00

Fees for single courses — totalling less than twelve credit hours per semester per credit hour per week for one semester ............................................... 15.00

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 for P.L 16, veterans.
  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 during the regular academic year, but not for the summer session.

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

Tuition and fees, including laboratory fees, are due and payable 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 17, October 14, November 11, December 9, January 13, February 10, March 10, April 7, and May 5.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition for the year</td>
<td>$350.00</td>
</tr>
<tr>
<td>Room and board</td>
<td>432.00-486.00</td>
</tr>
<tr>
<td>Fees (Matriculation, Health Service, Activities)</td>
<td>20.00</td>
</tr>
<tr>
<td>Laundry, pressing and incidentals</td>
<td>75.00</td>
</tr>
<tr>
<td>Textbooks and supplies</td>
<td>75.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,006.00</strong></td>
</tr>
</tbody>
</table>

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

**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 must be obtained by writing directly to The Executive Secretary, Regents of the University System of Georgia, 244 Washington Street, S. W., Room 468, Atlanta 3, Ga.*
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 form 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 Admissions.

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. The residence requirement for the Master's Degree is one academic year, or three summer sessions of nine weeks except in the School of Social Work which offers a two-year program. The programs have been planned to permit students who have all the undergraduate prerequisites to complete the work in this period. Many students do this regularly.
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 requirement. [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. Since September 1, 1954, the School of Business Administration has not had a foreign language requirement for the degree of Master of Business Administration. Mathematics for Business, a non-credit course is required of all students in the School of Business Administration during the first term of the year in which they enroll.

3.1 A student may elect to meet the foreign language reading requirement in French or German either by sitting for an examination in French or German or by taking one or the other of two non-credit courses to be known as French for Graduate Students and German for Graduate Students.

3.11 A student who elects to take one or the other of the courses identified in 3.1 above should have had sufficient experience with the language in question to profit from the kinds of experiences he or she will undergo in the course. A student who has not had such experiences cannot enroll in either of these courses, but must enroll in one or more elementary courses in French or German in one of the undergraduate colleges in the Atlanta University Center, before he or she chooses one of the alternative ways of meeting the foreign language reading requirement.

3.12 If a student elects to meet the foreign language reading requirement for the master's degree by enrolling in one or the other of the courses identified in 3.1 above, he or she will not be permitted to sit for the Foreign Language Reading Examination.
3.121 It should be clearly understood that the examination and the courses are alternative means of meeting the foreign language requirement.

3.2 The Foreign Language Reading Examination shall be a general examination in the language with the criterion of success to be competence comparable to that gained at the end of two years of language instruction at the college level or at the end of two years in secondary school and one year in college. In addition, the examination shall measure the examinee’s reading knowledge in the student’s area of specialization with the department or the School in which the examinee is enrolled identifying the particular content of the passage to be read.

3.21 Evaluation of each examinee’s performance shall be in terms of either a passing grade (P) or a failing grade (F). There shall be no incompletes (Inc’s.) or other intermediate grades between passing and failing.

3.22 The examination papers of the examinees shall be identified by an examination number rather than by the name of the student.

3.3 The Courses, French for Graduate Students and German for Graduate Students, shall be non-credit courses which shall meet for three hours per week for one semester during the regular academic year and for one hour per day for nine weeks during the summer session. Students shall register for these courses with the Registrar of the University and shall pay the same tuition for these courses that he would pay for a three-hour graduate credit course.

3.31 The courses shall be characterized by content drawn from the student’s areas of concentration and built upon a general competence in the language. Success in the particular course in which the student enrolls shall fulfill the foreign language reading requirement without an examination in addition to the course examination. Grades for these courses shall be either P or F.

3.4 Students enrolled in the School of Library Service and the School of Education may meet the foreign language reading examination requirement by taking the examination in Spanish, provided they have asked and received from the University Senate permission to substitute Spanish for French or German. Students enrolled in the School of Arts
and Sciences may not substitute Spanish for French or German.

3.41 The University will undertake no responsibility for offering a course or courses in Spanish for the benefit of students who desire to substitute Spanish for French or German.

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.

Good moral character is a prerequisite for an Atlanta University degree.
SCHOOL OF ARTS AND SCIENCES

COURSES OF INSTRUCTION

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

BIOLOGY

Undergraduate prerequisites include, in addition to twenty-four hours of biology, one year of mathematics, one year of general physics, one year of general chemistry and one year of organic chemistry.

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.

467. ENDOCRINOLOGY. Lectures will deal with the morphological, physiological and biochemical phenomena associated with endocrine function. Emphasis will be placed on the basic experimental procedures in endocrinology. Three lectures a week.

3 credits.
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.

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

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

CHEMISTRY

461. Advanced Inorganic Chemistry. A further attempt to correlate properties with structure. The lectures in this course are based on the general theme that the physical and chemical properties of substances are determined by the structure, the size, and the shape of their particles. The major topics here treated are: (1) The theories of acids and bases; (2) Valency and bonding; (3) The Werner complexes; (4) Reactions in liquid ammonia; etc. 3 credits each semester.

462. Advanced Analytical Chemistry. A study of the principles of chemical equilibrium and their applications to analytical procedures. 3 credits each semester.

463. Selected Topics in Organic Chemistry. A series of lectures on recent contributions in the field of organic chemistry. Prerequisite: General Organic Chemistry. 3 credits first semester.
465. Advanced Qualitative Analysis. A review of the underlying theory and fundamental technique of qualitative analysis. The laboratory work is varied to meet the needs of individual students. Lectures, two hours per week; laboratory, 6 hours per week. 3 credits each semester.

501. Advanced Organic Chemistry. A review of the common reactions met with in elementary organic chemistry, and a critical discussion of the electron theory of valence, tautomerism, molecular rearrangements and condensations. Lectures or recitations, 3 hours per week. 3 credits first semester.

502. Advanced Organic Chemistry. (Continuation of Chemistry 501). A study of carbohydrates, and aromatic series, dyes and the alkaloids. Lectures or recitations 3 hours per week. 3 credits second semester.

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

505-506. Chemical Thermodynamics. Fundamental principles of thermodynamics and their application to the interpretation of chemical phenomena. 3 credits each semester.

466. 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.

ECONOMICS

The requirement for the Master's degree in Economics is twenty-four hours. Each student should consult the chairman with reference to the distribution of his courses.

400-401. Development of Economic Thought. The economic theories are described in chronological order in relation to their philosophical, ethical, political and practical backgrounds.

Three credits each semester.

423. SEMINAR ON BASIC ECONOMIC PROBLEMS. For graduates and for seniors of all colleges of the Atlanta University Center to discuss basic economic principles and contemporary economic problems. Prerequisite: Economic Principles. Two credits.

425-426. INTERNATIONAL ECONOMICS. Deals with the history and methods of international economic relations, especially national specialization, international payments, accounting and balance of payments, foreign trade and national income. Considers international policies including such topics as trade restrictions, exchange controls, trade and payment agreements, commodity agreements, commercial treaties, state trading, foreign investments. Prerequisite: Economic Principles. Three credits each semester.

440-441. MONEY AND BANKING (Same as Bus. Adm. 440-441). 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 (Same as Bus. Adm. 442). 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.

464-465. BUSINESS STATISTICS (Same as Bus. Adm. 464-465). 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.

480-481. LABOR PROBLEMS (Same as Bus. Adm. 401-402). 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 bargain-
CATALOGUE

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 aspect of collective bargaining.

Three credits each semester.

502-503. ECONOMIC DOCTRINES. An analysis of philosophical assumptions of various schools of economic doctrines (classical, neoclassical, socialistic, institutional, subjectivistic, Wicksellian and Keynesian). Prerequisite: Course 400-401 or equivalent.

Three credits each semester.

504. BUSINESS CYCLE ANALYSIS. An analytical interpretation of the nature of economic changes leading to prosperity and depression. Prerequisite: Course 402 or equal. Three credits.

509. INTERNATIONAL TRADE. An analysis of international trade; international balance of payments on employment and national income. The influence of trade restrictions; quotas; exchange controls; protectionism; free trade; state trading; international cartels; commodity agreement, et cetera. Prerequisite: Course 425-426 or equal. Three credits.

510. INTERNATIONAL FINANCE. Development of currency, a study of contemporary problems with due attention to international monetary institutions, their programs, organization and trends. Prerequisite: Course 425-426 and 440-441 or equivalent. Three credits.

511-512. ECONOMIC ANALYSIS. An interpretation and analysis of economic problems and theories (money, the circuit of payments, income, distribution, price, competition and similar topics. Prerequisite: Economic Principles. Three credits each semester.

ENGLISH

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

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

At least one language course is required of all students—Modern English Grammar, 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.

445. AGE OF MILTON. The study of Milton and his major contemporaries, with some attention to the influence of the background and thought of the period on the literature. 3 credits either semester.
454. **The Age of Pope.** A study of neo-classicism, with special emphasis on the writings of Pope. 3 credits first semester.

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

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

468. **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.

471. **The English Novel.** A study of the English novel of the eighteenth century. 3 credits first semester.

472. **The English Novel.** The development of the English novel in the nineteenth century. 3 credits each semester.

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

478. **American Literature since 1865.** A study of the main currents of literary thought and expression in America from 1865 to the present. 3 credits first semester.

481. **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.
495. HISTORY OF THE ENGLISH LANGUAGE. The nature and function of language; the development of English sounds, forms and syntax; modern English grammar and vocabulary; the American language. 3 credits first semester.

509. INDEPENDENT READING. 3 to 6 credits.

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.

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 students in English. 3 credits first semester.

English — Education Minor

The student, in consultation with his adviser, selects courses in English-Education in accordance with his needs. For additional courses in Secondary Education, see under School of Education.

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.

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.
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.

155. FRENCH FOR GRADUATE STUDENTS. For students who have had two years college French or equivalent. A special course preparing students for their foreign language reading knowledge requirement. This class meets three hours weekly for one semester. No credit.

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.

496. METHODS OF TEACHING MODERN LANGUAGES. A study of the development of the aims and methods of teaching foreign languages. The shifts in emphasis since 1900 are stressed. 3 credits.

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 Encyclopedists. 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. 3 credits.

**HISTORY**

**General**

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.


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.

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

**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.


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 Ist Dynasty of Babylon; what is known of India in the Amri and Harappa periods (Indus Valley); what is known of China from the Yang Shao period to the Shang Dynasty; and Crete through the Minoan periods. Narrative as such is not considered in lectures, but is included in required reading for Egypt and Mesopotamia.


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.

REQUIREMENTS FOR MASTER'S DEGREE IN MATHEMATICS

For the master's degree in mathematics, the department requires a minimum of 24 graduate hours in mathematics. Students entering without a year's work in Advanced Calculus or equivalent in their undergraduate work will need to make up this deficiency by taking Mathematics 411 and Mathematics 413 or Mathematics 411 and Mathematics 412.

MATHEMATICS

401. PRINCIPLES OF MATHEMATICS. This course is primarily intended for teachers and prospective teachers in mathematics; Logic and Mathematics; number systems of algebra; a brief introduction to Groups and Fields. 3 hours a week. 3 credits.
411. **Advanced Calculus I.** A detailed and rigorous discussion of the notions of limit, continuity. Properties of continuous functions; Mean Value Theorem and Taylor's formula. Riemann Integral. 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.

413. **Advanced Calculus II.** Continuation of Advanced Calculus I. Partial Derivatives; Multiple Integrals; Line and Surface Integrals; Theorems of Green and Stokes. 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.


509. **Linear Ordinary Differential Equations of the Second Order.** Topics selected from the classical theory, including boundary value problems; characteristic values and characteristic functions; expansion theorems; singular points; the hypergeometric equation; special functions. 3 credits.

512. **Analytic Projective Geometry.** The course is intended to introduce the student to the basic ideas and methods of higher
geometry. The fundamental topics of projective geometry are treated by analytic methods. Prerequisite: Approval of instructor. 3 credits second semester.

515. Theory of Functions of a Real Variable. This course is intended to cover the fundamental parts of the theory of functions of a real variable. The following topics will be studied: 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.


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. Unions and Intersections. Set Rings and Set Fields; Mappings and Cardinal Numbers; Ordered Sets and Ordinal Numbers. 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**

**REQUIREMENTS FOR MASTER'S DEGREE IN POLITICAL SCIENCE**

A student should complete at least thirty hours of course work in addition to the thesis. Required is a final, oral examination centering on the thesis and the political science courses taken.

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.

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.

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.

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.

464. CONTEMPORARY POLITICAL THOUGHT. Examination and evaluation of the more significant contemporary ideas of the nature of the state, of government, and of law. The doctrines of communism, socialism, anarchism, pluralism, syndicalism, fascism, social Darwinism, democracy, civil disobedience, and pragmatism.

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.

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.

480. PRINCIPLES OF PUBLIC ADMINISTRATION. An inquiry into the origins, principles, and basic problems of public administration in relation to national, state, and local governments; public policy; organization, personnel, and management; coordination and responsibility; methods of controlling and unifying the public bureaucracy.

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.

503. CONTEMPORARY POLITICAL PROBLEMS. Advanced study of a topic of current national interest, such as the national government and the national economy; liberty and authority; basic issues of democracy; power.

3 credits either semester.
505. American Political Parties and Pressure Groups. An analysis of the principles, organization, programs, methods, and campaigns of political parties and of such pressure groups as business, labor, agriculture, etc. Nominative and electoral procedures, suffrage qualifications, legal regulations of parties and pressure groups, campaign finance; current problems. 3 credits first semester.

506. Methodology and Research. An inquiry into the concepts and methods of social science in general and of political science in particular; the philosophy of science; presuppositions, aims, history of procedures and methods; research techniques, sources, bibliography, and the presentation and publication of investigative results. Required of all majors. 3 credits first semester.

507. Research in Political Science. This course is designed to give students an opportunity for advanced research in such fields of Political Science and on such topics as may be agreed upon with the individual student. Prerequisite: twenty-four credits, including 506. 1-5 credits both semesters.

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.

506. Contemporary Sociological Theory. European backgrounds and the characteristics of the major and more significant sociological systems; the principal fields of present-day sociological interest. 3 credits second semester.

507. Seminar in Sociological and Anthropological Theory. A critical examination of the major controversial issues in contemporary American sociological and anthropological theory and methods. 3 credits either 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. 3 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.  
3 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 Studies.** 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 Intergroup Relations.** Evaluation of racial theories and concepts; the methods of study and interpretation of intergroup relations.  
2 credits either semester.

### Social Psychology

434. **Advanced Social Psychology.** A critical review of the theories of personality and attitudes and methods of studying the individual in society.  
3 credits first semester.

435. **Small Group Analysis.** Social interaction in small groups, the development of small group theory, current research in the field emphasizing the role of the individual in the interactive process and other viewpoints of the human group.  
3 credits each 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.

504. THE CITY. The physical, social and psychological aspects of urban society; human nature in the city; urban research; city planning. 3 credits first semester, alternate years.

508. THE CITY AND REGIONAL PLANNING. Objectives, techniques and problems involved in planning for areas.

ANTHROPOLOGY

409. CULTURE AND PERSONALITY. Cross cultural description and analysis of cultural-social institutions and personality. 3 credits either semester.

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 first semester.

430. PEOPLES OF THE WORLD. The cultures of representative non-European peoples will be studied for the light which they shed on our own society. 3 credits second semester.

431. LANGUAGE IN CULTURE. A course dealing with the interrelations of language and other aspects of culture. Attention will be given to the structures of non-European languages and to the light which these shed on logic and on our own language. 3 credits first semester.

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. RELIGION AND ART OF PRELITERATE PEOPLES. 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.

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.

SOCIAL ORGANIZATION

412. SOCIOLOGY OF THE COMMUNITY. Analysis of community institutions, especially family, schools, churches and government; community organization and problems and community planning.
3 credits either semester.

413. SOCIOLOGY OF THE SOUTH. The structure, growth and role of the South, its people, and its institutions in the economy of the nation.
3 credits either semester.

440. 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.

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

491. SOCIAL STRATIFICATION. Study of classes, status groups, castes, and social mobility; comparison of stratification in select societies.

539. SEMINAR IN SOCIAL ORGANIZATION. Theories and methods of studying social organization in modern society.
3 credits either semester.
The Division of Social Sciences is organized to coordinate graduate course offerings in economics, history, political science, and sociology and anthropology into a program of divisional studies. The divisional program is especially designed to prepare persons for a variety of professional roles through comprehensive and integrated experiences in social study and empirical research. As such, the program attempts to relate (1) theories and propositions about man in his social milieu, (2) the nature of competing ideologies and values and (3) the application of social science knowledge to social policy.

Students who look forward to careers in such fields as high school and junior college teaching, labor and industrial relations, journalism, community organization and social planning, the ministry, and civil service will find the divisional program to be especially appropriate. However, complete preparation for these fields requires additional specialized study. A student entering the Division may pursue a program leading to the masters degree in social science.

The selection of courses in the social sciences is determined by the interest and needs of each student. However, all divisional students are required to take courses 407-408, 447-448, and 449, listed below.

407-408. The Social Sciences: Theory and Method. Examination of relevant ideas undergirding contemporary social science; and an analysis of methodological problems in empirical social research. 3 credits each semester.

447-448. Seminar in the Foundations of Social Science. Basic seminar course required of all students majoring in social science and the several related departments of the Division. Special emphasis upon the history and the philosophy of science in general and the social sciences in particular and the interrelatedness of knowledge of several separate disciplines of the social sciences. 1 credit each semester.

449. Social Science and Society. Recent developments of social science in modern society and the role of social science in solving problems and in projecting social policy. 3 credits each 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-seven 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, its group work sequence in 1949 and the medical social work sequence in 1955.

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, 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.
THE OBJECTIVES OF THE ATLANTA UNIVERSITY SCHOOL OF SOCIAL WORK

The Atlanta University School of Social Work, from its beginning, has sustained certain aims and objectives. These objectives reflect a tradition and conviction of administration and faculty, which have been clearly defined as: (a) the responsibility of providing through research and scholarship systematic knowledge useful in the advancement of the profession; (b) to promote, stimulate or assist in the development and maintenance of adequate social welfare services in the local community; (c) to effect a more democratic society by the promotion of better inter-cultural relation through tangible and concrete programs of action and demonstration; (d) recognition of our integral relation with the university by assuming our responsibilities to participate in the search for truth, to add to the store of human knowledge through cooperative research and to pass on to our students the best in human culture, tradition, and scholarship; and, (e) to provide a program of study designed to develop social workers through cooperative planning which reflects stability and depth of thought and remains fluid enough to meet the changing needs and dynamic nature of the profession, itself.

CURRICULUM OBJECTIVES

1. To provide the student with a core of knowledge about human growth and behavior, social services and social work practices in such a way that he might develop a deepening understanding and acceptance of people and their needs in order to work competently and effectively at the task of social work.

2. To provide a scientific orientation which will enable the student to develop an inquiring mind, a respect for fact, and the ability to submit social work concept and methods to the test of scientific inquiry.

3. To help the student acquire appropriate attitudes toward social service that would result in the development of social work practitioners sensitive to human need, alert to historical and current conditions which cause personal and social breakdown, appreciative and accepting of people of varied cultural heritages, and conscious of their responsibility for providing leadership in a democratic society.
4. To help the student gain a sense of ethical values which will enable him to work cooperatively with other disciplines and as a responsible and accountable person within a structured framework.

5. To motivate the student to want to use his professional knowledge and resourcefulness in effecting desirable changes in society for the purpose of promoting social welfare.

6. To enable the student to acquire professional skill and competence in providing effective service through his use of the social work processes of casework, group work or community organization.

7. To provide learning experiences which will enable the student to develop a growing understanding and a disciplined use of self essential in forming, sustaining and using relationships in the helping process.

8. To stimulate the student through theory and practice to appreciate the interrelatedness of the processes of social work and to recognize social work as an integrated way of providing services.

9. To stimulate in the student a desire to continue his professional growth through continuous study and participation in professional activity.

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 Educational Advisors aid the student in making this choice, either in Case Work (Family, Child Welfare, Medical, Psychiatric, Probation and Parole) Group Work or Community Organization.

The Vocational Rehabilitation Program as a service for the disabled is included across the board in the Social Services, Practice and Human Growth and Development courses. Content of the program, its structure, function, and the role of the social worker are introduced in Social Services. Case materials emphasizing principles in the helping process and team work are used in the Practice area. The social and emotional aspects of physical disability are discussed in Human Growth and Development.

**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 17-January 25</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Work I</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Group Work I</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Research I</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Human Growth and Development I</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Social Services I</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>Field Work</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concurrent — 2 full days per week</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
SECOND UNIT
January 27 through May 31

Theory
Case Work II ..................................... 2
or
Group Work II* .................................. 2
Community Organization I ........................ 2
Research II ...................................... 2
Human Growth and Development II ............... 2
Social Services II ................................. 2

Field Work
Concurrent — 2 full days per week ................ 4

* For Community Organization majors.

THIRD UNIT
June 1-July 31

Theory
Case Work III (Medical, Psychiatric, Family, 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
Social Work Administration ..................... 2
Thesis Seminar ................................... 1

FOURTH UNIT
September 1-February 28

Block Field Work ................................ 14
Out of town or local
FIFTH UNIT March 1-June 2

Theory Case Work IV .............................................. 2
Advanced Seminars .................................................. 1
Case Work (Medical, Psychiatric, Behavior Problems of Children and Adults)
   or
Group Work .......................................................... 1
Community Organization III ......................................... 2
General Seminar in Social Work ................................... 2
Thesis ................................................................. 5
Social Work in Industry ............................................. 1

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.
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.

FORMER STUDENTS

The Atlanta University School of Social Work, in its concern for raising standards and improving the professional equipment of personnel, is actively attempting to persuade its former students who did not complete the requirements for a degree to return to school for this purpose. Work experience will have some bearing on the present status of the student.

All applicants should submit a statement of their work record, including names of employers, addresses and dates. This record will be reviewed by the Committee on Admissions in determining the additional requirements to be met in achieving the Master of Social Work degree.

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>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>Failure</td>
</tr>
<tr>
<td>Inc.</td>
<td>Incomplete</td>
</tr>
<tr>
<td>Wd.</td>
<td>Withdrew</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.

**STUDENT ASSOCIATION**

The student association of the School is known as "The Student Council." Its purpose is to provide an opportunity for students to develop programs and activities around their own interests 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. Amanda F. Watts, Treasurer

**FEES AND EXPENSES FOR 1957-58**

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. 17, 1957 ....... $175.00
- Second Unit Tuition Payable Jan. 27, 1958 ....... 175.00
- Third Unit Tuition Payable May 31, 1958 ....... *137.50

* 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.
Second Year

Fourth Unit Payable Sept. 17, 1957 (for October, November, December and January) .......... 175.00

Fifth Unit Payable Jan. 27, 1958 (beginning of 2nd semester) .................................. 175.00

Fees for single courses — per credit hour per week for one unit .................................. $ 15.00

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

Late registration fee — payable after 6-1-57, 9-17-57, 2-1-58, 9-1-57, 3-1-58 .............. 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

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.

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.

SOCIAL WORK TRAINING SCHOLARSHIPS AND STIPENDS AVAILABLE DURING THE SCHOOL YEARS 1954-1957

Several forms of student aid are available ranging from room, room and board, board and stipend in the case of cer-
tain group work agencies, to grants as high as $175 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 progress for student training:

Ada S. McKinley, Community House, Chicago, Ill.
Chicago Commons Association, Chicago, Ill.
Child Welfare Board, Cuyahoga County, Cleveland, Ohio
Community Welfare Council of Dayton, Dayton, Ohio
Cook County Hospital, Chicago, Ill.
Crownsville State Hospital, Crownsville, Md.
Englewood Urban League, Englewood, N. J.
Family Service of Cincinnati and Hamilton County, Cincinnati, O.
Flint Child Guidance Clinic, Flint, Mich.
Manhattanville Neighborhood Center, Inc., New York, N. Y.
Marcy Center, Chicago, Ill.
New York State Training School for Boys, Warwick, N. Y.
New York State Training School for Girls, Hudson, N. Y.
St. Martha’s Settlement House, Philadelphia, Pa.
Sunnycrest Farm for Boys, Cheyney, Pa.
Urban League, Cleveland, Ohio
Veterans Administration Hospital, Memphis, Tenn.
Veterans Administration Hospital, Montrose, N. Y.
Veterans Administration Hospital, Northport, L. I.
Veterans Administration Hospital, Tuskegee, Ala.
Welfare Council of Metropolitan Chicago, Ill.
Wharton Centre, Philadelphia, Pa.

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.
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 $1,800 and $2,000 a year are available to qualified first and second year students respectively 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.

National Foundation for Infantile Paralysis

The Foundation offers scholarships to first and second year students who wish to prepare for practice in the field of medical social work. Applications should be filed with the Division of Professional Education, The National Foundation for Infantile Paralysis, 120 Broadway, New York 5, N. Y. in time for review on May 1, 1957.

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.

Part Time Employment

While some students in hardship cases have found it pos-
sible to work part time and pursue a full program of study, this is not encouraged by the faculty. 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 of his time and energy to the professional curriculum.

AGENCIES AND SUPERVISORS PARTICIPATING
IN FIELD INSTRUCTION

The following agencies and supervisors co-operated with the School in the supervision of students in field work during the school years 1954-57. These supervisors are considered faculty members because field work teaching is as much a part of the pedagogical system as classroom work.

Ada S. McKinley Community House, Chicago, Ill. — Mr. David S. Johnson
American Red Cross, Atlanta, Ga. — Miss Martha Dennison
Atlanta Housing Authority, Atlanta, Ga. — Mrs. Ethel Harvey, Mrs. Maggie Carter, Mr. Harvey Michael
Atlanta Tuberculosis Association, Atlanta, Ga. — Mrs. Lucy Cherry
Atlanta Urban League, Atlanta, Ga. — Mr. Clarence Coleman
Butler Street YMCA, Atlanta, Ga. — Mr. Warren Cochrane, Miss Evelyn Jefferson
Chicago Commons Association, Chicago, Ill. — Mr. Guido Tardi
City of Detroit Receiving Hospital, Detroit, Mich. — Miss Geneva Mercomes
Community Welfare Council of Dayton, Dayton, Ohio — Mr. Albert G. Rosenberg
Cook County Hospital, Chicago, Ill. — Mrs. Mildred Mayberry
Child Service Association, Atlanta, Ga. — Miss Mary Price
Crownsville State Hospital, Crownsville, Md. — Mr. Desales W. Dyson, Mr. H. P. Trader, Mrs. Gwendolyn Lee
Cuyahoga County Welfare Department, Cleveland, Ohio — Mrs. Margaret Wunsch
Detroit Orthopaedic Clinic, Detroit, Mich. — Miss Margaret Yeakel, Miss Charlotte Williams
Division of Mental Health, Washington, D. C. — Mrs. Esther M. Cook
Duke Hospital, Durham, N. C. — Miss Merle E. Foeckler
Emerson House, Chicago, Ill. — Mr. Norbert Simon
Family Service of Cincinnati and Hamilton County, Cincinnati, O. — Miss Dorothy Cunningham, Mr. Albertson
Family Service of Memphis, Tenn. — Mrs. Loretta H. Kateo
Family Service of Philadelphia, Pa. — Miss Eleanor Solovey
Family Service of Atlanta, Ga. — Miss Alberta Austin, Mr. John Bragg
Flint Child Guidance Clinic, Flint, Mich. — Mr. Max Bruck, Mr. Dennis Brown
Fulton County Department of Public Health, Atlanta, Ga. — Miss Estelle Clemmons, Mrs. Helene Westerfield
Fulton County Department of Public Welfare, Atlanta, Ga. — Mrs. Amanda Watts, Miss Lillian Carter, Mrs. Ernie Conley, Mrs. Salina Shaw, Mrs. Grethel Britten
Fulton County Juvenile Court, Atlanta, Ga. — Mrs. Cora Smith
Gate City Day Nursery Assoc., Atlanta, Ga. — Mrs. Lillian Collins, Mrs. Artrelle Foster, Mrs. Helene Westerfield
Girl Scouts of Atlanta, Ga. — Miss Phyllis Dews
Grace Community Hospital, New Haven, Conn. — Mrs. Al­lene Jackson
Hubbard Hospital, Nashville, Tenn. — Miss Betty H. Sim­mons
Jewish Board of Guardians, Hawthorne, N. Y. — Mr. Jack Adler
Manhattanville Neighborhood Center, New York, N. Y. — Mr. Milton Lebowitz
Marcy Center, Chicago, Ill. — Mr. Hazzard Parks
State Training School for Boys, Warwick, N. Y. — Mr. Joseph Smith, Mr. Sidney Tannenbaum
State Training School for Girls, Hudson, N. Y. — Miss Bern­nice Crosby
Northside Center for Child Development, New York, N. Y. — Mr. Victor Carter
Phillis Wheatley YWCA, Atlanta, Ga. — Mrs. Edith Hambrock, Mr. Carl Harm
St. Martha's Settlement House, Philadelphia, Pa. — Mr. Charles Cacace
Sunnycrest Farm for Boys, Cheyney, Pa. — Mr. Lewis Bruce
Travelers Aid Society, Atlanta, Ga. — Miss Loretta Chappell
United Neighbors Association, Philadelphia, Pa. — Mr. Bradford Fraley, Mr. Harry Jackson
Urban League of Cleveland, O. — Mr. Arnold B. Walker
Veterans Administration Hospital, Memphis, Tenn. — Mrs. Kathryn Thornton
Veterans Administration Hospital, Montrose, N. Y. — Mr. Robert Duke, Mr. John Kelleher
Veterans Administration Hospital, Northport, L. I. — Mr. Abraham Zuckerman, Mr. Oakley Wyant
Veterans Administration Hospital, Tuskegee, Ala. — Miss Anna Raines
Walter Reed Army Hospital, Washington, D. C. — Lt. George M. Shea
Wayne County Consultation Center, Detroit, Mich. — Miss Kathryn Eber, Mrs. Genevieve Slear
Welfare Council of Metropolitan Chicago, Chicago, Ill. — Mr. William Bacon
Wharton Centre, Philadelphia, Pa. — Miss Fannie Allen, Mr. Daniel Bernstein, Miss Margaret Coleman, Miss Johana Smit
DESCRIPTION OF COURSES

SOCIAL WORK PRACTICE

500. 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

501. 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. Miss Baskerville

502. Social Case Work III. This course is conducted in separate sections and is focused upon the application of generic casework principles to the practice of casework in special settings. The special settings represented are: Medical, Family, Child Welfare, and Probation and Parole. 2 credits. Misses Lilly, Clemmons, Mrs. Alston

505. Social Case Work IV. This is an advanced generic casework course emphasizing intensive application of the casework process. The focus is upon incorporating knowledge and skills into diagnostic thinking to determine differential treatment based upon analytic study of psychological motivations. The course is conducted through presentation and discussion of student's own case material. 2 credits. Mrs. Alston

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 Clemmons
509. **Psychiatric Social Work Seminar.** A discussion course focused on social services in psychiatric settings. Emphasis is on understandings as criteria for effective therapeutic relationships as they apply in mental hospitals, child guidance clinics, mental hygiene clinics, veterans administration facilities and in other settings where psychiatric social work is practiced. 1 credit. 
Mrs. Alston

550. **Social Group Work I.** This course deals with the basic principles of work with groups. It emphasizes the attitudes of the professional social group worker in enabling members to use a selected program of activities and the group situation in meeting their needs. 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

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

555. **Social Group Work III.** In this course social group work students will consider methods of total agency program planning and evaluation of program. Concerns pertinent to program directors and department supervisors will be discussed. Consideration will be given to the philosophy and methods of staff development and supervision of volunteers. 2 credits.
Mr. Harm, Mrs. Logan

556. **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 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, Mrs. Logan, Mr. Harm

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 and ways of utilizing citizen groups in Community work.

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. Conducted as a seminar, 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

579. SOCIAL WORK ADMINISTRATION. The principles and duties essential in social agency administration will be analyzed. Board members, executives and staff relationships will be discussed. Special emphasis will be given to interpretation and public relations.

2 credits.

Miss Adams, Mr. Young

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.* 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 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

588. 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.

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
590. **SUPERVISION IN SOCIAL WORK.** Course stresses objectives, content and method with emphasis on the process of supervision as a learning-teaching experience. Consideration is given to the supervisory relationship with focus upon the mutual responsibility of the School and Agency for student training.

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.

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 593. Regional group seminar meetings of students and supervisors constitute part of the block field work experience. Fourth Unit, 14 credits.

Faculty

Mrs. Logan, Miss Clemmons
Mr. Harm, Mr. Moore, Miss Adams

**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. 4 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 Emotional 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 Clemmons

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

603. HUMAN GROWTH AND DEVELOPMENT IV. Behavior Disorders of Children and Adults. An advanced course in Personality Development with emphasis upon severe character deviation of behavior presented by a psychiatrist and psychiatric social workers.

2 credits.

Dr. Isenberg and Mrs. Alston

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. This course deals primarily with the development of public welfare programs since 1935, including public assistance, social insurances and child welfare; their impact upon family life and the legal concepts and framework significant in facilitating social welfare.

2 credits.

Miss Adams and Mr. Young
702. Social Services II. Programs in the control and prevention of illness including the curative and treatment facilities and the rehabilitation aspects will be studied. Problems and programs in public and private housing including social implications of poor housing will be considered. 2 credits. Watts, Kahn, Clemmons

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. Miss Clemmons

705. Special Services 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

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

EXCHANGE COURSES

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
401. 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

402. Recreational Leadership II. Advanced course emphasizing the basic principle in developing creative programs with children. 3 credits. Mrs. Johnson

403. Social Statistics. Application of statistical techniques to social research with practice in the collection, analysis, and presentation of numerical data and in the construction of tables and charts. (Required for students who have not had a recent course in Statistics). No credit. Dr. Golden
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-
The preparation of librarians who are to assume educational leadership indicates a closer relationship between professional education and general education at the undergraduate and graduate levels. Thus applicants for admission to the School of Library Service should have a broad general education deeply rooted in the social, scientific and humanistic disciplines.

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

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

**ADMISSION REQUIREMENTS**

1. Applicant's record must show promise of ability to do satisfactory work.
2. A maximum age of thirty-five which may be waived if the applicant has had sufficient library experience.
3. Good physical and mental health and satisfactory recommendations as to moral character and personality.
4. Ability to use a typewriter is desirable.
5. A bachelor's degree from an approved college or university with a scholastic average of not less than 2.5 (C+ or B−).
6. Of the 120 semester hours submitted for college graduation, at least 90 semester hours must be in those courses which are considered as liberal arts courses.
7. Two college years of either French or German. This will be interpreted as not less than 12 semester hours or its equivalent and must be indicated on the applicant's record.
ATLANTA UNIVERSITY

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 33)

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

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

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and materials</td>
<td>$30.00</td>
</tr>
<tr>
<td>Field work</td>
<td>80.00</td>
</tr>
<tr>
<td>Total</td>
<td>$110.00</td>
</tr>
</tbody>
</table>

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

UNIVERSITY AID

Scholarships ranging from $100 to $500 a year are available for prospective librarians. Scholastic ability and finan-
cial need are given consideration in awarding scholarships. 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 are required to take 24 semester hours or nine courses which are general and basic to all types of library work. These courses are History of Books, Evaluation and Selection of Library Materials, Reference Materials, Libraries and Librarianship, Cataloging and Classification I and II, Modern Book Publishing, Communications and Research Methods. The remaining 15 semester hours of courses are to be elected according to the student’s area of specialization.
CATALOGUE

COURSES OF INSTRUCTION

COLLOQUIUM. Field trips to libraries, publishers and library binderies. Talks, discussions and demonstrations by outstanding people in library service and in related fields. All students are expected to attend. No credit.


400. HISTORY OF BOOKS. Attention is focused historically upon the social significance, as well as the technical aspects of the development of writing and printing from their origins through the 18th century. 2 credits.

409. EVALUATION AND SELECTION OF LIBRARY MATERIALS. Attention is given to the basic principles and practices of book selection and the important aids required. Individual assignments include exercises in reviewing, annotating and evaluating books in oral and written form. 2 credits.

410. REFERENCE MATERIALS. Provides for the introduction to the use of bibliographic form and for the evaluation and use of general reference materials through discussions and problem solving. 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. Explores the field of literature for children, including its historical development and current trends. Selection of books and related materials for meeting the interests, needs and abilities of children in school and public libraries is fully emphasized from pre-school up to the adolescent years. 3 credits.

415. LITERATURE FOR YOUNG ADULTS. Discussion, examination and evaluation of contemporary literature and materials available for young people. Special attention is focused upon the sources for securing these materials, and upon their selection and correlation in curriculum support in the high school and in meeting individual and group needs through free and directed reading. 3 credits.

417. STORYTELLING. Provides for the cultivation of background information in the art of storytelling, acquaintance with some fundamental principles of selection, adaptation and presentation of stories, and actual fieldwork experience in preparing and conducting story hours for children of varying age groups. Prerequisite or co-requisite course 414. CHILDREN'S LITERATURE. 2 credits.

420. LIBRARIES AND LIBRARIANSHIP. An introduction to librarianship as a profession which includes the history, development and current trends of libraries and library agencies. Special attention is given to library programs at the county, regional, state, national and international levels. 3 credits.

421. PUBLIC LIBRARY SERVICE. The fundamental processes and activities necessary to the operation of a public library are presented. Emphasis is placed on selecting materials and planning quarters which meet specific community needs. 2 credits.

422. 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 serv-
ices. Attention is given to equipment, housing and to methods of stimulating reading on the part of college students. 2 credits.

423. SCHOOL LIBRARY SERVICE. Interprets the objectives, standards, organization and administration, and the function of the modern school library as a materials center and vital part of the total school program. Use will be made of specialists, school administrators, teachers, and librarians in identifying current trends, and representative types of school libraries in observing desirable and successful practices. 3 credits.

424. TEACHER-LIBRARIANS WORKSHOP. This workshop is designed primarily to meet the practical needs of teacher-librarians who have had no previous training in library service. The routines of establishing and organizing small libraries in elementary and secondary schools are presented. On-the-job problems of the participants are studied. Students of this course who wish to work toward a degree will be required to take in addition course 423. SCHOOL LIBRARY SERVICE. 3 credits.

430. CATALOGING AND CLASSIFICATION I. 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. 3 credits.

431. CATALOGING AND CLASSIFICATION II. A more advanced and critical study of descriptive and subject cataloging theory and practice. Attention is given to the organization of special types of material. 3 credits.

441. MODERN BOOK PUBLISHING. The content of the course is as follows: (1) the inventions which have revolutionized book production such as the paper-making machine, the monotype, 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. 2 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

500. 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.

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. 2 credits.

511. GOVERNMENT DOCUMENTS. A study of the form, production, distribution and subject content of official publications of governmental agencies on the national, state, county and municipal levels. Includes a similar study of the publications of international organizations such as the United Nations. 2 credits.

530. ADMINISTRATIVE PROBLEMS OF CATALOGING. A study of the administrative problems of cataloging in regard to organization and operation, efficiency and cost, reorganization of materials, handling material for special departments and services, and current developments in the field. 2 credits.
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. Guidance and Counseling

D. 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 advan-
tageous 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 30,000 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 Introduction to Education.
3. High School Curriculum and Methods or Elementary School Curriculum and Methods or Equivalents.

The requirements at the graduate level prerequisite to admission to candidacy are:

1. Demonstrated competence in English fundamentals.
2. Successful completion of the three background courses in education; namely, Social Foundations of Education,
Psychological Foundations of Education, and Historical and Philosophical Foundations of Education.

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 faculty and Dean of the School of Education 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. Three background courses; namely,
   a. Social Foundations of Education.
   b. Psychological Foundations of Education.
   c. Historical and Philosophical Foundations of Education.

2. A program in English Fundamentals

3. The Educational Seminar

4. The Preliminary Examination in Education

BACKGROUND COURSES

Three basic courses, The Social, Psychological, and Historical-Philosophical Foundations of Education (Education 545, 546 and 548) introduce the student to fundamental problems of education in the contemporary world through a core program and sequence of courses designed to develop perspective, understanding, and purpose as a foundation for practical professional competency based on knowledge and skills. All education rests upon social, psychological, historical, and philosophical foundations. Every educational program represents a response to the life and conditions of some society, to the basic concepts of human behavior, to the inventions and discoveries of science and their application to society, to the conception of the world, to the body of ethical and aesthetic values of some people. No educational program can be understood purely in terms of its own practices and procedures. No educational program can be wholly self-contained and autonomous.

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 the culmination of the experiences in the background or core courses, as these courses are designed to aid the student in develop-
ing certain understandings which are evaluated by the examination. The general phases of the examination, for all students who had completed the two background courses *Curriculum Foundations* and *Human Behavior and Its Measurement* prior to September, 1956, will cover essential materials from these two courses. Examinations covering *Curriculum Foundations* and *Human Behavior and Its Measurement* will be administered through August, 1960.

As of September, 1956 the core course requirements were changed to include three courses in the Foundations of Education: *The Sociological Foundations of Education*, *The Psychological Foundations of Education*, and *The Historical and Philosophical Foundations of Education*. Students who have completed these core courses will be administered an examination covering the essential features of these three background courses.

Students who completed *Curriculum Foundations* prior to September, 1956, but not *Human Behavior and Its Measurement* must take the two courses, *Psychological Foundations* and *Historical and Philosophical Foundations* in order to be eligible for the examination. Students who had completed *Human Behavior and Its Measurement* prior to September, 1956, but not *Curriculum Foundations* must take the two courses: *Social Foundations* and *Historical and Philosophical Foundations*. Students will be administered appropriate examinations covering either *Curriculum Foundations* or *Human Behavior and Its Measurement* and the two other background courses which they take.

In addition to examinations covering the background or core courses, the other part 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 for those students who had completed *Curriculum Foundations* and *Human Behavior and Its Measurement* prior to September, 1956, or following the completion of the three background courses and upon the completion of an additional three hours of appropriate graduate work any graduate student in the School of Education
may take the Preliminary Examination in Education. All students are urged to take the Preliminary Examination in Education as soon as they are eligible. 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 required 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 in French or German, together with the work that the student has done at the graduate and undergraduate 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 has conformed to the conditions for acceptance of the thesis subject, 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 background-core courses 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. Students are expected to successfully complete the requirements for the degree within a five-year period from their first registration in the University.

The School of Education reserves the right to administer a standardized objective examination in lieu of the examinations covering the background or core courses.
Steps to be Followed in Securing Approval of the Thesis Prospectus

Before the student can take any of the formal steps to have his thesis proposal approved, he must have passed the Preliminary (Qualifying) Examination in Education and the Examination in English Fundamentals. After these basic requirements have been met, the student will follow the procedure outlined below:

1. The student will initially discuss his proposed research with the other students enrolled in Education 571, with the instructor of the course, Education 571, and with the departmental adviser in the area in which the proposed research lies.

2. The student will then discuss his proposed research in a well-ordered manner before a session of the Seminar in Education.

3. After his or her seminar appearance, the student will prepare a formal thesis prospectus or agendum in consultation with the departmental adviser and the instructor of the Course Education 571. Both the departmental adviser and the instructor of Education 571 will judge the prospectus by checking it against Criteria By Which the Adequacy of Proposed Educational Research Will be Judged. (Copies of these criteria may be secured from the Office of the Dean of the School of Education.) If, in the opinion of the departmental adviser and the instructor of Education 571, the proposed research meets the standards set up in the Criteria, the instructor of the course will recommend to the Dean of the School of Education that the Dean appoint the student's thesis advisory committee.

After the Dean has appointed the student's thesis advisers, the student, in conjunction with his advisers, will undertake and complete the thesis.

All students who completed Education 571 prior to September 1, 1956 will follow the procedure outlined below until September 1, 1960. After September 1, 1960 all students must follow the procedure presented above.

1. The student must prepare a thesis prospectus in consultation with the departmental adviser in his area of concentration. In preparing the agendum or prospectus
the student must be responsive to the **Criteria By Which the Adequacy of Proposed Education Research Will be Judged.**

2. After the departmental adviser has approved the student's thesis outline, he or she will make arrangements with the presiding officer of the Seminar for the student's appearance before the Seminar for the purpose of presenting the outline. No student will be permitted to appear before the Seminar for the purpose of presenting an outline until after he has passed the Examination in English Fundamentals, and the Qualifying Examination in Education.

3. The student must submit thirty-five (35) copies of the outline to the Office of the Dean of the School of Education on or before Tuesday of the week in which the Seminar presentation is to be made.

4. Presentation of the outline will consist of a fifteen minute period of discussion of the proposed research. The student will not be expected to make an initial presentation or speech on his plan of research or to read the outline, but he will be expected to be able to respond intelligently to the questions that members of the Seminar might raise concerning the proposed research.

5. After the adjournment of a Seminar in which an outline has been presented, the Dean of the School of Education will call a special meeting of the faculty for the purpose of accepting or rejecting the outline(s) which has (have) been presented. If the faculty accepts the outline, the Dean will then appoint the student's thesis advisory committee.

**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 Edu-
cation 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 three background courses; namely,
   a. Social Foundations of Education
   b. Psychological Foundations of Education
   c. Historical and Philosophical Foundations of Education

   (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 Educational Research and Statistics and the subsequent writing of the thesis.

---

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

**Development of the Thesis**

The purpose of the thesis is to enable the student to undergo the kind of experiences which are listed below:

1. The evolution of a problem from a situation in which the student recognizes that there are unsolved difficulties or existing gaps in knowledge which create within the student a felt need to apply the procedures of scientific problem solution to them.

2. Isolation from the total problem area or complex of difficulties a properly delimited problem which is characterized by specificity of detail and precision of statement and definition.

3. Clear enunciation of the frame of reference, conceptionalization, or set of terms which might be used to order the problem. These include the following *minima*:
   3.1. Explicit notation of the basic assumptions which are made by the student.
   3.2. Precise statement concerning the particular phenomena which are to be observed or created, and clear presentation of the manner in which these phenomena are to be viewed.
   3.3. The placing of the problem in its proper historical, philosophical, sociological, or psychological context. If a particular point of view, bias, or educational theory is utilized by the student, this should be logically formulated and clearly explicated.

4. Surveying the literature which is pertinent to the problem.

5. Making an actual contribution to educational knowledge in one or more of the following ways:
   5.1. Presentation of novel data and findings or a reorganization of older information and materials into new forms and relationships with adequate and logical re-interpretation.
   5.2. Discovery of new methodological approaches to educational problems or development of new techniques or the validation of older techniques, or the use of older techniques in a novel manner.
5.3. The development of new tools of precision for use in handling educational concepts and in collecting data.

5.4. Demonstration of capability of application of findings to improve educational theory and/or school practices.

6. Scientific writing and presentation of data within the field of Education.

After the thesis has been written and approved by the members of the thesis advisory committee, the chairman of the committee will notify the student of its acceptance and will submit two copies of the thesis to the Dean of the School of Education, who in turn, will arrange 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>
</tr>
</thead>
<tbody>
<tr>
<td>545</td>
<td>Social Foundations of Education</td>
<td>3 hrs. 3</td>
</tr>
<tr>
<td>546</td>
<td>Psychological Foundations of Education</td>
<td>3 hrs. 6</td>
</tr>
<tr>
<td>548</td>
<td>Historical and Philosophical Foundations of Education</td>
<td>3 hrs. 9</td>
</tr>
<tr>
<td>571</td>
<td>Educational Research and Statistics</td>
<td>3 hrs. 12</td>
</tr>
<tr>
<td>583</td>
<td>Adolescent Psychology</td>
<td>3 hrs. 15</td>
</tr>
<tr>
<td>519</td>
<td>Advanced Educational Psychology</td>
<td>3 hrs. 18</td>
</tr>
<tr>
<td>520</td>
<td>Advanced Educational Psychology</td>
<td>3 hrs. 21</td>
</tr>
<tr>
<td>543</td>
<td>Statistics in Psychology and Education</td>
<td>3 hrs. 24</td>
</tr>
<tr>
<td>454</td>
<td>Administration and Interpretation of Mental and Educational Tests</td>
<td>3 hrs. 27</td>
</tr>
<tr>
<td>556</td>
<td>Psychological Theory</td>
<td>3 hrs. 30</td>
</tr>
</tbody>
</table>

**30 hrs.**

2. **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>Social Foundations of Education</td>
<td>3 hrs. 3</td>
</tr>
<tr>
<td>546</td>
<td>Psychological Foundations of Education</td>
<td>3 hrs. 6</td>
</tr>
<tr>
<td>548</td>
<td>Historical and Philosophical Foundations of Education</td>
<td>3 hrs. 9</td>
</tr>
<tr>
<td>430</td>
<td>Educational and Vocational Guidance*</td>
<td>3 hrs. 12</td>
</tr>
<tr>
<td>571</td>
<td>Educational Research and Statistics</td>
<td>3 hrs. 15</td>
</tr>
<tr>
<td>483</td>
<td>Adolescent Psychology</td>
<td>3 hrs. 18</td>
</tr>
<tr>
<td>535</td>
<td>Mental Hygiene</td>
<td>3 hrs. 21</td>
</tr>
<tr>
<td>453</td>
<td>Statistics in Psychology and Education</td>
<td>3 hrs. 24</td>
</tr>
<tr>
<td>454</td>
<td>Administration and Interpretation of Mental and Educational Tests</td>
<td>3 hrs. 27</td>
</tr>
<tr>
<td>555</td>
<td>Counseling Internship</td>
<td>3 hrs. 30</td>
</tr>
</tbody>
</table>

**30 hrs.**

*Includes occupational information and other informational services for counselors.*
### 3. 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>
</tr>
</thead>
<tbody>
<tr>
<td>545</td>
<td>Social Foundations of Education</td>
<td>3 hrs. 3</td>
</tr>
<tr>
<td>546</td>
<td>Psychological Foundations of Education</td>
<td>3 hrs. 6</td>
</tr>
<tr>
<td>548</td>
<td>Historical and Philosophical Foundations of Education</td>
<td>3 hrs. 9</td>
</tr>
<tr>
<td>405</td>
<td>Child Development</td>
<td>3 hrs. 12</td>
</tr>
<tr>
<td>571</td>
<td>Educational Research and Statistics</td>
<td>3 hrs. 15</td>
</tr>
<tr>
<td>418</td>
<td>Teaching of Health</td>
<td>3 hrs. 18</td>
</tr>
<tr>
<td>491</td>
<td>Teaching of Reading</td>
<td>3 hrs. 21</td>
</tr>
<tr>
<td>560</td>
<td>Elementary Curriculum Planning and Evaluation</td>
<td>3 hrs. 24</td>
</tr>
<tr>
<td></td>
<td>Elective in Elementary Education</td>
<td>3 hrs. 27</td>
</tr>
<tr>
<td></td>
<td>Elective in Elementary Education</td>
<td>3 hrs. 30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30 hrs.</td>
</tr>
</tbody>
</table>

### 4. Courses Leading to the M.A. Degree in Secondary School Administration

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>545</td>
<td>Social Foundations of Education</td>
<td>3 hrs. 3</td>
</tr>
<tr>
<td>546</td>
<td>Psychological Foundations of Education</td>
<td>3 hrs. 6</td>
</tr>
<tr>
<td>548</td>
<td>Historical and Philosophical Foundations of Education</td>
<td>3 hrs. 9</td>
</tr>
<tr>
<td>571</td>
<td>Educational Research and Statistics</td>
<td>3 hrs. 12</td>
</tr>
<tr>
<td>528</td>
<td>Organization and Administration of the Secondary School</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>527</td>
<td>Seminar in School Administration</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:
3. Instead of Ed. 483: Adolescent Psychology, take Ed. 405: Child Development.
### 5. Courses Leading to the M.A. Degree in Secondary School Instruction

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Cumulative Credit Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>545</td>
<td>Social Foundations of Education</td>
<td>3 hrs. 3</td>
</tr>
<tr>
<td>546</td>
<td>Psychological Foundations of Education</td>
<td>3 hrs. 6</td>
</tr>
<tr>
<td>548</td>
<td>Historical and Philosophical Foundations of Education</td>
<td>3 hrs. 9</td>
</tr>
<tr>
<td>571</td>
<td>Educational Research and Statistics</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></td>
<td>Electives in Teaching Field, including a course in Curriculum and Instruction in Teaching Field</td>
<td>12 hrs. 30</td>
</tr>
</tbody>
</table>

The twelve 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, and/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.
Social Foundations of Education ................................ 3 hrs.
Examination in Minimum Essentials of English

9 hrs.

SECOND SUMMER

Psychological Foundations of Education ...................... 3 hrs.
Historical and Philosophical Foundations of Education .......... 3 hrs.
*Secondary Curriculum Planning and Evaluation .................. 3 hrs.
Preliminary Examination in Education

9 hrs.

FOLLOW-UP SUBSEQUENT SCHOOL YEAR (P-5)

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

THIRD SUMMER

Principles and Practices in Educational and Vocational Guidance ...................... 3 hrs.
Educational Research and Statistics ................................ 3 hrs.
Seminar in School Administration (Administrative Problems in Elementary and Secondary Schools) .......... 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.

* 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.
Social Foundations of Education ................... 3 hrs.
Examination in Minimum Essentials of English 9 hrs.

FOLLOW-UP FALL SCHOOL TERM

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

SECOND SUMMER (SV-5)

Psychological Foundations of Education ............ 3 hrs.
Historical and Philosophical Foundations of Education .................. 3 hrs.
Elementary Curriculum Planning and Evaluation 3 hrs.
Preliminary Examination in Education ....... 9 hrs.

THIRD SUMMER (SV-5)

Teaching of Reading .................................. 3 hrs.
Educational Research and Statistics ............... 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

Social Foundations of Education .................................. 3 hrs.
Psychological Foundations of Education .................................. 3 hrs.
Historical and Philosophical Foundations of Education .................. 3 hrs.
Examination in Minimum Essentials of English .................. 9 hrs.

SECOND SUMMER

Secondary Curriculum Planning and Evaluation or a course in Curriculum and Instruction in Teaching Field .................. 3 hrs.
Adolescent Psychology .............................................. 3 hrs.
Elective in Teaching Field (Graduate Course) .................. 3 hrs.
Preliminary Examination in Education .......................... 9 hrs.

THIRD SUMMER

Principles and Practices in Educational and Vocational Guidance .............................................. 3 hrs.
Educational Research and Statistics .................. 3 hrs.
Elective in Teaching Field (Graduate Course) .................. 3 hrs.
Examination in French or German .......................... 9 hrs.

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

426. PRINCIPLES OF SCHOOL ADMINISTRATION. This course is designed to provide an orientation to the basic principles or crucial concepts upon which the administration of the public schools of America is predicated. Therefore, the emphasis is placed on the acquisition of the knowledge and interpretation of the basic philosophies and objectives that give essence to the activity known as school administration, such as: (a) organization, (b) operation, (c) executive activity, (d) legal basis of public education, and (e) policy-making. The mere mechanics of school organization is not the concern of this course, but rather the primary concern is an understanding of the dynamics of the administrative process as these are reflected in the separate but inter-related activities of planning, organization, directing, coordination, and control of the multifold functions of a public school. Those interested in the mechanics and structures of organization and administration will find their needs more fully met in courses, Organization and Administration of the Elementary and Secondary Schools, Education 427 and 428, respectively. 3 credits either semester.

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

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

431. INITIAL PRINCIPALS' WORKSHOP. (Equivalent to 427 and 428.)  
The Workshop for principals is designed to provide a period of intensive in-service preparation for the principalship of either the elementary school or the secondary school or both. It is designed to provide comprehensive and intensive training through individual and group projects, readings in related literature, reviews of pertinent research, individual reports, panel discussions, staff presentations, and the projections of programs of action for the local situations of the principals in the group. The Workshop will implement, functionalize, and enrich the usual work of such courses as: Organization and Administration of the Elementary School and the Organization and Administration of the Secondary School. The areas of work covered in the Workshop are: (a) the over-all philosophy, objectives, and techniques of the organizational and administrative processes of the public school, (b) the curricular patterns of the school, (c) the instructional activity, (d) the supervisory activity of the principal, (e) auxiliary services program, (f) pupil-personnel accounting, (g) business practices 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 demon-
struation school, a study of the development of the philosophy upon which modern classroom procedures are based, and guidance in seeing how the needs of children in local school situations may be analyzed for the purpose of developing appropriate classroom procedures. Special attention will be given to the development of curriculum units of instruction. 3 credits first semester.

402. ARITHMETIC IN THE ELEMENTARY SCHOOL. The purpose of this course is to acquaint the student with sources of information on the teaching of arithmetic and with the best means of planning curriculum experiences in this field. Emphasis will be placed upon diagnostic as well as remedial and preventive procedures. 3 credits second semester.

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

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

405. CHILD DEVELOPMENT (PRINCIPLES OF HUMAN GROWTH AND DEVELOPMENT). The experiences in this course cover the study of the life cycle (the prenatal stage through old age) with emphasis on the physiological, mental, emotional, and social growth needs of children and adolescents. Prenatal development will be studied together with behavior expectancies during infancy and experience and behavior patterns in nursery, kindergartens, and primary school. The students 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 GRADERS. 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 registration in 401. 3 credits first semester.

414. **Nursery-Kindergarten-Primary School Program.** Consistent with the organismic point of view, the correlation of growth needs of children in the nursery, kindergarten, and primary school is studied in connection with the directional process goals, conditions necessary to achieve these goals, and evaluation techniques and instruments for obtaining evidence of pupil progress and growth toward these goals. Opportunities for student participation and practice, and the development of case studies are provided. 3 credits each semester.

490. **Language Arts in the Elementary School.** The course surveys the total language arts program and then gives detailed attention to listening, speaking, reading, writing, and spelling. An experimental aspect of the course gives the student the opportunity to apply certain theories and suggestions in actual classroom situations. 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.

494. **Clinical Procedures in Reading.** The course is designed (1) to give teachers training in diagnosing actual cases with general
reading difficulties and (2) to guide them in exploration of cor-
rective procedures used in eliminating such deficiencies. Pre-
requisite: Education 491: The Teaching of Reading and the Ap­
proval of the Instructor. 3 credits each semester.

496. SURVEY AND ANALYSIS OF READING MATERIALS. The course pro­
vides units of work which explore and evaluate basic reading
materials, commercial materials prepared for developing spe­
cialized aspects of reading, recreational and informational books
and teacher-made materials. Prerequisite: Language Arts in the
Elementary School or Methods or Teaching Reading.
3 credits each semester.

501. READING LABORATORY OR CLINIC. 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 audiovisual 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.
6 credits (Summer School Session)

560. ELEMENTARY CURRICULUM PLANNING AND EVALUATION. This
course concerns itself with the activities involved in over-all cur-
riculum 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 educa-
tional 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 pu-
pils and parents regarding study, discipline, health, emotional and vocational problems. 3 credits second semester.

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

555. 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 counseling. Students enrolled in this course will join the staff of guidance and counseling departments and render service, under supervision, to these departments as regular counselors. 3 credits.

HEALTH EDUCATION

417. Materials and Methods in Health Education for Elementary and High School Teachers. This course is designed to meet the need of teachers and others who are charged with the guidance of children in their health problems, as well as the care of their own health. It will consist of lectures, discussions, moving pictures, first aid demonstrations, and construction of devices that will aid in health programs. Attention will be given to the use of health agencies that render health service. Opportunity will be given each enrollee to work on a major health problem in a particular school. 3 credits either semester.

418. Teaching of Health in Elementary and Secondary Schools. In this course emphasis is placed upon the development of a philosophy with regard to the aims and values of health teaching in the elementary and secondary school. A study is made of the opportunities for integrating health materials with other subjects of the organized curriculum. Special attention will be given to the development of units of instruction. 3 credits each semester.

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

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

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

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. Educational Research and Statistics. The aim of this course is to help the student acquire skill in the application of scientific problem solution to educational problems and to acquire facility in the use of statistics as a tool for the interpretation of educational data. 3 credits.

FOUNDATIONS OF EDUCATION

545. Social Foundations of Education. This course is concerned with the development of ideas, a whole-parts-whole analysis of experience, concept formation, insight, understanding, comprehension, and the meanings of education as they pertain to the
role and function of the school in society. The course deals with biological and cultural human nature, cultural contrast, how the community educates, organized pressure groups, social power and political processes, building stable character in a multi-group society, class and caste as a social phenomenon, occupations and welfare levels, American ideals and conflicts, contrasting conceptions of the social role of the school, the social aspects of school organization and method, the social aspects of the teaching profession, academic freedom and the teaching of controversial issues, the teaching profession and organized labor, and group processes and dynamics. The vast scope and complexity of the study of the problems and trends of civilization and education make it necessary for the student to do a substantial amount of independent reading. 3 credits.

546. PSYCHOLOGICAL FOUNDATIONS OF EDUCATION. The experiences of this course are tentatively designed to offer some supporting evidences for the various stages and phases of human growth and development through some of the basic understandings of human behavior. More specifically, and among other experiences and somewhat broad general objectives, efforts are made to realize fuller understanding of and appreciation for:

1. The various fields and schools of psychology and their relationship to education.
2. Social adjustment as an educational and psychological process of development for both teachers and learners.
3. Some of the characteristics of human growth and development and the psychological implications for teachers and learners.
4. Some of the developmental needs and psychological bases of teaching and learning for human beings.
5. The nature and scope of mental hygiene and the psychological implications involved for education.
6. Some of the basic social and psychological assumptions relative to intelligence and personality.
7. Psychological factors affecting grouping in teaching and learning situations.
9. The nature and scope of some of the foundations of practical guidance and the implications therein for education. Many of the functional aspects of education are purposefully attempted as a part of the course experiences. For graduate students only. 3 credits.
548. HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION. This course is designed to present an overall knowledge and interpretations of the origins and courses of development of the patterns of the educational enterprise which the peoples of ancient, mediaeval, and modern times have evolved to preserve and transmit the cultural heritage of the human race. Specifically, the course endeavors to emphasize the evolution of our educational patterns by giving separate attention to such factors as: (a) a historical resume of the philosophical concepts which have determined the frame of reference for the curricula, methodologies, and school organizations of the various peoples of all times; (b) the identification of the leaders of educational thought and practice from ancient times to the present era; (c) a historical resume of the structure and practices of the various types and/or systems of education which have been evolved by the various peoples of the earth; (d) an orientation to the socio-economic, political, and religious forces or processes which have had profound impact on the development of educational arrangements in the various countries; and (e) the identification and interpretation of the relation of philosophical concepts to the evolution of educational practices as reflected in curricula, methodologies, organization, learner-personnel, and financial support of the educational program. Lastly, emphasis is placed on the basic fact of the “crucial philosophic concepts” which emerged in ancient times and have persisted down throughout all times into the present era; and are presently coming into fullest fruition in our modern educational arrangements. This course is one of the three basic courses required for the Master of Arts degree. 3 credits.

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 psychological differences among individuals due to race, sex, age, intelligence, socio-economic status 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 second 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. Modern theories of learning are carefully examined.
3 credits each semester.

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

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.)
3 credits.
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.

499. Teaching of General Science. Primarily designed for teachers and supervisors of science in junior and senior high schools. The course deals with the instruction of general science, methods employed, special attention being given to selecting and organizing materials, classroom, laboratory, demonstration techniques, visual aids, testing and evaluation, education of the teacher, and reference sources. 3 credits.

500. Teaching Biological Science. A course which deals with biological instruction, methods employed, special attention being given to selecting and organizing materials, classroom, laboratory, demonstration techniques, visual aids, testing and evaluation, education of the teacher, and reference sources. 3 credits.
502. Teaching Physical Science. A course which deals with instruction in the physical sciences, methods employed, special attention being given to selecting and organizing materials, classroom, laboratory, demonstration techniques, visual aids, testing and evaluation, education of the teacher, and reference sources. 3 credits.

503. The Consultant in Science. A course dealing with trends, evaluation, function of the consultant in elementary and/or secondary schools, equipment, apparatus, plans for classrooms and buildings, curriculum materials, methods of working with teachers, group dynamics, the in-service education of teachers, observations of instruction in science. 3 credits.

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. Participation in this seminar is required of all students enrolled in Education 571. All students who are engaged in the preparation of a thesis and all other students enrolled in the School of Education are strongly urged to attend the seminar. The purposes of the seminar are the following:

(1) To provide a vehicle for assisting the student in thinking through his prospective research with the faculty toward the end of polishing and sharpening the plan of his research.

(2) To provide an opportunity for students to report their research findings prior to sitting for the final oral examination.

(3) To keep students and faculty abreast of significant trends and issues within the specialized field of education and the general fields of the behavioral and social sciences. No credit.
On September 26, 1946, Atlanta University opened under the direction of Mr. Lorimer D. Milton, a School of Business Administration, offering work leading to the degree of Master of Business Administration. Courses are offered in the fields of Production, Marketing, Finance, Control, and Administration.

AIM

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

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

SCOPE OF THE WORK

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

zation and prevents unbalance before the student has had

the opportunity to become acquainted with the materials pre-

sented in the five main fields of business outlined above. It

is only when the student uses his area of specialization in

relation to business as a whole that any constructive contri-
bution can be made. This is especially important in the prob-

lem 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 Univer-
sity now in effect or hereafter imposed, the School of Busi-
ness 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 accreditment, of which at least sixty hours shall

have been completed in the following:

1. English — twelve hours, including six hours of com-

position.

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 Busi-

ess Administration degree, the student is required to take

a prescribed program of work. For first year students this

program is as follows:

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hrs.</th>
<th>Second Semester</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Account</td>
<td>3</td>
<td>Theory of Accounts</td>
<td>3</td>
</tr>
<tr>
<td>Economics of Business</td>
<td>3</td>
<td>Economics of Business</td>
<td>3</td>
</tr>
<tr>
<td>Business Statistics</td>
<td>3</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Marketing</td>
<td>3</td>
<td>Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Money and Banking</td>
<td>3</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics for Business</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
One year candidates may not be required to follow this program but they must have had these courses, or their equivalent, before admission to the School of Business.

In the second year, twenty-one hours will be required as follows:

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hrs.</th>
<th>Second Semester</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Law</td>
<td>3</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>Business Finance</td>
<td>3</td>
<td>Labor Problems</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Management</td>
<td>3</td>
<td>Industrial Management</td>
<td>3</td>
</tr>
<tr>
<td>Public Policy and Private Enterprise</td>
<td>3</td>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Since September 1, 1954, the School of Business Administration has not had the foreign language requirement for the degree of Master of Business Administration. Mathematics for Business, a non-credit course is required of all students in the School during the first term of the year in which they enroll.

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 accumu­
ated.

SCHOLARSHIPS

A limited number of scholarships are available in the
School for qualified persons. These scholarships carry sti­
pends 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.

SOLOMON W. WALKER SCHOLARSHIP

This annual scholarship was established in 1956 by the
Pilgrim Life and Health Insurance Company as a memorial
to its late president, Solomon W. Walker. This scholarship
is awarded to the applicant who, in the opinion of the fac­
ulty, shows the greatest promise of making significant con­
tributions in the field of business administration.

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 employ­
ment.
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-
activities. 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. Prerequisite: 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, stan­
dard costs and budgets, and executive and managerial uses of 
costs. The course is developed to demonstrate that cost account­
ning 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 professional­
ly, 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-
CATALOGUE

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
presented 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. MANAGEMENT OF NEW ENTERPRISES. The purpose of this course
is to teach the art and technique of planning during the pre­
natal 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 4, 1956
SCHOOL OF ARTS AND SCIENCES
MASTER OF ARTS

ERNEST WESLEY BOSTON* .................................. English
Thesis: An Analytical Study of Methods of Teaching
Written Composition from 1917 to 1955.

DORIS HOLLEN COLEMAN ............................. English
A.B., Spelman College, 1951.

JENNYE ELLIS CURETON ................................ English
A.B., Johnson C. Smith University, 1944.

FANNY SMITH HAYES* .................................. English
A.B., Spelman College, 1935.

GEORGIE BLANCHE LATIMER* ........................ English
A.B., Fisk University, 1934.

HATTIE OLIVETTE JACKSON ................................ French
A.B., Arkansas Agricultural, Mechanical and Normal College, 1954.

ISAAC REUBEN BARFIELD .............................. History
A.B., Talladega College, 1950.
Thesis: The Movement of Thought in Egypt Under the Middle Kingdom and the Empire and in China from the Han Dynasty to the Ming Dynasty: A Comparative Study.

*Requirements completed January 28, 1956.
WILLIE TECUMSEH BOYKIN* ........................ History
A.B., Morris College, 1942.
Thesis: The Influence of Climate Upon Human Social and Cultural Development in Palestine During the Last Glaciation.

AUGUSTUS ALVEN ADAIR* ........................ Political Science
A.B., Morehouse College, 1954.

THELMA ELIZABETH BOYKIN ...................... Political Science
B.S., Fort Valley State College, 1949.

DENNIS FRED GLOVER* ........................ Political Science
A.B., Fort Valley State College, 1949.

MATTIE LEO MOON ........................ Political Science
A.B., Fort Valley State College, 1948.
Thesis: Statehood for Hawaii.

JAMES ERNEST CONYERS ....................... Sociology
A.B., Morehouse College, 1954.
Thesis: Musical Tastes and Interests of College Students.

BURGAY LAWRENCE DAVIS ..................... Sociology
A.B., Morehouse College, 1937.

ELZA LESLYE GOLDSMITH ...................... Sociology
A.B., Benedict College, 1946.
Thesis: Career Patterns of Negro Teachers.

CHARLES LINCOLN THOMAS* ................... Sociology
A.B., Clark College, 1951.
Thesis: A Sociological Analysis of a Sub-Community.

* Requirements completed January 28, 1956.
MARY LOUISE WISDOM .................................. Sociology  

MASTER OF SCIENCE

PERRY CURTIS HARVEY, JR. .......................... Biology  
B.S., Morehouse College, 1951.  

SULLIVAN REGINALD RUFF, JR. ...................... Chemistry  
B.S., Allen University, 1948.  
Thesis: The Bromination of 1-Para-Methoxyphenyl-2,3-Dimethyl Butadiene-1,3.

FREDERICK DOUGLAS PITTS ......................... Mathematics  
B.S., Morehouse College, 1955.  

SCHOOL OF SOCIAL WORK

MASTER OF SOCIAL WORK

MARJORIE GRACE ALEXANDER  
Thesis: The Consultation Program of Northside Center for Child Development, Incorporated to Four Day Care Centers.

HELEN VIRGINIA BATTLES  
B.S., Barber-Scotia College, 1951.  
Thesis: Function of the Psychiatric Social Worker in Continued Treatment Service at a Veterans' Administration Hospital.

WILLIAM AUGUSTUS BELL  
A.B., Morehouse College, 1951.  
Thesis: The Social Worker's Role in Treatment of Ten Alcoholic Patients at a Veterans' Administration Hospital.
ZETTIE ABLES BLAYTON
A.B., Morris Brown College, 1945.

YVONNE AZEAL BURGESS
A.B., Virginia Union University, 1954.
Thesis: An Analysis of the Interests of Marcy Center Youth Participants in Recreational Activities.

VERA THOMAS COLEMAN
A.B., Howard University, 1953.

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

DANIEL PROPHET HARLEY, JR.
A.B., South Carolina State College, 1954.

ALBERTA TRACY JONES
Thesis: An Evaluation of the Outcome of Pre-Trial Visit Planning.

EMANUEL JOSEPH KENNY, JR.
B.S., Virginia Union University, 1954.

HAYWOOD MAYO
Thesis: A Sociometric Description of Interpersonal Relations as Seen in an Adolescent Group.

DONALD EUGENE MEEKS
B.S., Hampton Institute, 1952.
Thesis: Immigration and Mental Illness in the Cases of Eighteen Male Patients.
Annie Mae Murray  
A.B., Texas Southern University, 1953.  

Gladys Lenestra Porter  

Clementine Riggsbee  
A.B., Johnson C. Smith University, 1954.  
Thesis: Alcoholics Anonymous in the Rehabilitation of Ten Alcoholic Patients at Northport Veterans' Administration Hospital.

Marian Naomi Robinson  
A.B., Howard University, 1952.  

Charles Levi Sanders  
A.B., Morehouse College, 1945.  
Thesis: A Study of the Relocation of Rear and Alley Tenants in Atlanta.

Betty Jean Tribble  

Walter Lewis Smart  
A.B., Miles College, 1954.  

John Lindy Steward  
A.B., Virginia Union University, 1950.  

Dorothy Williams Sumner  
A.B., Fisk University, 1931.  
Thesis: Criteria and Evidence of the Case Work Relationship in Operation.
JERRY WORFORD  

JOSEPH CONRAD YARBOUGH  
A.B., Virginia Union University, 1954.  

ALMA THEODOSIA YOUNG  
A.B., South Carolina State College, 1952.  
Thesis: A Study of Some Functions of the Psychiatric Social Worker at Wayne County General Hospital.

SCHOOL OF LIBRARY SERVICE  
MASTER OF SCIENCE IN LIBRARY SERVICE

ARDELLA PATRICIA BOATRIGHT  
A.B., Fisk University, 1953.  
Thesis: A Survey of the Communications Behavior of a Selected Number of Rural Families in Lincoln County, Tennessee.

EVELYN ELIZABETH CANTEY  
A.B., Talladega College, 1947.  
Thesis: A Study of the Fiction and Non-Fiction Borrowed by the Adult Patrons of the West Hunter Branch Public Library, Atlanta, Georgia.

PHYLLIS JEAN DANSBY  
Thesis: An Annotated Checklist of Music Books and Periodicals Recommended for the Liberal Arts College Library.

CLEOPATRA WHITTINGTON JOHNSON  
A.B., Spelman College, 1953.  
WARREN GEORGE PALMER  
A.B., Howard University, 1948.  

NANCY LOUISE ROBINSON  
B.S., Fort Valley State College, 1949.  
Thesis: Survey of the Summer Hill High School Library and the Bartow County Library.

CONSTANCE MARLENE STATEN  
A.B., Fisk University, 1952.  

ANNIE RUTH COLLINS WELLS  
Thesis: A Study of Selected Juvenile Fiction About Norwegian Life and Customs Published, 1933-1953.

EVA VOETTA WILLIAMS  

SCHOOL OF EDUCATION  
MASTER OF ARTS

CAMILLA WOODSON CLIEETT  
A.B., Morris Brown College, 1945.  
Thesis: A Study of the Relationship Between Reading Comprehension Abilities and School Achievement of Sixth Grade Pupils.

JEREMIAH WOAMPLUE DOE  
A.B., University of Liberia, 1953.  

JOHN HENRY EAVES  
A.B., Morehouse College, 1952.  
CHARLES BENNETTE HICKS FORTSON
A.B., Morehouse College, 1954.
Thesis: A Study of the Comparability of Forms I and II of the Wechsler-Bellevue Intelligence Scale When Used with Clinically Normal Negro Adults.

KATHERINE WATERS GRAY
A.B., Morris Brown College, 1937.

CHARLES EDMOND HUBERT
B.S., Savannah State College, 1941; M.S., Atlanta University, 1948.

HARRISON THOMPSON JOHNSON*
Thesis: A Study to Determine the Effectiveness of the Use of Prefixes, Suffixes and Roots in Vocabulary Building of Seventh Grade Pupils.

ROMELIA GROSS MASON
B.S., Winston-Salem Teachers College, 1934.

SUE MAUD MAYS
A.B., Spelman College, 1946.

LOUIS JAMES McRAE
A.B., Morris Brown College, 1929.
Thesis: Differences in Intelligence, Achievement and Personality as Manifested by Students Entering Junior and Senior High School from Two Negro Elementary Schools in an Alabama Community.

* Requirements completed January 28, 1956.
HARRIET LUCILLE MOON  
B.S., Fort Valley State College, 1946.  

LAFA R DUPREE SIMS  
B.S., Fort Valley State College, 1948.  

ROBERTA THOMPSON SMITH  
A.B., Morris Brown College, 1951.  

ANNIE DEAN STEW ART  
B.S., Fort Valley State College, 1948.  
Thesis: A Study of Tested Differences in Certain Mental Traits Manifested by Two Groups of Pupils in a Rural Georgia Elementary School.

WILLIAM VARNIEDOE WALTON  
B.S., Fort Valley State College, 1942.  
Thesis: An Analysis of Community Opinion of the Educational Program of the Hawkinsville High School, Hawkinsville, Georgia, as a Basis for a Public Relations Program.

MERLYN JOHNSON WHITE  
B.S., Tuskegee Institute, 1947.  

CATHERINE WALKER WILLIAMS  
A.B., Spelman College, 1936.  
Thesis: The Relationship Between Language Achievement and Listening Abilities of Sixth Grade Pupils of West Savannah School, Savannah, Georgia.
CATALOGUE

IRIS GWENDOLYN EDWARDS WILLIAMS

SCHOOL OF BUSINESS ADMINISTRATION

MASTER OF BUSINESS ADMINISTRATION

THOMAS EDWARD CRITTENDEN, JR.
B.S., Tennessee Agricultural and Industrial State University, 1950.

ROOSEVELT STEVENSON STEWART
B.S., Tuskegee Institute, 1954.
Thesis: A Critique of the Department of Small Business Administration.
DEGREES CONFERRED
AUGUST 9, 1956
SCHOOL OF ARTS AND SCIENCES
MASTER OF ARTS

ELLIS LEE HUNTER ........................................ English
B.S., Fort Valley State College, 1952.

EZKIEL LEON KENNEDY ........................................ English
A.B., Morehouse College, 1954.

PINKIE GORDON LANE ........................................ English

MYRTLE CLARKE LUMPKIN ........................................ English
A.B., Spelman College, 1929.
Thesis: The Religious Element in Uncle Tom's Cabin.

GLORIA ANNE MIXON ........................................ English
A.B., Miles College, 1955.

ELEANOR ELIZABETH WILLIAMS ........................................ English

ALELIA MAE BARRETT ........................................ French
A.B., Bennett College, 1955.

HENRY EDWARD JACKSON ........................................ History
A.B., Miles College, 1951.
Thesis: Diplomatic Relations of Great Britain with the United States, 1890-1905.
CHARLES EDWARD GARTH ........................................ Sociology
A.B., Morehouse College, 1951.
Thesis: Negroes in Medicine in a Southern City — Atlanta, Georgia.

LOVETTE HOOD, JR. ........................................ Sociology

MASTER OF SCIENCE

NORMA SAPP WORD ........................................ Biology
B.S., Fort Valley State College, 1947.

JOHN WESLEY CARTEN, JR. ............................... Chemistry
B.S., Morehouse College, 1951.

JOHN ELLIS NOLEN, JR. ................................... Chemistry
A.B., Alabama Agricultural & Mechanical College, 1943.

SCHOOL OF SOCIAL WORK

MASTER OF SOCIAL WORK

DOROTHY FRANCELLE GLASS
B.S., Tennessee Agricultural & Industrial State College, 1940.
Thesis: A Study of Twenty-eight Unmarried Mothers.

ERNESTINE HIGH
A.B., St. Augustine College, 1954.
LENORA MARIE HOLMAN
A.B., St. Augustine’s College, 1954.
Thesis: Medical, Social and Emotional Aspects of Cardiac Illness.

DOROTHY JAMES
A.B., Allegheny College, 1941.

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

FREDDIE LA VERN TORRENCE
B.S., Tuskegee Institute, 1945.
Thesis: The Difficulties Faced by Child Placing Agencies in Placing Negro Children for Adoption.

SCHOOL OF LIBRARY SERVICE
MASTER OF SCIENCE IN LIBRARY SERVICE

WILLIAM DOUGLAS BEASLEY
A.B., Clark College, 1949.

LORENE SANDRA BYRON
B.S., Fort Valley State College, 1955.

MYRA JOYCE CAMPBELL
B.S., Bishop College, 1949.
Thesis: An Annotated Bibliography of Recent Basic Books in Education for a College Library.
WILLYE FRANK STONEY DENNIS
A.B., Clark College, 1953.

HARDY ROGERS FRANKLIN
A.B., Morehouse College, 1950.
   Thesis: An Analysis of the Content of a Selected Number of Television Dramas.

DORIS VELMA HOOPER
A.B., Xavier University, 1942.

HELEN MATHERSOHN LONG
B.S., Alabama State College, 1946.

BERTHA DIMERY PUGH
B.S., Claflin College, 1938.
   Thesis: A Study of the Usability of Bibliographies Appended to a Selected Group of World History Textbooks and the Extent to Which the Titles Listed Therein Occur in Certain Standard Selection Aids.

ARNIEZE FITCH RAMSEUR
B.S., Winston-Salem Teachers College, 1934.
   Thesis: An Analysis of the Qualifications and Conditions of Employment of Negro Public Librarians in Georgia.

LELIA GASTON RHODES
B.S., Jackson College, 1944.
   Thesis: A Study of the School Library Experiences of a Selected Group of College Freshmen Enrolled at Jackson and Tougaloo Colleges.

ARTHUR JAMES SAFFORD
A.B., Clark College, 1941; A.M., Atlanta University, 1950.
   Thesis: A Survey of the Morris Brown College Library, Atlanta, Georgia.
LILLY-BUDD LEAKE SMITH
B.S., Savannah State College, 1945.
Thesis: The Use of Mass Communication Media by a Selected Group of Rural High School Students.

MARY IDA WALKER
A.B., Morris College, 1944.
Thesis: A Study of the Library Experiences of Seniors at Long High School, Cheraw, South Carolina.

PHYLLIS KEELE WALKER
B.S., Arkansas Agricultural, Mechanical & Normal College, 1947.

HATTIE RUTHERFORD WATSON
A.B., Spelman College, 1907.

SCHOOL OF EDUCATION
MASTER OF ARTS

THOMAS CHARLES ADAMS

CURTIS ASH
B.S., Clark College, 1953.
Thesis: Personality Differences Between Students Majoring in the Natural Sciences and Social Sciences.

JOHN SOLOMON BLACKSHEAR
B.S., Fort Valley State College, 1951.
Thesis: The Relative Effectiveness of Two Methods of Teaching Biology.
CATALOGUE

Edward Lee Bouie

Dallie Rushelle Brown
A.B., Mississippi Industrial College, 1950.

Rosetta Davis Bryan
B.S., Fort Valley State College, 1946.
Thesis: Relationships of Oral Reading and Word Recognition Abilities to Rate and Accuracy of Perception.

Vera Regulus Bryant
A.B., Clark College, 1954.
Thesis: The Effectiveness of Science Teaching in Certain of the Atlanta Public Elementary Schools, Atlanta, Georgia.

John Hennie Combs
B.S., Fort Valley State College, 1950.
Thesis: A Comparative Study of the Effect of Certain Curriculum Patterns on Student Achievement in Biology.

Ida M. F. Swanson Corbett
B.S., Tennessee State University, 1948.
Thesis: The Differences in Intelligence of Achievement of Two Groups of Junior High School Pupils.

Louia Obelisk Cureton
A.B., Knoxville College, 1930.
GWENDOLYN HYLICK MILEY DRAYNE  
B.S., Albany State College, 1946.  
Thesis: A Study of the Reactions to and Use of Popular Advertising Terminology Among Teachers and Seniors of the Luther Judson Price High School, Fulton County, Atlanta, Georgia.

CLEO LOUIS DYCHES  
A.B., Morris College, 1948.  
Thesis: An Analysis of the Social Studies Programs of Twelve Selected States.

CORNELIA McGOWAN EASLEY  
B.S., Spelman College, 1936.  

ANNA BOARD CRANBERRY  
B.S., Albany State College, 1948.  
Thesis: The Analyses of General Interests and Activities of Pupils of the Fourth, Fifth and Sixth Grade Classes as a Basis for Improving the “Activities” Program of River Road Elementary School, Albany, Georgia.

WILLIAM LEVAN HAMILTON  
A.B., Morris College, 1935.  
Thesis: A Comparative Study of the Achievement of Two Groups of Ninth Grade Pupils.

ADA LOUISE HANNIBAL  
B.S., Dillard University, 1950.  
Thesis: An Analysis of Fifteen Speech Defectives with Special Emphasis on Their Personality, Achievement, Mental Aptitude and Socio-Economic Status.

ESSIE FINNEY HARVEY  
B.S., Fort Valley State College, 1946.  
Corine Olivia Hatcher  
A.B., Clark College, 1950.  

Robert Charles Hill  
B.S., Tuskegee Institute, 1951.  
Thesis: A Study to Determine the Intelligence, Scholastic Achievement and Attitudes of Fifty-five Seventh Grade Pupils of Crawford County Training School, Roberta, Georgia, as Basis for the Re-direction of Instruction, Roberta, Georgia, Term — 1955-1956.

Ottis Thomas Hogue  
B.S., Wilberforce College, 1932.  

Mary Glenn Horton  
B.S., Florida Agricultural and Mechanical University, 1944.  

Annie Lovia Howard  
B.S., Fort Valley State College, 1950.  

Christopher Columbus Hunter  
A.B., Paine College, 1948.  

Roswell Francis Jackson  
LEWIS WESLEY JAY
A.B., Paine College, 1948.

JOSEPHINE DEBORAH McINTOSH
B.S., Jackson College, 1950.
Thesis: A Study of Selected Administrative Problems Crucial to Five Consolidated School Units.

PHENECIA CANNON MORRIS
A.B., Clark College, 1950.

GENEVIEVE PARKS MURCER
A.B., Spelman College, 1940.

WALTER LEE NELSON
A.B., Natchez College, 1934.

EVELYN LOUISE RAMBO
A.B., Clark College, 1940.

LUCIUS ALEXANDER ROBINSON
A.B., Morris Brown College, 1940.
Thesis: A Study of the Educational and Mental Retardation in Sixth and Seventh Grade Pupils.

LUella DORis SeeLE
A.B., Claflin College, 1943.
Thesis: A Study of Lincolnville, South Carolina: A Negro Community.
CATALOGUE

ALPHA WASHINGTON SHAVERS
B.S., Southern University, 1945.

HELEN FANNIE MAE SIDNEY
B.S., Albany State College, 1950.

WALTER MICHAUX SIMMONS
A.B., Virginia Union, 1948.

LILLIAN EDITHA SMITH
B.S., Savannah State College, 1949.
Thesis: An Analysis of the Opinions of Students, Educational Personnel, and Parents About the Educational Program of the Treutlen County (Georgia) Training School, 1955-1956.

ANNIE VERNICE SYKES
B.S., Albany State College, 1949.

ESTHER GLENN THORNTON
B.S., Fort Valley State College, 1948.

LAMAR DANIEL WALKER
A.B., Clark College, 1949.
Thesis: A Study of the Tested Differences in Intelligence, Achievement, and Personality Manifested by Basketball Players and Non-Basketball Players of Four Junior High Schools in Coweta County, Georgia, 1955-1956.
NANCY HOUSTON WALKER  
B.S., Savannah State College, 1941.  

LELAR CHRISTINE WATTS  
A.B., Jackson College, 1948.  
Thesis: A Study of the Relative Effectiveness of Inductive and Deductive Methods of Teaching Arithmetic to Pupils of the Prentiss Institute, Prentiss, Mississippi.

DEWEY DELORME WHITE  
A.B., Morris College, 1948.  

MAUDECCA LA VONE WILSON  
B.S., Albany State College, 1947.  

ROSETTA CLARKE YOUNG  
A.B., Miles College, 1936.  

SCHOOL OF BUSINESS ADMINISTRATION

MASTER OF BUSINESS ADMINISTRATION

JOHN YOUNG MORELAND  
A.B., Morehouse College, 1948.  
### SUMMARY OF DEGREES CONFERRED IN 1956

#### DEGREES IN COURSE

<table>
<thead>
<tr>
<th>Degree</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.M.</td>
<td>38</td>
<td>51</td>
<td>89</td>
</tr>
<tr>
<td>M.S.</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>M.S.W.</td>
<td>10</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>M.S. in L.S.</td>
<td>4</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>M.B.A.</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>60</td>
<td>92</td>
<td>152</td>
</tr>
</tbody>
</table>
REGISTER OF STUDENTS
1956-1957
SCHOOL OF ARTS AND SCIENCES

BIOLOGY

DABNEY, JOHN OTIS ................................Hampton, Va.
   B.S., Morehouse College, 1954.

DORSEY, GRACE ELIZABETH .........................Baltimore, Md.
   B.S., Morgan State College, 1956.

FORT, BRUCE HARVEST1 ........................Macon
   B.S., Fort Valley State College, 1952.

GILES, ALBERT LAWRENCE ......................Salters, S. C.
   B.S., Claflin College, 1956.

HARRIS, WINFRED ..........................Atlanta
   B.S., Clark College, 1955.

HARRISON, JERRY NAPOLEON ................Tampa, Fla.
   A.B., Talladega College, 1955.

HILL, LEONARD ............................Augusta
   B.S., Paine College, 1954.

JOHN, RICHARD ELLIOT ......................Kingstown, B. W. Indies
   B.S., Morehouse College, 1956.

JONES, IRA ..................................Bartow, Fla.
   B.S., Benedict College, 1955.

LOCKHART, CHARLES PHRENOY ..............Waycross
   B.S., Morehouse College, 1954.

PARNELL, JOHN RODERICK .............Daytona Beach, Fla.
   B.S., Morehouse College, 1953.

RICKS, ROBERT LEWIS ......................Atlanta
   B.S., Clark College, 1955.

SHELLMAN, EDDIE JOSEPH ..............Tampa, Fla.
   B.S., Bethune-Cookman College, 1952.

WHITEHURST, FRONNIE MAE ..............Baltimore, Md.

YOUNG, WILLIE LEON ......................Bogalusa, La.
   B.S., Saint Augustine's College, 1951.

1 First Semester only.
CATALOGUE

CHEMISTRY

ALEXANDER, ISAIAH L. .................................... Wadley
B.S., Morehouse College, 1954.

GREEN, SHESLONIA ELIZABETH .......................... Aiken, S. C.
A.B., Paine College, 1956.

HICGINBOTHAM, GARNETT ROY, JR. ...................... Atlanta
B.S., Morehouse College, 1947.

McBAY, SHIRLEY A. MATHIS .............................. Atlanta
A.B., Paine College, 1954.

MULLINS, HAROLD .................................. Fairfield, Ala.
B.S., Morehouse College, 1954.

PAGE, EDDIE B., JR.1 ..................................... Atlanta
A.B., Morris Brown College, 1952.

SMITH, COURTNEY JUNIUS .............................. Jacksonville, Fla.
B.S., Morehouse College, 1951.

WICKS, SIMON A.2 .................................. Artesia, Miss.
B.S., Alcorn Agricultural and Mechanical College, 1956.

ECONOMICS

CLEMENTS, CARRIE LUCILE1 ............................... Atlanta
B.S., Morris Brown College, 1951; A.M., Columbia University, 1954.

Kuo, Yi-Kuei .................................... Taipei, Taiwan
A.B., National Chengchi University, Nanking China, 1948.

MORRIS, ALFRED LEO2 ............................. Atlanta
A.B., Morehouse College, 1957.

ENGLISH

ALLEN, MARY CLAY .................................... Chattanooga, Tenn.

BEAVERS, LA VERNE M. BROWN ....................... Atlanta
A.B., Virginia Union University, 1937.

CAMPBELL, EMMA FRENCH ............................. Jackson, Miss.
B.S., Jackson College, 1955.

CAMPBELL, EVELYN BELMAIZE COOPER .................. Miami, Fla.

1 First Semester only.
2 Second Semester only.
CAMPBELL, FINLEY CALVIN .......................... Detroit, Mich.  
A.B., Morehouse College, 1956.

HUMPHREY, ADDYE MAE1 .......................... Waycross  

LONG, ANNE JOHNSON2 .................................. Atlanta  
A.B., Clark College, 1934.

LONG, MARY LONG1 ...................................... Atlanta  
A.B., Clark College, 1950.

MILLER, VIOLET HOOPER2 ................................. Atlanta  
A.B., Shaw University, 1946.

SHERARD, VIVIAN LONG2 .................................. Atlanta  
B.S., Fort Valley State College, 1948.

TRIMIER, BOBBY GASTON1 .......................... McDonough  

WILLINGHAM, JUSTINE ANNETTA ........................... Atlanta  

FRENCH

ELDER, HELEN MUCKLE ................................... Atlanta  

HORTON, CLARICE MARION1 .................................. Atlanta  
A.B., Talladega College, 1955.

PINSON, THOMAS FRANKLIN .......................... Dalton  
A.B., Morehouse College, 1956.

ROGERS, JAMES ALFRED .................................. Baltimore, Md.  

HISTORY

TONG, HO HSIOU .................................. Taipei, Taiwan  
A.B., National Taiwan University, Taipei, Taiwan, China, 1955.

MATHEMATICS

BALDWIN, WALLACE, JR.2 ................................. Atlanta  

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

1 First Semester only.  
2 Second Semester only.
CATALOGUE

CHRISTIAN, WILLIE HOLSEY1 ................................... Birmingham, Ala.
A.B., Miles College, 1954.

DAVIS, CATHERINE JACQULYN2 .................................... College Park

ELDER, CHARLOTTE E. WALKER2 .................................... Atlanta

GEER, RADFORD MOLODIS ........................................ Atlanta
A.B., Morris Brown College, 1953.

HALL, JOHN EDWARD ........................................ Atlanta
B.S., Clark College, 1955.

HAYWOOD, ARTHUR LOYD1 .......................................... Baxley
B.S., Savannah State College, 1948.

JOHNSON, CHARLES SANDERS, JR. ............................. Atlanta
B.S., Morehouse College, 1949.

POWELL, WILLIAM, JR.1 ........................................... Americus
A.B., Morehouse College, 1952.

SMITH, OSSIE MALINDA ........................................ Atlanta

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

POLITICAL SCIENCE

HAMMONDS, FRED DOUGLAS .................................... Atlanta
A.B., Morehouse College, 1952.

JOHNSON, NAPOLEON B., II ..................................... Atlanta
A.B., Morehouse College, 1956.

MERRITT, BERTHA JUANITA1 ...................................... Atlanta

PENSON, ARTHUR JOSEPH1 ...................................... Atlanta

RATLIFF, KARL THOMAS ........................................ Greenville, S. C.
A.B., Johnson C. Smith University, 1951.

WADE, JESSE FRED DOUGLAS .................................... Atlanta
A.B., Morehouse College, 1950.

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

SOCIOLOGY

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

BARFIELD, EDYTHE GRAHAM ..................................... Saint Augustine, Fla.

BROOKS, ETHEL JONES 1 ...................................... Atlanta

DIX, SHERMAN EARL ............................................. Louisville, Ky.
A.B., Tennessee State University, 1956.

GORDON, SCHELYSTURE ANNE 2 .................................. Atlanta
A.B., Fisk University, 1956.

LAMPKIN, NELLIE RAY .......................................... Sylvania
A.B., Paine College, 1949.

LEWIS, CLARENCE 2 ............................................. Atlanta
A.B., Clark College, 1953.

O'QUINN, LEROY WATTS .......................................... Jackson, Miss.
B.S., Jackson State College, 1956.

PHILLIPS, HERMAN RUDOLPH ..................................... Birmingham, Ala.
A.B., Miles College, 1952.

QUARTERMAN, CECIL HAROLD 2 ................................... Atlanta
A.B., Clark College, 1949.

SHEFTALL, JACKSON BENJAMIN, JR. 2 ......................... Macon
A.B., Morehouse College, 1954.

SLAUGHTER, EUGENE RICHARD 2 ................................ Atlanta
A.B., Clark College, 1951.

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

THOMAS, HUEY TAFT, JR. 1 ..................................... Atlanta
B.S., Alabama Agricultural and Mechanical College, 1953.

TOBIN, ISABELLA McINTYRE 1 .................................. Atlanta
A.B., Spelman College, 1945; M.S.W., Atlanta University, 1947.

WHITEHEAD, JAMES WALTER 2 .................................. Atlanta
A.B., Morehouse College, 1957.

1 First Semester only.
2 Second Semester only.
<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott, William Alexander</td>
<td>Atlanta</td>
<td></td>
</tr>
<tr>
<td>Springer, Robert Dee</td>
<td>Douglasville</td>
<td></td>
</tr>
<tr>
<td>Alexander, Marjorie Anita</td>
<td>Tampa, Fla.</td>
<td>A.B., Clark College, 1953.</td>
</tr>
<tr>
<td>Austin, Horace E.</td>
<td>Houston, Tex.</td>
<td>A.B., Texas Southern University, 1951.</td>
</tr>
<tr>
<td>Bigsby, Marjorie</td>
<td>Brenham, Tex.</td>
<td>B.S., Prairie View Agricultural and Mechanical College of Texas, 1951.</td>
</tr>
<tr>
<td>Brooks, Mary Ernestine</td>
<td>Auburn, Ala.</td>
<td>B.S., Tuskegee Institute, 1951.</td>
</tr>
<tr>
<td>Brown, Robert Walton</td>
<td>Boonville, Mo.</td>
<td>A.B., Lincoln University (Missouri), 1956.</td>
</tr>
<tr>
<td>Burton, James M.</td>
<td>Atlanta</td>
<td>A.B., Paine College, 1937.</td>
</tr>
</tbody>
</table>

1 First Semester only.
2 Second Semester only.
<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Institution</th>
<th>Degree</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooper, James Clinton</td>
<td>Bainbridge</td>
<td>Savannah State College</td>
<td>B.S.</td>
<td>1956</td>
</tr>
<tr>
<td>Cox, John Wesley</td>
<td>College Park</td>
<td>Morehouse College</td>
<td>A.B.</td>
<td>1952</td>
</tr>
<tr>
<td>Davis, Katheryn Rembert</td>
<td>Atlanta</td>
<td>Morris Brown College</td>
<td>A.B.</td>
<td>1930</td>
</tr>
<tr>
<td>Denson, Judy C.</td>
<td>Fairfield, Ala.</td>
<td>Alabama State College</td>
<td>B.S.</td>
<td>1952</td>
</tr>
<tr>
<td>Dent, Lillian Louise</td>
<td>Augusta</td>
<td>Knoxville College</td>
<td>A.B.</td>
<td>1955</td>
</tr>
<tr>
<td>Dickerson, Wilda Maureen</td>
<td>Richmond, Va.</td>
<td>Virginia Union University</td>
<td>A.B.</td>
<td>1956</td>
</tr>
<tr>
<td>Eggleston, Jane Omega</td>
<td>Richmond, Va.</td>
<td>Virginia Union University</td>
<td>A.B.</td>
<td>1956</td>
</tr>
<tr>
<td>Fair, Ernest Eugene</td>
<td>Winston-Salem, N. C.</td>
<td>Johnson C. Smith University</td>
<td>A.B.</td>
<td>1954</td>
</tr>
<tr>
<td>Farris, Joan Elaine</td>
<td>Montgomery, Ala.</td>
<td>Spelman College</td>
<td>A.B.</td>
<td>1955</td>
</tr>
<tr>
<td>Fields, Anne Ruth</td>
<td>Goldsboro, N. C.</td>
<td>Bennett College</td>
<td>A.B.</td>
<td>1955</td>
</tr>
<tr>
<td>Fisher, Countess Twitty</td>
<td>Nashville, Tenn.</td>
<td>Dillard University</td>
<td>A.B.</td>
<td>1949</td>
</tr>
<tr>
<td>Fleming, Virginia Marie</td>
<td>Salisbury, N. C.</td>
<td>Livingstone College</td>
<td>B.S.</td>
<td>1956</td>
</tr>
<tr>
<td>Fowler, Carmen Ercell</td>
<td>Muskogee, Okla.</td>
<td>Texas College</td>
<td>A.B.</td>
<td>1955</td>
</tr>
<tr>
<td>Franklin, John Emory</td>
<td>Atlanta</td>
<td>Morehouse College</td>
<td>A.B.</td>
<td>1955</td>
</tr>
<tr>
<td>Galewski, Joel</td>
<td>Atlanta</td>
<td>New York University</td>
<td>A.B.</td>
<td>1953</td>
</tr>
<tr>
<td>Garvin, Patricia Delores</td>
<td>Newbern, N. C.</td>
<td>Livingstone College</td>
<td>A.B.</td>
<td>1956</td>
</tr>
<tr>
<td>Geer, Jeanne Johnson</td>
<td>Atlanta</td>
<td>Morris Brown College</td>
<td>A.B.</td>
<td>1955</td>
</tr>
<tr>
<td>Name</td>
<td>University</td>
<td>Location</td>
<td>Field of Study</td>
<td>Year</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------</td>
<td>----------------</td>
<td>-----------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Gregory, June Maxine</td>
<td>Kansas City, Mo.</td>
<td>A.B., Fisk University, 1956.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hodge, Emma Jean</td>
<td>Chicago, Ill.</td>
<td>A.B., Roosevelt College, 1952.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Howard, George Lamarr</td>
<td>Atlanta</td>
<td>A.B., Livingstone College, 1947.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ingram, Barbara Jean</td>
<td>Atlanta</td>
<td>A.B., Spelman College, 1952.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jenkins, Johnnie Moates</td>
<td>Atlanta</td>
<td>A.B., Spelman College, 1933.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jenkins, Muriel Evelyn</td>
<td>Hudson, N. Y.</td>
<td>B.S., Virginia Union University, 1939.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johnson, Norman Julius II</td>
<td>Cleveland, O.</td>
<td>A.B., Clark College, 1955.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 First Semester only.
JONES, SAM HENRY ............................................ Heidelberg, Miss.

JONES, SYLVIA JEAN ........................................... Pine Bluff, Ark.
  A.B., Arkansas Agricultural, Mechanical and Normal College, 1956.

JORDAN, LEWIS THOMAS ....................................... Kansas City, Mo.
  B.S., Fort Valley State College, 1946.

KENDALL, RANDOLPH COOPER, JR. ............................ Atlanta
  A.B., Clark College, 1954.

KNIGHT, DEWEY WILLARD ........................................ Daytona Beach, Fla.
  B.S., Bethune-Cookman College, 1951.

LEE, DENNIS PENDLETON ....................................... Alexandria, Va.

LEWIS, ARCHIE BETHEA ......................................... Sarasota, Fla.
  A.B., Allen University, 1954.

LEWIS, BARBARA JEAN .......................................... Houston, Tex.
  A.B., Texas Southern University, 1955.

LEWIS, BARBARA LEA ........................................... Memphis, Tenn.
  A.B., LeMoyne College, 1956.

McCLAIN, JEANNE SHARON ...................................... Aiken, S. C.
  A.B., Talladega College, 1956.

McCORMICK, FLOYD WILLIAM ................................. Atlanta
  A.B., Morris Brown College, 1951.

MALLORY, ELSIE MILDRED ...................................... Omaha, Neb.

MARTIN, NETHADIUS MENTOR, JR. ........................... Birmingham, Ala.
  A.B., Miles College, 1952.

MIDDLEBROOKS, MUSEtte ...................................... Columbus, O.
  B.S., Ohio State University, 1945.

MILTON, ISRAEL HENRY ......................................... Miami, Fla.
  B.S., Bethune-Cookman College, 1951.

MOORE, MARTHA BANKS 2 ...................................... Atlanta

2 Second Semester only.
MOORE, MILDRED DELORES ..................................... Jacksonville, Fla.  

MOORE, MARION C. BERNEYCE1 .................................... St. Louis, Mo.  
A.B., Kentucky State College, 1956.

MOORE, MARTHA LENA1 ........................................ Atlanta  
A.B., Morris Brown College, 1940.

NABINET, SAMUEL KARIE1 ........................................ Charlotte, N. C.  
A.B., Johnson C. Smith University, 1955.

NORMAN, JACQUELYN BILLY ........................................ New York, N. Y.  
A.B., Talladega College, 1953.

OLLIE, ALICE BEATRICE ........................................... Birmingham, Ala.  
A.B., Miles College, 1955.

PARKER, THELMA R.2 ........................................... Atlanta  
A.B., Spelman College, 1933.

PERRY, JOAN NELL MARTIN ......................................... Houston, Tex.  
A.B., Texas Southern University, 1956.

REYNOLDS, AZALIA ROBERTA ....................................... Roanoke, Va.  
A.B., Johnson C. Smith University, 1954.

ROBINSON, ANNE ROBERTS2 ........................................ Atlanta  

ROBINSON, EULA BELLE .......................................... Asheville, N. C.  
B.S., Tennessee Agricultural and Industrial State University, 1939.

RUSHING, MYRTLE JANICE ......................................... Minden, La.  
A.B., Lincoln University (Missouri), 1956.

SMITH, MENDEL ..................................................... Anderson, S. C.  
A.B., Claflin College, 1951.

SUMMEY, SARAH HATTIE .......................................... Hendersonville, N. C.  
A.B., Johnson C. Smith University, 1954.

TAYLOR, OLGA LOUISE ........................................... Plainfield, N. J.  

TEER, FREDRICKA LILA ............................................. East St. Louis, Ill.  
A.B., University of Illinois, 1956.

1 First Semester only.
2 Second Semester only.
THOMPSON, EGBERT HERRON .............................Washington, D. C. A.B., Florida Agricultural and Mechanical University, 1952.

TUCKER, OZELLA MARILYN .............................Tulsa, Okla. B.S., Langston University, 1955.

TURNER, NAOMI BLANCHIE ..............................Sandersville A.B., Clark College, 1956.


WADE, LYNDON ANTHONY .................................Atlanta A.B., Morehouse College, 1956.

WALKER, EVELYN E. ......................................Atlanta A.B., Clark College, 1947.


WEST, HELENE WRIGHT .................................Rockwood, Tenn. B.S., Tennessee Agricultural and Industrial State University, 1956.


SPECIAL STUDENTS

BOER, ALBERT .......................................Beverwyk, The Netherlands

CHRISTIAN, JOSEPH
Charlotte Amalie, Saint Thomas, Virgin Islands
ANANIAS DO NASCIMENTO, THELMA .................. New York, N. Y.

ANTHONY, ANNA LOUISE ........................... Baltimore, Md.
B.S., Morgan State College, 1954.

ATKINSON, BARBARA VIOLA² .......................... Atlanta

BALLARD, SHIRLEY LOUISE¹ .......................... Atlanta
A.B., Clark College, 1956.

BENJAMIN, ARNETTA ............................... Brevard, N. C.
A.B., Bennett College, 1952.

BOATRIGHT, ESTHER CRAVATH ....................... Nashville, Tenn.
A.B., Fisk University, 1955.

BRISCOE, DOROTHY LEE ............................. Liberty, Tex.
B.S., Texas Southern University, 1954.

BYRON, BERNICE CHRISTINE¹ .......................... Atlanta
A.B., Spelman College, 1951.

CARR, LOUISE DOUGLASS ............................ Columbia, S. C.
A.B., Benedict College, 1941.

CHANDLER, PORTIA SPENCER¹ ........................ Chester, Pa.
A.B., Spelman College, 1946.

CHILDS, LEROY CARTER .............................. Carrollton
B.S., North Carolina Agricultural and Technical College,
1947.

CLEMENT, PEARL JOHNSON¹ .......................... Atlanta
A.B., Louisville Municipal College, 1934; B.S. in L.S., Universi­
ty of Illinois, 1935.

CRAIG, GUY CALVIN ................................. Atlanta
A.B., Morehouse College, 1951.

CRAIG, ROSA LEE² ................................. Atlanta
A.B., Morris Brown College, 1942.

DAREY, EMILY MILLER² ............................. Atlanta
A.B., Toledo University, 1946.

¹ First Semester only.
² Second Semester only.
DAUGHERTY, THOMASINA GLORIA\(^2\) ................................Atlanta
A.B., Clark College, 1948.

DAVIS, HILLIS DWIGHT\(^2\) ..................................Tuskegee Institute, Ala.
B.S., Johnson C. Smith University, 1954.

DENNIS, LUTHER W.\(^1\) .....................................Atlanta

DERICO, ROBERT LEE\(^1\) ................................... Manchester
B.S., Tuskegee Institute, 1955.

DUDLEY, CRAYTON THOMAS ..................................Atlanta
A.B., Clark College, 1950.

EBANKS, JESSIE BENTLEY ..................................Atlanta
B.S., Savannah State College, 1947.

EVANS, LOLA ANN B.\(^2\) ....................................Griffin

FANNIN, GWENDOLYN MARIE .................................Atlanta
A.B., Clark College, 1956.

FINGER, CLAUDIA DELL\(^2\) ................................Montclair, N. J.

FISHER, HILDA JEANETTE ..................................Atlanta
A.B., Clark College, 1956.

FRANKLIN, MARLENE DOBBS\(^2\) ............................Atlanta
B.S., Clark College, 1951.

GAYMON, NICHOLAS EDWARD .................................Atlanta
A.B., Morehouse College, 1956.

GIBSON, DOROTHY ANN ...................................Atlanta

HARMON, DORIS JACKSON ...................................Atlanta
A.B., Clark College, 1954.

HARRIS, MAL JAMES .........................................Fayetteville, N. C.
B.S., Agricultural and Technical College of North Carolina, 1948.

HEAD, PATRICIA MILDRED ..................................Griffin
B.S., Tuskegee Institute, 1945.

\(^1\) First Semester only.
\(^2\) Second Semester only.
HENDERSON, CARL EUGENE

HENDRIETH, RUBY R.
B.S., Alabama State College for Negroes, 1953.

HILL, HELEN JUANITA

HINDS, GRACE WHATLEY
B.S., Hampton Institute, 1941.

HUBBLE, PHAE LOUISE
B.S., Wilberforce University, 1955.

JACKSON, WILLIE KATE
B.S., Fisk University, 1949.

JETER, MABLE H.
B.S., Virginia State College, 1942.

JETT, KAY JOYCE

JOHNSON, GEORGE THOMAS
A.B., Morehouse College, 1954.

LAWS, MELZETTA PETERSON
A.B., Spelman College, 1943.

MCELMOORE, ANDREW JACKSON III
A.B., Morehouse College, 1954.

MCMLLAN, HERLENE CARRIE LEE S.
A.B., South Carolina State College, 1953.

MARTIN, ELOISE MELS

MATHEWS, SYLVIA YVONNE COAKLEY
A.B., Fisk University, 1956.

MITCHELL, CARRIE THOMAS
A.B., North Carolina College at Durham, 1952.

MOORE, MAE BLOSSOM LAFLEUR
New Orleans, La.
A.B., Leland College, 1946; B.S. in L.S., Atlanta University, 1949.

1 First Semester only.
2 Second Semester only.
Noble, Rozelle James .................................................. Fort Valley
B.S., Fayetteville State Teachers College, 1946.

Owens, Major Robert Odell ........................................... Memphis, Tenn.
A.B., Morehouse College, 1956.

Parks, Johnette E.2 .................................................... Atlanta
B.S., Capital University, 1953.

Paschal, James A.2 ..................................................... Americus
A.B., Xavier University, 1957.

Ransom, Yvonne ........................................................ Mexia, Tex.
B.S., Prairie View Agricultural and Mechanical College, 1956.

Rembert, Virginia Thomas ............................................. Atlanta
A.B., Morehouse College, 1933.

Rhodes, Carolyn Bolden1 ............................................. Mobile, Ala.
A.B., Bennett College, 1946.

Stewart, Essie Stephens1 .............................................. Atlanta
A.B., Clark College, 1949.

Thompson, Leroy1 ....................................................... Marion, S. C.
B.S., Morehouse College, 1952.

Thompson, Margaret B.2 .............................................. Atlanta
B.S., Allen University, 1949.

Willingham, Doris Dalton2 .......................................... Atlanta
A.B., Clark College, 1940.

Wilson, Eddie Mae2 ................................................... New Orleans, La.
A.B., Southern University, 1956.

Worthy, Mildred2 ....................................................... Atlanta

Special Student

Stinson, Eddie Ray2 .................................................... Griffin

School of Education

Adams, Aaron .......................................................... Marietta

1 First Semester only.
2 Second Semester only.
AKER, ALTILEA SCOTT
A.B., Morris Brown College, 1932.

AKRIDGE, VIRGINIA HULSEY

ALLEN, ALFRETTA ELIZABETH
A.B., Clark College, 1948.

ALLEN, GEORGIA W.
A.B., Clark College, 1942.

ALSTON, ALVA BEATRICE
A.B., Atlanta University, 1928; A.M., Atlanta University, 1948.

AMOS, CHARLES RICHARD
B.S., Fort Valley State College, 1946.

ANDERSON, ETSIZER DYER
B.S., Tuskegee Institute, 1953.

ARMSTRONG, PAULINE
B.S., Clark College, 1946.

ARNOLD, SUSIE MAE
B.S., Savannah State College, 1949.

ASH, CURTIS
B.S., Clark College, 1953; A.M., Atlanta University, 1956.

ASHMORE, CARRIE MAE
B.S., Wilberforce University, 1946.

ATKINSON, ANNA PEARL
A.B., Saint Augustine's College, 1942.

ATKINSON, SUSIE B.
B.S., Fort Valley State College, 1948.

AUBERT, RUBY MCINTY JONES
A.B., Clark College, 1940.

AUSTIN, ANNIE MAE HART
B.S., Fort Valley State College, 1948.

BAILEY, AMANDA KEITH

---

1 First Semester only.
2 Second Semester only.
BAILEY, C. ELOISE\textsuperscript{1} ..................................... Atlanta
A.B., Morris Brown College, 1953.

BAKER, ALMA PEARSON ........................................ Knoxville, Tenn.
B.S., Savannah State College, 1953.

BANKS, ERNESTINE BROOKS\textsuperscript{1} ........................ Atlanta
B.S., Spelman College, 1945.

BANKS, HARRIETT LOUISE .................................. Macon
B.S., Fort Valley State College, 1953.

BANKS, MARY ERNESTINE\textsuperscript{1} ........................ Atlanta

BANKS, WILLIAM SPURGEON\textsuperscript{1} ...................... Atlanta
A.B., Morehouse College, 1938.

BARNER, GENELLE AUGUSTINE\textsuperscript{2} .................... Atlanta

BARNES, SARASTYNE MASSEY\textsuperscript{1} ........................ Atlanta
A.B., Morris Brown College, 1944.

BASS, ROLINE\textsuperscript{1} ................................... Madison
B.S., Savannah State College, 1947; M.Ed., Atlanta University, 1952.

BAUGH, IDA\textsuperscript{1} ...................................... Atlanta
A.B., Clark College, 1954.

BEAMAN, MARY N.\textsuperscript{2} ................................ Atlanta

BEARD, ALTHEA L.\textsuperscript{1} ................................ Montrose
B.S., Fort Valley State College, 1947.

BEASLEY, HARRISON, Sr.\textsuperscript{1} ........................ Atlanta
B.S., Fort Valley State College, 1950.

BEAVERS, VIVIAN ELINOR ...................................... Atlanta
A.B., Fisk University, 1956.

BELL, BETTIE A.\textsuperscript{1} .................................. Atlanta
A.B., Clark College, 1943.

BELL, HERSHEL A. ............................................ Fort Valley
A.B., Savannah State College, 1934.

\textsuperscript{1} First Semester only.
\textsuperscript{2} Second Semester only.
CATALOGUE

Bell, William D.  
A.B., Morehouse College, 1949; A.M., Atlanta University, 1950.

Benham, Frozine Augusta  
B.S., Clark College, 1954.

Benson, Celestine Graham  
A.B., Morris Brown College, 1942.

Bing, Virginia Welch  

Bivins, Lillie Beatrice J.  
B.S., Fort Valley State College, 1951.

Blackmon, Sara T.  
A.B., Morris Brown College, 1939.

Blake, Betty Ann  
A.B., Clark College, 1953.

Blount, Hertha Latimer  
A.B., Paine College, 1949.

Blount, Robert Edward  
A.B., Paine College, 1933; M.Ed., Atlanta University, 1948.

Bohannon, Ora Jeanne  
A.B., Clark College, 1943.

Bond, Janet Alois  

Bottoms, Elizabeth Leticia  

Bowman, Dorothy Dent  

Boyd, Betty Lewis  
A.B., Talladega College, 1938.

Bradley, Clifford Elizabeth  
B.S., Savannah State College, 1944.

Branch, Marjorie Beatrice  

1 First Semester only.
2 Second Semester only.
BREEDING, WILLIAM JAMES\(^1\) ..................................... Greensboro
A.B., Clark College, 1951.

BREWER, ADDIE CAMPBELL ...................................... Macon
B.S., Tuskegee Institute, 1946; M.Ed., Tuskegee Institute,
1952.

BRIDGES, JEANNETTE ELIZABETH\(^2\) ......................... Atlanta
A.B., Clark College, 1940.

BRIGHAM, JESSIE MAE\(^1\) ...................................... Atlanta
A.B., Paine College, 1953.

BRISCOE, EDWARD RAYMON\(^1\) .............................. Atlanta
A.B., Morris Brown College, 1933.

BROADUS, CARRIE E. WATKINS .............................. Macon
B.S., Fort Valley State College, 1953.

BRONNER, LENA ELEASE\(^1\) ................................. Atlanta
A.B., Spelman College, 1933; M.Ed., Atlanta University,
1948.

BROTHERS, JOSEPH DWELLE\(^2\) .............................. Atlanta
A.B., Clark College, 1953.

BROWN, CLARENCE THOMAS\(^1\) .............................. Atlanta
B.S., Alabama State Teachers College, 1934; M.Ed., Atlanta
University, 1950.

BROWN, EVELYN\(^1\) ............................................ Atlanta
A.B., Clark College, 1953.

BROWN, HELEN S. DAVIS\(^1\) ................................. Augusta
B.S., Savannah State College, 1951.

BROWN, KATHRYN MIDDLETON\(^1\) ......................... Atlanta
B.S., Allen University, 1943; A.M., Atlanta University, 1955.

BROWN, LIZZIE WARE ......................................... Macon
B.S., Fort Valley State College, 1950.

BRUNSON, BRUNETTA JACOBS ............................... Macon
B.S., Southern University, 1943.

BURNS, MARGARET STOKES\(^1\) .............................. Atlanta

\(^1\) First Semester only.
\(^2\) Second Semester only.
BURRELL, SAMUEL TOUNZEL ...................................... Rome
A.B., Allen University, 1947.

BURROUGHS, VIOLA ELIZABETH\(^1\) .................................. Brunswick
B.S., Savannah State College, 1945.

BURRUS, BLANCHE ANDREWS\(^1\) .................................. Atlanta

BUSSEY, FLORINE LOUISE\(^1\) .................................. Atlanta
A.B., Clark College, 1938.

BUTLER, ETHEL J. ............................................. Macon
B.S., Fort Valley State College, 1953.

BYNES, CLARA MAE ............................................. Macon
B.S., Fort Valley State College, 1945; A.M., Northwestern
University, 1953.

BYNES, EMERSON O.\(^2\) ....................................... Woodbine
A.B., Savannah State College, 1935.

BYNUM, ANNETTE WEST\(^1\) .................................. Atlanta
A.B., Clark College, 1941.

BYRD, ENOLA\(^1\) .............................................. Belzoni, Miss.
B.S., Tougaloo College, 1951.

CAIN, ELISE JEANNINE ........................................... Atlanta

CALHOUN, BESSIE JACKSON\(^2\) .................................. Atlanta
B.S., Fort Valley State College, 1946.

CARTER, RUBY EARLE\(^1\) ....................................... Atlanta

\(^1\) First Semester only.
\(^2\) Second Semester only.
CARUTHERS, J. Q.  
B.S., Hampton Institute, 1933; M.S., Iowa State College of Agriculture and Mechanic Arts, 1941.

CASTLEBURY, NAOMI STITH 
A.B., Spelman College, 1941.

CHAIRES, GENIE MANLEY 
A.B., Morris Brown College, 1937.

CHAPMAN, WILLIAM BENJAMIN 

CHAPPLE, ROSA MAE 
B.S., Savannah State College, 1951.

CHRISTIAN, WILBERT H. 
A.B., Clark College, 1953.

CLAYTON, LUCILE GRANT 
A.B., Clark College, 1950.

COBB, ARTHUR LEE 
B.S., Morris Brown College, 1951.

COFER, BERTHA LINDSEY CHENEY 
B.S., Fort Valley State College, 1952.

COLEMAN, ETHEL LORRAINE 

COLEMAN, EULA ELIZABETH 
A.B., Spelman College, 1938; M.Ed., Atlanta University, 1945.

COLEMAN, GRACIE 
B.S., Spelman College, 1952.

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

COLLIER, HAZELINE 
A.B., Clark College, 1939; A.M., Atlanta University, 1950.

COLLINS, JAMES R. 
B.S., Fort Valley State College, 1945.

COOPER, ANNIE MAE 
A.B., Morris Brown College, 1938.

1 First Semester only.
2 Second Semester only.
CATALOGUE

COOPER, NETTYE WALKER .................................. Macon
B.S., Fort Valley State College, 1948.

CROWDER, MARY LOUISE1 ................................ Atlanta
B.S., Spelman College, 1944.

CRUTCHFIELD, ELLA MAE1 ................................ Monroe
B.S., Fort Valley State College, 1953.

CULPEPPER, GAINES WARREN1 ............................. Atlanta
A.B., Morris Brown College, 1945.

CUMMINGS, JOHN1 ........................................ Augusta
A.B., Paine College, 1953.

CURETON, NAOMI KNOX1 .................................. Atlanta
A.B., Clark College, 1947.

CURETON, ROBERT ELLIOTT ................................. Atlanta
A.B., Clark College, 1925; A.M., Atlanta University, 1937.

DANIELS, KATIE MARGERY1 ................................. Atlanta
A.B., Morris Brown College, 1941.

DAVIS, ANNIE LOWE2 ...................................... Atlanta
A.B., Spelman College, 1939.

DAVIS, EDITH M.1 .......................................... Atlanta
A.B., Allen University, 1942.

DAVIS, HERTHAL RUTH1 .................................... Atlanta
B.S., Tuskegee Institute, 1946.

DAVIS, MACK WILARD1 ....................................... Guyton
B.S., Savannah State College, 1949.

DAWSON, GLADYCE EVELYN1 ............................... Atlanta
B.S., Fort Valley State College, 1945; M.Ed., Atlanta University, 1950.

DAYS, ROSELAND1 ........................................... Atlanta
A.B., Spelman College, 1936; A.M., Atlanta University, 1950.

DEES, WILLIE JO .......................................... Griffin
B.S., Fort Valley State College, 1946.

DENNIS, BENJAMIN JOHN1 ................................. Rockmart
A.B., Clark College, 1933.

1 First Semester only.
2 Second Semester only.
DeShazor, Emma E. Arnold
A.B., Claflin College, 1940.

Dicks, Dorothy Elizabeth
A.B., Paine College, 1955.

Dixon, Christine

Dixon, Jessie Lee
A.B., Fort Valley State College, 1952.

Dotson, July B.
A.B., Clark College, 1950.

Dotson, Rachel B. Nichols
B.S., Savannah State College, 1954.

Dowdy, Lurene Bernice
B.S., Savannah State College, 1952.

Downer, Fannie Solomon
B.S., Morris Brown College, 1954.

Driskell, Lucile Jackson
A.B., Talladega College, 1930.

Duhart, Doris Council
B.S., Savannah State College, 1947.

Durham, Calvin Coolidge
B.S., Albany State College, 1949.

Dyson, Theodore Clarence
A.B., Clark College, 1955.

Edwards, Minnie Elizabeth
A.B., Morris Brown College, 1939.

Elam, Sophronia Dorothy
B.S., Paine College, 1954.

Elder, John Cumberland
B.S., Hampton Institute, 1927.

Elder, Mattie Harris
B.S., Fort Valley State College, 1951.

1 First Semester only.
2 Second Semester only.
ELLINGTON, MaudeSTINE Mims

Ellington, MaudeSTINE Mims

B.S., Savannah State College, 1953.

ELLIOTT, FRANK V., Jr.

Elliot, Frank V., Jr.


ENGLISH, ANNA EDWARDS

English, Anna Edwards

A.B., Clark College, 1943.

ENGRAM, MELLIE CRITTLE

Engram, Mellie Crittle

B.S., Fort Valley State College, 1946.

EPPS, LAURA MAE

Epps, Laura Mae

B.S., Fort Valley State College, 1953.

ERVIN, ANN MOORE

Ervin, Ann Moore

B.S., Paine College, 1956.

ESSIEN, ETIM AKPAN

Essien, Etim Akpan

A.B., Morehouse College, 1956.

ESTES, SIDNEY HARRISON

Estes, Sidney Harrison

A.B., Lincoln University (Pennsylvania), 1953.

ETCHISON, CORA JULIA

Etchison, Cora Julia

B.S., Fort Valley State College, 1947.

EVANS, MARY FRANCES BUTTE

Evans, Mary Frances Butte

A.B., Clark College, 1949.

FAMBRO, EZELLE ALICE

Fambro, Ezelle Alice

B.S., Fort Valley State College, 1953.

FANNIN, ANNE WInFREY

Fannin, Anne Winfrey

B.S., Tennessee Agricultural and Industrial State University, 1942; A.M., New York University, 1955.

FEAGAN, C. B.

Feagan, C. B.


FELTON, GUSSIE POPE

Felton, Gussie Pope

B.S., Fort Valley State College, 1950.

FERNANDER, CATHERINE EUGENE

Fernander, Catherine Eugene


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

FERNANDO, FANNIE MAE
A.B., Morris Brown College, 1940.

FIELDS, CHRISTINE BARNES
A.B., Paine College, 1946.

FINNEY, JULIET P. WILLIAMS
B.S., Albany State College, 1950.

FLAGG, DAISY CENTER
A.B., Morris Brown College, 1941.

FLANDERS, FRANKIE W.
B.S., Spelman College, 1939.

FLUELLEN, HELEN M.
B.S., Morris Brown College, 1954.

FORTSON, CHARLES HICKS

FOSTER, ELVA THOMAS

GANDY, LORENA YOUNG
A.B., Paine College, 1949.

GANNAWAY, MARGARET JUANITA
B.S., Savannah State College, 1942.

GARNETT, LILLIAN BEAVERS
B.S., University of Cincinnati, 1931; M.Ed., University of Cincinnati, 1935.

GARRETT, FANNIE ALSTON
B.S., South Carolina State College, 1954.

GARTRELL, CLARENCE LEONARD
A.B., Johnson C. Smith University, 1948; B.D., Johnson C. Smith University, 1951.

GEER, JOHN HENRY
A.B., Morehouse College, 1936.

GEORGE, CLAUDE CLARENCE, JR.

1 First Semester only.
2 Second Semester only.
CATALOGUE

GEORGE, GWENDOLYN LAMPKIN\(^2\) .................................. Atlanta

GEORGE, WILLIE MAE TALLEY\(^1\) .................................. Atlanta
A.B., Morris Brown College, 1942.

GIBSON, CLINTON\(^2\) ........................................ Atlanta
A.B., Atlanta University, 1928.

GIBSON, MACK, Jr.\(^1\) ......................................... Augusta
A.B., Paine College, 1953.

GILHAM, ELISE FORTSON\(^1\) .................................. Atlanta

GILKEY, MILDRED PRISCILLA .................................. Atlanta
A.B., Morris Brown College, 1943.

GILLEY, GWENDOLYN NEVELLE\(^2\) ....................... Newnan

GILMORE, ALGALER\(^1\) ............................................ Augusta
B.S., Fort Valley State College, 1953.

GLOVER, GLADYS RUTH .......................................... Macon
B.S., Fort Valley State College, 1954.

GLOVER, ROSA McGHEE\(^1\) .................................. Atlanta
A.B., Morris Brown College, 1936.

GOOFGINS, ALFONZA RUSO\(^2\) .............................. Atlanta
A.B., Clark College, 1951.

GOSS, VAZELLE HUDSON\(^1\) .................................. Atlanta
A.B., Clark College, 1940.

GRAHAM, HELEN GARY\(^1\) .................................... Augusta
A.B., Paine College, 1942.

GRANTLEY, EDITH CLARK\(^1\) .................................. Atlanta

GRAY, ANNA MARY MAXWELL\(^1\) ............................. Atlanta

GRAY, HELEN WANDA\(^1\) ..................................... Atlanta
A.B., Atlanta University, 1931; A.M., Atlanta University, 1954.

\(^1\) First Semester only.
\(^2\) Second Semester only.
GREEN, CAROLYN CHERRY .......................... Rome
B.S., Morris Brown College, 1949.

GREEN, LENNIE CARL ............................ Atlanta
A.B., Spelman College, 1932; A.M., Atlanta University, 1938.

GREENE, NAOMI DAWSON .......................... Atlanta
B.S., Spelman College, 1952.

GREENWOOD, MATTIE BLACKSHEAR ............ Atlanta
A.B., Kentucky State College, 1938.

GREGG, MARTHA EVANS ........................... Newnan
B.S., Fort Valley State College, 1949.

GRESHAM, EMMA RENE ............................ Augusta
B.S., Paine College, 1953.

GRIFFITH, OLIVE JUANITA ...................... Hendersonville, N. C.
A.B., Johnson C. Smith University, 1948.

GRIFFITH, RUTH THORNTON ...................... Atlanta
A.B., Clark College, 1952.

GRIGGS, MARY ELIZABETH ...................... Atlanta
A.B., Spelman College, 1935.

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

GROSS, BARBARA MADDOX ...................... Atlanta
B.S., Fort Valley State College, 1954.

HAINES, CARLETHA MODISTE .................. Atlanta
A.B., Spelman College, 1943.

HAMILTON, CHARLOTTE PRESCOTT .......... Guyton
B.S., Savannah State College, 1946; A.M., Atlanta University, 1953.

HAMILTON, SALLYE LEE ........................ Augusta
B.S., Albany State College, 1953.

HAMM, TOMMIE LEE ............................. Atlanta
A.B., Clark College, 1945.

HANCOCK, INEZ D. HARDWICK .................. Macon
B.S., Fort Valley State College, 1953.

1 First Semester only.
2 Second Semester only.
<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Degree</th>
<th>Year</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handspire, Lucile Carter</td>
<td>Atlanta Clark College</td>
<td>A.B.</td>
<td>1948</td>
<td></td>
</tr>
<tr>
<td>Harper, Robbie Heard</td>
<td>Atlanta Clark College</td>
<td>A.B.</td>
<td>1949</td>
<td></td>
</tr>
<tr>
<td>Harper, Walter Floyd</td>
<td>Atlanta Morehouse College</td>
<td>A.B.</td>
<td>1950</td>
<td></td>
</tr>
<tr>
<td>Harris, Gladys Appling</td>
<td>Macon Albany State College</td>
<td>B.S.</td>
<td>1947</td>
<td></td>
</tr>
<tr>
<td>Harris, Ruth Lillian Howell</td>
<td>Waynesboro Barber-Scotia College</td>
<td>A.B.</td>
<td>1928</td>
<td>B.S., Agricultural and Technical College of North Carolina, 1931; M.Ed., Atlanta University, 1951</td>
</tr>
<tr>
<td>Hart, Hazel Marie</td>
<td>Atlanta Morris Brown College</td>
<td>A.B.</td>
<td>1944</td>
<td></td>
</tr>
<tr>
<td>Harvey, Essie Finney</td>
<td>Macon Fort Valley State College</td>
<td>B.S.</td>
<td>1946</td>
<td>A.M., Atlanta University, 1956</td>
</tr>
<tr>
<td>Harvey, Ivery W., Jr.</td>
<td>Atlanta Wayne University</td>
<td>A.B.</td>
<td>1951</td>
<td></td>
</tr>
<tr>
<td>Hatcher, Annie Belle</td>
<td>Atlanta Clark College</td>
<td>A.B.</td>
<td>1930</td>
<td>A.M., Atlanta University, 1936</td>
</tr>
<tr>
<td>Hathaway, Flora Mae</td>
<td>Atlanta Spelman College</td>
<td>A.B.</td>
<td>1956</td>
<td></td>
</tr>
<tr>
<td>Hawkins, Lois B.</td>
<td>Atlanta Morehouse College</td>
<td>A.B.</td>
<td>1937</td>
<td></td>
</tr>
<tr>
<td>Haygood, Edna Howard</td>
<td>Macon West Virginia State College</td>
<td>A.B.</td>
<td>1948</td>
<td></td>
</tr>
<tr>
<td>Haynes, Louise Emma</td>
<td>Atlanta Paine College</td>
<td>A.B.</td>
<td>1956</td>
<td></td>
</tr>
<tr>
<td>Hembree, Louise Mexico</td>
<td>Atlanta Spelman College</td>
<td>A.B.</td>
<td>1951</td>
<td></td>
</tr>
<tr>
<td>Hemphill, Miley Mae</td>
<td>Atlanta Morris Brown College</td>
<td>A.B.</td>
<td>1950</td>
<td></td>
</tr>
</tbody>
</table>

1 First Semester only.
2 Second Semester only.
HENDRICKS, Juanita E. .................................. Atlanta
B.S., Tennessee Agricultural and Industrial State University, 1938.

HESTER, Bessie Indiana1 .................................. Atlanta
A.B., Paine College, 1946.

HIGHTOWER, James Robert Sheridan II ...................... Atlanta
A.B., Paine College, 1951.

HILL, Jessie Lee2 ......................................... Marietta
A.B., Clark College, 1953.

HILL, O'Thonia S.1 ...................................... Covington
B.S., Fayetteville State Teachers College, 1943.

HILLIARY, Mildred Saxton4 ................................ Atlanta
A.B., Clark College, 1936.

HILLMAN, Piccola Christopher1 .............................. Monroe
B.S., Fort Valley State College, 1954.

HILSON, Ruth Shirley1 ................................... Atlanta
B.S., Morris Brown College, 1954.

HINES, Bernice1 ........................................... Atlanta

HIXON, Sara Thomas1 ..................................... Rome
B.S., Fort Valley State College, 1950.

HOLBROOK, Georgia Belle ................................. Macon
A.B., Clark College, 1930.

HOLLOWAY, Anita1 ......................................... Atlanta
B.S., Spelman College, 1941.

HOLLOWAY, Mary Alice .......................... Atlanta
B.S., Morris Brown College, 1951.

HOLMAN, Mariella Ama1 .................................. Atlanta
A.B., Spelman College, 1944.

HOPSON, Irene Lowe1 ...................................... Atlanta
A.B., Morris Brown College, 1944.

HORNE, Allie Beatrice1 .................................. Atlanta
A.B., Clark College, 1934; M.Ed., Atlanta University, 1947.

1 First Semester only.
2 Second Semester only.
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>College</th>
<th>City</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoskins, Annie Elizabeth</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>Macon</td>
<td>1953</td>
</tr>
<tr>
<td>Houston, Bernice Terrell</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1952</td>
</tr>
<tr>
<td>Howard, Carrie Elizabeth</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>Macon</td>
<td>1953</td>
</tr>
<tr>
<td>Howard, Gwendolyn Hinsley</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>Atlanta</td>
<td>1945</td>
</tr>
<tr>
<td>Howard, Ola King</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>Rome</td>
<td>1952</td>
</tr>
<tr>
<td>Hubbard, Berda Culp</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>Macon</td>
<td>1953</td>
</tr>
<tr>
<td>Hughes, Bessie Mae</td>
<td>B.S.</td>
<td>Paine College</td>
<td>Augusta</td>
<td>1955</td>
</tr>
<tr>
<td>Hughes, Lillian Gibson</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>Macon</td>
<td>1954</td>
</tr>
<tr>
<td>Hunt, Yvonne Parks</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>Atlanta</td>
<td>1955</td>
</tr>
<tr>
<td>Hunter, Willie Caesar</td>
<td>B.S.</td>
<td>Morehouse College</td>
<td>Atlanta</td>
<td>1953</td>
</tr>
<tr>
<td>Idlett, Annie Maude</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1929</td>
</tr>
<tr>
<td>Ingram, Czar Anthony</td>
<td>A.B.</td>
<td>Wiley College</td>
<td>Atlanta</td>
<td>1942; B.D. Gammon Theological Seminary, 1945</td>
</tr>
<tr>
<td>Ingram, William Henry</td>
<td>B.S.</td>
<td>Morehouse College</td>
<td>Macon</td>
<td>1937</td>
</tr>
<tr>
<td>Jackson, Annie Louise</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1938</td>
</tr>
<tr>
<td>Jackson, Audrey Bernice</td>
<td>B.S.</td>
<td>Howard University</td>
<td>Atlanta</td>
<td>1948</td>
</tr>
<tr>
<td>Jackson, Emma Wise</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>Macon</td>
<td>1953</td>
</tr>
</tbody>
</table>

1 First Semester only.  
2 Second Semester only.
JACKSON, JAMES CLINTON\(^2\) ................................ Atlanta
A.B., Morehouse College, 1948.

JACKSON, RUBY ADAMS .................................... Macon
B.S., Fort Valley State College, 1950.

JACKSON, ULYSSES S. .................................... Newnan

JENKINS, EMMA RUTH\(^1\) ................................ Macon
B.S., Tuskegee Institute, 1946; M.Ed., Tuskegee Institute, 1952.

JENKINS, JEROME CECIL .................................. Atlanta
A.B., Morehouse College, 1953.

JENKINS, MARGUERITE BRASWELL ....................... Macon
B.S., Florida Agricultural and Mechanical University, 1941.

JENNINGS, ANNA BELLE\(^1\) ................................ Augusta
B.S., South Carolina State College, 1946.

JOHNSON, DOROTHY E. PAYNE\(^1\) ....................... Atlanta
B.S., Clark College, 1945.

JOHNSON, DOROTHY PARNELL\(^1\) ....................... Macon
B.S., Savannah State College, 1953.

JOHNSON, EARLEAN B. .................................. Macon
B.S., Fort Valley State College, 1942; M.Ed., Atlanta University, 1949.

JOHNSON, EDWARD\(^1\) .................................. Americus
A.B., Morehouse College, 1956.

JOHNSON, HARRYETT ANN ............................... Gantts Quarry, Ala.
A.B., Talladega College, 1954.

JOHNSON, HENRY ADIS\(^2\) ................................ Valdosta
B.S., Savannah State College, 1948.

JOHNSON, JOSIE TELEFARE\(^1\) ............................ Atlanta
A.B., Spelman College, 1944.

JOHNSON, MIRIAM CAROLYN\(^1\) ....................... Atlanta
A.B., Clark College, 1949.

---

\(^1\) First Semester only.
\(^2\) Second Semester only.
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Institution</th>
<th>City</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnson, Walter Alfred</td>
<td>A.B.</td>
<td>Morehouse College</td>
<td>Cartersville</td>
<td>1950</td>
</tr>
<tr>
<td>Jones, Evelyn Floyd</td>
<td>A.B.</td>
<td>Bennett College</td>
<td>Atlanta</td>
<td>1942</td>
</tr>
<tr>
<td>Jones, Flossie Armstrong</td>
<td>A.B.</td>
<td>Atlanta University</td>
<td>Atlanta</td>
<td>1923</td>
</tr>
<tr>
<td>Jones, Sylvester Waddy</td>
<td>A.B.</td>
<td>Allen University</td>
<td>Augusta</td>
<td>1950</td>
</tr>
<tr>
<td>Jones, William Pinckney</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Atlanta</td>
<td>1947</td>
</tr>
<tr>
<td>Kearse, Lillie Mae</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>Newnan</td>
<td>1950</td>
</tr>
<tr>
<td>Kelly, Nellie Timbers</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Atlanta</td>
<td>1942</td>
</tr>
<tr>
<td>Kemp, Izziebeth Daniels</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>Macon</td>
<td>1950</td>
</tr>
<tr>
<td>Killian, Darlyne Atkinson</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>Atlanta</td>
<td>1948</td>
</tr>
<tr>
<td>King, Annie Laurie</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Atlanta</td>
<td>1936</td>
</tr>
<tr>
<td>Kirk, Oscar E. L.</td>
<td>A.B.</td>
<td>Jackson College</td>
<td>Okolona, Miss.</td>
<td>1949</td>
</tr>
<tr>
<td>Kirkpatrick, Sadie Louise</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>Griffin</td>
<td>1926</td>
</tr>
<tr>
<td>Lane, Cora Ardella</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>Macon</td>
<td>1944</td>
</tr>
<tr>
<td>Langston, Corinne Curtis</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>Macon</td>
<td>1947</td>
</tr>
<tr>
<td>Latimore, Vashti Reid</td>
<td>B.S.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1952</td>
</tr>
<tr>
<td>Lawrence, Bernice Evelyn</td>
<td>A.B.</td>
<td>Paine College</td>
<td>Augusta</td>
<td>1952</td>
</tr>
</tbody>
</table>

1 First Semester only.
2 Second Semester only.
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Degree</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee, Elizabeth</td>
<td>Augusta</td>
<td>B.S., Paine College, 1953.</td>
<td></td>
</tr>
<tr>
<td>Lee, Jessie M.</td>
<td>Atlanta</td>
<td>B.S., Savannah State College, 1951.</td>
<td></td>
</tr>
<tr>
<td>Lee, Ruth Adele</td>
<td>Atlanta</td>
<td>A.B., Morris Brown College, 1939.</td>
<td></td>
</tr>
<tr>
<td>Lee, Theretha Sharpless</td>
<td>Harlem</td>
<td>B.S., Elizabeth City State Teachers College, 1948.</td>
<td></td>
</tr>
<tr>
<td>Lewis, Hattie Belle</td>
<td>Waynesboro</td>
<td>B.S., Savannah State College, 1947.</td>
<td></td>
</tr>
<tr>
<td>Lindsay, Mary Louise</td>
<td>Atlanta</td>
<td>A.B., Morris Brown College, 1939.</td>
<td></td>
</tr>
<tr>
<td>Lindsey, Sadie Paul</td>
<td>Macon</td>
<td>B.S., Fort Valley State College, 1954.</td>
<td></td>
</tr>
<tr>
<td>Lockett, Brooker Thomas</td>
<td>Atlanta</td>
<td>A.B., Fisk University, 1948.</td>
<td></td>
</tr>
<tr>
<td>Lovett, Regine Smith</td>
<td>Macon</td>
<td>B.S., Fort Valley State College, 1947.</td>
<td></td>
</tr>
<tr>
<td>Lowe, Mildred G.</td>
<td>Atlanta</td>
<td>B.S., Morris Brown College, 1953.</td>
<td></td>
</tr>
<tr>
<td>McAdams, Betty Williams</td>
<td>Augusta</td>
<td>B.S., South Carolina State College, 1949.</td>
<td></td>
</tr>
<tr>
<td>McClendis, Sara Calhoun</td>
<td>Macon</td>
<td>B.S., Fort Valley State College, 1949.</td>
<td></td>
</tr>
<tr>
<td>McClendon, Sara Louise</td>
<td>Atlanta</td>
<td>A.B., Morris Brown College, 1937.</td>
<td></td>
</tr>
</tbody>
</table>

1 First Semester only.
2 Second Semester only.
McClure, Earie ............................................. Atlanta
A.B., Clark College, 1941.

McCormick, Gwendolyn Thomas
A.B., Clark College, 1949.

McCrary, Clara Belle .................................. Gainesville
A.B., Clark College, 1956.

McFarland, Dorothy K. Harris
B.S., Tuskegee Institute, 1943.

McLendon, Wilbert

Mack, Thelma ........................................... Augusta
A.B., Paine College, 1943.

Maffett, Katherine Theresa
B.S., Alabama State Teachers College, 1941.

Mainey, Carrie Ella Hudson
B.S., Fort Valley State College, 1953.

Mallory, Ethel Vernel
A.B., Clark College, 1948.

Mance, Junelle Andrena
A.B., Paine College, 1954.

Marks, Paxton Nathaniel

Martin, Carolyn Cuthbert
A.B., Paine College, 1942.

Martin, R. J. ............................................ Macon
A.B., Talladega College, 1929; A.M., Fisk University, 1945.

Martin, Tommie L. .................................... Atlanta
B.S., Fort Valley State College, 1950.

Mason, Welcome Emerson
A.B., Paine College, 1950.

Mathews, Bonnie Mae ................................ Roberta
B.S., Fort Valley State College, 1953.

1 First Semester only.
2 Second Semester only.
MATHEWS, NADINE .................................. Atlanta 
A.B., Clark College, 1956.

MAYS, LILLIAN GRAY\(^1\) .............................. Atlanta 
A.B., Morris Brown College, 1940.

MILLER, ANNIE KATE\(^2\) ............................... Newnan 
B.S., Fort Valley State College, 1953.

MILLER, MAE McELMURRAY\(^1\) ......................... Macon 
B.S., Fort Valley State College, 1949.

MILNER, ETHEL MINOR\(^2\) ............................. Atlanta 
A.B., Spelman College, 1946.

MITCHELL, JULIA McKinney\(^1\) ......................... Atlanta 
A.B., Spelman College, 1940.

MOODY, MAE FRANCES\(^1\) .............................. Atlanta 
B.S., Tuskegee Institute, 1941.

MOON, GENEVA ......................................... Comer 
B.S., Fort Valley State College, 1946.

MOON, INA BELL ........................................ Comer 
B.S., Albany State College, 1948.

MOORE, LILLIAN J.\(^1\) ................................ Madison 
B.S., Savannah State College, 1948.

MOORE, NAOMI CORNELIA\(^1\) ........................ Atlanta 
A.B., Clark College, 1940.

MORELAND, ARIE MEYER ODUM\(^1\) ...................... Atlanta 
A.B., Savannah State College, 1932.

MORELAND, VIVIAN CUMMINGS\(^1\) ...................... Atlanta 
B.S., Tuskegee Institute, 1946.

MORGAN, MURIEL HUMPHRIES ........................... Macon 
B.S., Fort Valley State College, 1954.

MORRIS, EDDIE W.\(^1\) ................................ Augusta 
A.N., Paine College, 1953.

MORSE, EVELYN CLAYTON\(^1\) ........................ Sparta 
B.S., Clark College, 1951.

\(^1\) First Semester only. 
\(^2\) Second Semester only.
MURRAY, CAROLYN WARD ........................................ Atlanta

MYERS, YEWSTON NATHANIEL, Jr.1 ................................ Augusta
B.S., Fort Valley State College, 1952.

NAVARRO, BERTHA LEE2 ..................................... Atlanta
A.B., Clark College, 1952.

NEAL, LUTHER RANDALL1 .................................... Elberton
A.B., Paine College, 1947.

NEAL, XENOPHON L.2 ......................................... Atlanta
Ph.C., Meharry Medical College, 1927; B.S., Morehouse College, 1931; M.S., Atlanta University, 1943.

NEELY, LUCILE WILLIAMS1 .................................. Atlanta
B.S., Morris Brown College, 1949.

NEWBERRY, MARY IDA2 ...................................... Atlanta
A.B., Morris Brown College, 1945.

NEWSOME, ALVA ELIZABETH1 ................................ Atlanta

NICHOLS, MABEL SAUNDERS .................................. Atlanta
B.S., Savannah State College, 1947.

NIX, FLORENCE ADELAIDE1 .................................. Atlanta
A.B., Morris Brown College, 1937.

NORRIS, RAYMOND LUTHER2 .................................. Thomson
A.B., Paine College, 1936.

NUNNALLY, LAURA P. WARE1 ................................ Atlanta
A.B., Clark College, 1940.

O’BRYANT, ALBERT1 ............................................. Butler
B.S., Fort Valley State College, 1952.

O’KELLY, GRACE CRAWFORD1 ................................ Monroe
B.S., Fort Valley State College, 1950.

OLIVER, BENJAMIN DONALD .................................. Macon
B.S., Tuskegee Institute, 1949.

OLIVER, BEULAH RUCKER2 .................................... Gainesville
B.S., Savannah State College, 1944.

1 First Semester only.
2 Second Semester only.
O'Neal, John Thomas¹ ........................................ Madison
B.S., Savannah State College, 1938; A.B., Clark College,
1936; M.Ed., Tuskegee Institute, 1954.

Owens, Arthur R.² ......................................... Atlanta
A.B., Morehouse College, 1948; M.S.W., Atlanta University,
1953.

Owens, Dorothy Grant¹ ..................................... Atlanta
A.B., Clark College, 1950.

Pace, Gloria Elaine¹ ....................................... Atlanta
A.B., Clark College, 1949.

Parham, Doris Strozizer² .................................. Atlanta
A.B., Clark College, 1952.

Parham, Robert Dewey¹ ................................... Augusta
A.B., Paine College, 1950.

Parker, Lilla Collins ...................................... Macon
B.S., Fort Valley State College, 1947; A.M., Atlanta Uni-
versity, 1954.

Parks, Ella Mae ........................................... Macon
B.S., Fort Valley State College, 1953.

Parsons, Warren Gameriel ................................ Atlanta
A.B., Morehouse College, 1947; B.D., Morehouse College,
1950.

Paschal, Willie Lee² ...................................... Americus

Pearson, Carlton, Jr.² .................................... Atlanta
A.B., Morris Brown College, 1951.

Pennington, Lucy Simmons² ................................ Atlanta
A.B., Morris Brown College, 1944.

Perkins, Eva Mae¹ ......................................... Willacoochee
B.S., Albany State College, 1947.

Perrino, Lucille Palmer¹ .................................. Atlanta
A.B., Spelman College, 1935.

Peterson, Betty DeLores¹ ................................... Vidalia

¹ First Semester only.
² Second Semester only.
CATALOGUE

PHARR, WESSIE MAE2 ..................................... Forsyth B.S., Fort Valley State College, 1950.

PICKETT, MARGARET EARLINE1 .................................. Augusta B.S., Paine College, 1930.

PIERCE, NAOMI HARRIS2 ..................................... Atlanta A.B., Spelman College, 1937.

PITT, BEULAH FITZ2 ........................................ Atlanta B.S., Winston-Salem Teachers College, 1932.

POE, SPURGEON YORKE1 .................................... Atlanta A.B., Morehouse College, 1946.

POLK, WILLIE MAE1 .......................................... Augusta A.B., Paine College, 1952.


POWELL, MAMIE WILLIAMS1 .................................. Atlanta B.S., Morris Brown College, 1951.

PRICE, MONETA DALLIAS ................................... Macon B.S., Fort Valley State College, 1951.

PUCKETT, DOROTHY HARRISON1 .................................. Atlanta A.B., Clark College, 1936; A.M., Atlanta University, 1949.

PUGH, MARY CARTER1 ........................................ Atlanta A.B., Savannah State College, 1950.

QUARTERMAN, RUTH PARNELL .................................. Macon B.S., Fort Valley State College, 1953.

RAMSEY, THEODORE RALEIGH .................................. Atlanta A.B., Morehouse College, 1951.


RANDALL, EUNICE BURNETTE .................................. Macon B.S., Fort Valley State College, 1947.

1 First Semester only.
2 Second Semester only.
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Institution</th>
<th>Location</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reese, Anna Pearl</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>Atlanta</td>
<td>1955</td>
</tr>
<tr>
<td>Reese, Marie Taliferro</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>Newnan</td>
<td>1950</td>
</tr>
<tr>
<td>Reese, Pearl Dwight</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Atlanta</td>
<td>1936</td>
</tr>
<tr>
<td>Reid, Peggy Elizabeth</td>
<td>B.S.</td>
<td>Paine College</td>
<td>Augusta</td>
<td>1954</td>
</tr>
<tr>
<td>Reynolds, Ilia Maudeline</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1937</td>
</tr>
<tr>
<td>Reid, Peggy Elizabeth</td>
<td>A.B.</td>
<td>Morehouse College</td>
<td>Newnan</td>
<td>1944</td>
</tr>
<tr>
<td>Richardson, Edna Azalee</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>Monroe</td>
<td>1954</td>
</tr>
<tr>
<td>Richardson, Sara Washington</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>Atlanta</td>
<td>1949</td>
</tr>
<tr>
<td>Ricks, Essie Alexander</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Atlanta</td>
<td>1957</td>
</tr>
<tr>
<td>Riggins, Evelyn Cater</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1936</td>
</tr>
<tr>
<td>Riggins, Johnnie Smothers</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>Macon</td>
<td>1948</td>
</tr>
<tr>
<td>Roach, Christine Brown</td>
<td>B.S.</td>
<td>Shaw University</td>
<td>Tate</td>
<td>1950</td>
</tr>
<tr>
<td>Roberson, Margaretta Rebecca Broadwater</td>
<td>A.B.</td>
<td>Benedict College</td>
<td>Augusta</td>
<td>1955</td>
</tr>
<tr>
<td>Robinson, Joshua Madison</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>Newnan</td>
<td>1955</td>
</tr>
<tr>
<td>Robinson, Lethangia Shannell</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Marietta</td>
<td>1947</td>
</tr>
<tr>
<td>Robinson, Willie Louise</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1949</td>
</tr>
</tbody>
</table>

1 First Semester only.
2 Second Semester only.
CATALOGUE

ROBUCK, ANNIE RUTH\(^2\) .................................... Athens
B.S., Savannah State College, 1952.

ROGERS, ANNA GRIMES\(^2\) .................................... Atlanta

ROGERS, HENRIETTA\(^2\) .................................... Atlanta
B.S., Alabama State College, 1943.

ROLAND, GENEVA EAREDINE ................................ .Macon
B.S., Fort Valley State College, 1953.

ROSWELL, JOHN YE LOUISE YOUNG .................................. Macon
B.S., Fort Valley State College, 1953.

RUTLAND, SUSIE VIRGINIA\(^2\) .................................. Rockmart
B.S., Savannah State College, 1946.

SAMPSON, ROBERT L. ...................................... Macon
A.B., Paine College, 1950.

SAXON, MARIE FREEMAN\(^1\) .................................... Atlanta
A.B., Claflin College, 1937; A.M., Atlanta University, 1938.

SCOTT, EDDIE WILLIE\(^1\) ..................................... Milledgeville
B.S., Savannah State College, 1951.

SCOTT, GENEVA FRIERSON\(^1\) ................................ Augustia
A.B., Paine College, 1942.

SCOTT, MAMIE ELLA\(^1\) ...................................... Augusta
A.B., Paine College, 1930.

SCOTT, ROBERT LOUIS\(^1\) ..................................... Macon
A.B., Morris Brown College, 1953.

SCRETCHINS, WILHELMINA HARRIS\(^1\) ......................... Atlanta
A.B., Spelman College, 1934.

SCRUGGS, JOSEPH\(^2\) ........................................ Atlanta
B.S., Savannah State College, 1951.

SHEFTALL, MARGARET PURDUE ................................ Macon
A.B., Fort Valley State College, 1941.

SHELTON, ZIMMIE REHA ........................................ Atlanta
A.B., Spelman College, 1929.

\(^1\) First Semester only,
\(^2\) Second Semester only.
SHERARD, MARGARET ADKINS\textsuperscript{1} ...................................... Atlanta
A.B., Clark College, 1946.

SIMMONS, ALMA VAUGHAN\textsuperscript{1} ...................................... Atlanta
A.B., Spelman College, 1943.

SIMMONS, ETHEL DELORES\textsuperscript{1} ....................................... Campton
B.S., Albany State College, 1950.

SINGLETON, CALVIN CORNELIUS\textsuperscript{1} ...................................... Atlanta

SINGLETON, MARTHA HELENA\textsuperscript{1} ...................................... Atlanta

SLEDGE, DILCIE MARY ................................ Chattanooga, Tenn.
B.S., Spelman College, 1954.

SMALL, WILLIAM ARTHUR ................................................. Quitman
B.S., Albany State College, 1954.

SMALL, WILLIE FRANK\textsuperscript{1} ........................................... Albany

SMITH, JOHNNIE SHELDON ........................................ Macon
B.S., Fort Valley State College, 1947.

SMITH, JOSEPHINE JACKSON ..................................... Atlanta
A.B., Spelman College, 1946; M.B.A., Atlanta University, 1951.

SMITH, MARY RUTH\textsuperscript{1} ........................................ Rome
B.S., Clark College, 1954.

SOLOMON, MILLER L.\textsuperscript{1} ....................................... Montezuma
A.B., Morris Brown College, 1932.

STAMPER, JESSIE DEMERY\textsuperscript{1} ..................................... Atlanta
A.B., Clark College, 1940.

STARGELL, PEARL HORTENSE\textsuperscript{1} ................................ Newnan
B.S., Fort Valley State College, 1950.

STARKLING, EARL ALVIN ............................................. Atlanta
A.B., Morris Brown College, 1934.

STEADMAN, IZETTA ELIZABETH\textsuperscript{1} ................................... Augusta
A.B., Paine College, 1950.

\textsuperscript{1} First Semester only.
CATALOGUE

STEPHENS, FANNIE POPE ......................................... Macon
A.B., South Carolina State College, 1932.

STEPHENS, XENIA RAY 2 ........................................ Atlanta
B.S., Fort Valley State College, 1942.

STINSON, MARTHA FRANCES 1 ........................................ Madison
B.S., Savannah State College, 1949.

STRIplings, LEONARDO WADDELL 1 ........................................ Douglas
B.S., Winston-Salem Teachers College, 1942.

STRICKLAND, CATHERINE GLENN ........................................ Newnan
B.S., Fort Valley State College, 1950.

SUTTON, NELSON ERNESTINE 2 ........................................ Atlanta
B.S., Spelman College, 1951.

SWINGLEARN, MATTLEE .................................................. Great Neck, N. Y.
A.B., Goddard College, 1948.

SWINTON, ALLEN CHAPPELL, JR. ........................................ Vienna
A.B., Morris College, 1946.

TANKSLEY, PEGGIE JEAN 1 ........................................ Augusta
B.S., Paine College, 1954.

TARVER, BERTHA A. 1 ................................................ Atlanta
A.B., Clark College, 1948.

TAYLOR, CHARLES CURTIS ........................................ Atlanta
B.S., Morris Brown College, 1951.

TAYLOR, DOROTHY LOUISE 1 ........................................ East Point
A.B., Clark College, 1948.

TAYLOR, OLGA WILLIAMS 1 ........................................ Atlanta
A.B., Morehouse College, 1932; A.M., Atlanta University,
1940.

TERRELL, JANIE RUTH 1 ........................................ Atlanta
B.S., Clark College, 1946.

TERRY, LELIA MILLFORD 1 ........................................ Atlanta
A.B., Morris Brown College, 1952.

THOMAS, EDDIE MAE 1 ........................................ Atlanta

1 First Semester only.
2 Second Semester only.
THOMAS, ETHEL L.\(^1\) ................................... Fort Valley
  B.S., Fort Valley State College, 1947.

THOMPSON, EUNICE LINDSAY\(^2\) ............................ Atlanta
  B.S., Morris Brown College, 1952.

THOMPSON, HARRY BEAUFORD ................................ Macon
  A.B., Morris Brown College, 1939.

THOMPSON, PAULINE SPARKS ................................ Macon
  A.B., South Carolina State College, 1932.

THORNTON, GEORGE W.\(^1\) .................................. Atlanta
  A.B., Morris Brown College, 1938.

THORPE, DANIEL STANFORD\(^1\) ............................ Atlanta
  B.S., Delaware State College for Colored Students, 1934;
  M.S., Atlanta University, 1937.

THURMAN, MARGARET MORTON ............................... Atlanta

THURMOND, EARL HAROLD\(^1\) .............................. Augusta
  A.B., Paine College, 1954.

THURMOND, MAXINE WILSON ................................. Augusta
  B.S., Paine College, 1954.

TILLMAN, BERNICE JACKSON\(^1\) ........................... Augusta
  A.B., Paine College, 1954.

TINCH, JOE ELLA ARMSTRONG\(^1\) .......................... Atlanta
  A.B., Clark College, 1932.

TOLBERT, RUBY BLONENIA\(^1\) ............................. Atlanta
  A.B., Spelman College, 1953.

TOUCHSTONE, FRANK, JR.\(^2\) ............................. Griffin
  B.S., Fort Valley State College, 1953.

TROUTMAN, BETTY LOUISE\(^1\) ............................. Macon
  A.B., Morris Brown College, 1953.

TUCKER, RUFUS FELTON\(^1\) ................................. Atlanta

TURNER, ERNESTINE H.\(^1\) .................................. Augusta
  A.B., Paine College, 1937.

\(^1\) First Semester only.
\(^2\) Second Semester only.
<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Institution</th>
<th>Degree</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>TURNER, HARRIETT CLARICE</td>
<td>Atlanta</td>
<td>Spelman College</td>
<td>A.B.</td>
<td>1946</td>
</tr>
<tr>
<td>TURNER, HOMER LEE</td>
<td>Griffin</td>
<td>Morehouse College</td>
<td>A.B.</td>
<td>1921</td>
</tr>
<tr>
<td>TURNER, MARSHAL W.</td>
<td>Atlanta</td>
<td>Morris Brown College</td>
<td>B.S.</td>
<td>1954</td>
</tr>
<tr>
<td>TUTT, GEORGE BELL</td>
<td>Cordele</td>
<td>Paine College</td>
<td>A.B.</td>
<td>1948</td>
</tr>
<tr>
<td>VAN BUREN, JOHN DEWEY</td>
<td>Atlanta</td>
<td>Morehouse College</td>
<td>A.B.</td>
<td>1953</td>
</tr>
<tr>
<td>VAN ELLISON, SHELDONIA ALLEN</td>
<td>Augusta</td>
<td>Paine College</td>
<td>B.S.</td>
<td>1952</td>
</tr>
<tr>
<td>WADKINS, ALFLORENCE D.</td>
<td>Atlanta</td>
<td>Morris Brown College</td>
<td>B.S.</td>
<td>1951</td>
</tr>
<tr>
<td>WAKEFIELD, JANIE KATHRYN</td>
<td>Atlanta</td>
<td>Morris Brown College</td>
<td>A.B.</td>
<td>1936</td>
</tr>
<tr>
<td>WALKER, MAGGIE M.</td>
<td>Atlanta</td>
<td>Morris Brown College</td>
<td>A.B.</td>
<td>1944</td>
</tr>
<tr>
<td>WALKER, THELMA DAVIS</td>
<td>Augusta</td>
<td>Savannah State College</td>
<td>B.S.</td>
<td>1952</td>
</tr>
<tr>
<td>WALTHALL, EVELYN P.</td>
<td>Atlanta</td>
<td>Clark College</td>
<td>A.B.</td>
<td>1934</td>
</tr>
<tr>
<td>WALTON, JUANITA</td>
<td>Atlanta</td>
<td>Morris Brown College</td>
<td>A.B.</td>
<td>1953</td>
</tr>
<tr>
<td>WALTON, ROSA MAE</td>
<td>Macon</td>
<td>Fort Valley State College</td>
<td>B.S.</td>
<td>1950</td>
</tr>
<tr>
<td>WAPLES, MELVIN R.</td>
<td>Atlanta</td>
<td>Wilberforce University</td>
<td>B.S.</td>
<td>1945</td>
</tr>
<tr>
<td>WARD, ALICE EDWINA</td>
<td>Atlanta</td>
<td>Savannah State College</td>
<td>B.S.</td>
<td>1948</td>
</tr>
<tr>
<td>WARE, GERALDINE JEWELL</td>
<td>Macon</td>
<td>Fort Valley State College</td>
<td>B.S.</td>
<td>1943</td>
</tr>
</tbody>
</table>

1 First Semester only.
2 Second Semester only.
WASHINGTON, Carrie Lou ........................................... Gainesville
B.S., Savannah State College, 1953.

WASHINGTON, Isaiah Edward1 ...................................... Augusta
A.B., Paine College, 1937; M.S. in Ed., Temple University,
1948.

WASHINGTON, Nettie Calhoun ..................................... Atlanta
B.S., Fort Valley State College, 1942.

Watters, Swain Hiram ......................................... Atlanta
A.B., Clark College, 1949.

Weaver, Lawrence Singleton .................................. Atlanta

Webb, Charlotte Westbrook1 .................................. Atlanta
B.S., Philander Smith College, 1937.

Webb, Hazel Tatum ........................................ Atlanta
B.S., Morris Brown College, 1951.

Webb, Louise Lawrence1 ......................................... Milledgeville
B.S., Fort Valley State College, 1948.

Webb, Nettie Marshall2 .................................. Atlanta
B.S., Savannah State College, 1950.

Wells, Evelyn Benns ........................................ Macon
B.S., Fort Valley State College, 1953.

Wells, Marion Amanda1 ..................................... Atlanta
A.B., Morris Brown College, 1943.

Wells, Sara Winfrey1 .................................. Atlanta

West, Donnie Mae1 ........................................ Atlanta

Weston, Constance Mathis1 .................................. Macon
B.S., Fort Valley State College, 1943.

Whatley, Emile Reed1 ........................................ Atlanta
B.S., Savannah State College, 1941.

Whelchel, Lennie Catherine .................................. Macon
B.S., Fort Valley State College, 1953.

1 First Semester only.
2 Second Semester only.
CATALOGUE

WHELCHEL, MARY SELLERS
B.S., Fort Valley State College, 1944; M.S.W., Atlanta University, 1946.

WHITE, BARBARA SCHELL

WHITE, EMMETT
Eufaula, Ala.
A.B., Morehouse College, 1944.

WIDEMAN, ALICE B.
Newnan
B.S., Claflin University, 1948.

WILBORN, BESSIE HAMILTON
Atlanta

WILBURN, EMILY MAPP
Macon
B.S., Fort Valley State College, 1949.

WILDER, WILLIAM ISAAC
Atlanta

WILLIAMS, BENNIE
Atlanta
A.B., Morris Brown College, 1943.

WILLIAMS, FAYE GENTRY
Atlanta
B.S., Spelman College, 1938.

WILLIAMS, FRANK E.
Titusville, Fla.

WILLIAMS, GEORGE WILKERSON
Waynesboro
B.S., Fort Valley State College, 1949.

WILLIAMS, JUANITA CONNALLY
Atlanta
A.B., Clark College, 1950.

WILLIAMS, MAURICE MITCHELL
Atlanta

WILLIAMS, ODRIE RUTH
Atlanta
A.B., Morris Brown College, 1943.

WILLIAMS, ROBERT JENKINS
Atlanta

1 First Semester only.
2 Second Semester only.
WILLINGHAM, ANGELIA LOUISE\textsuperscript{1} .......................... Augusta
B.S., Savannah State College, 1951.

WILLINGHAM, JOHN BURL ................................. Atlanta
B.S., Morehouse College, 1941.

WILSON, ERNESTINE JACKSON\textsuperscript{1} .......................... Atlanta
B.S., Spelman College, 1952.

WILSON, HUBERT ERNEST\textsuperscript{1} .......................... Augusta
A.B., Paine College, 1938.

WILSON, MAUDECCA LAVONE\textsuperscript{2} .......................... Alamo
B.S., Albany State College, 1947; A.M., Atlanta University, 1956.

WILSON, NADINE JENNINGS\textsuperscript{1} .......................... Augusta
A.B., Paine College, 1939.

WILSON, OLLIE BERNICE WOODS\textsuperscript{1} .......................... Atlanta
A.B., Spelman College, 1945; M.S., Atlanta University, 1955.

WIMBERLY, LUCY BROOKS\textsuperscript{1} .......................... Atlanta
A.B., Clark College, 1940.

WIMBY, EUGENE BROUGHTON\textsuperscript{2} .......................... Atlanta
A.B., Clark College, 1949.

WIMBY, PEGGIE ARNOLD .......................... Atlanta
B.S., Morgan State College, 1951.

WINFREY, IDA BELLE\textsuperscript{1} .......................... Atlanta
A.B., Clark College, 1949.

WINKFIELD, EVANGELINE ALLISON\textsuperscript{1} .......................... Atlanta
A.B., Clark College, 1948.

WOODS, MARY ELIZABETH\textsuperscript{1} .......................... Atlanta
B.S., Spelman College, 1944.

WRIGHT, ANNE HILL\textsuperscript{1} .......................... Atlanta
A.B., Clark College, 1948.

WRIGHT, CARRIE BLACK\textsuperscript{1} .......................... Atlanta
A.B., Clark College, 1945.

WRIGHT, CARRIE LENA\textsuperscript{1} .......................... Macon
B.S., Tuskegee Institute, 1956.

\textsuperscript{1} First Semester only.
\textsuperscript{2} Second Semester only.
CATALOGUE

WRIGHT, EMMA REED1 ...................................... Atlanta
B.S., Tennessee Agricultural and Industrial State University, 1949; A.M., New York University, 1954.

WRIGHT, MARY DANSBY2 .................................. Atlanta
A.B., Morris Brown College, 1941.

WYATT, ALFRED DYONISIUS1 .................................. Atlanta

WYNN, CORDELL ........................................... Macon
B.S., Fort Valley State College, 1950.

YANCEY, BARBARA ODESSA ............................. Atlanta

YANCEY, LOUDELL2 ........................................ Atlanta
A.B., Morris Brown College, 1943.

YANCEY, OMOGENE WILLIAMS1 ............................. Atlanta
A.B., Clark College, 1945; A.M., Atlanta University, 1946.

YATES, ANNA MARGIE1 ................................. Atlanta
B.S., Morris Brown College, 1951.

YOUNG, ANNIE BERNICE SINGLETON .................. Macon
B.S., West Virginia State College, 1944; A.M., Columbia University, 1952.

YOUNG, GRACE PERRY1 ................................. Monroe
B.S., Hampton Institute, 1939.

YOUNG, PRUDENCE BOLDEN1 ............................ Augusta

ZACHERY, SARAH H.1 ................................... Atlanta
A.B., Clark College, 1935.

SPECIAL STUDENTS

ARCHIBALD, LILLIAN DAVIDSON1 ....................... Atlanta

COOK, QUEENIE ELIZABETH1 ............................ Augusta

FELDER, WALTER WILLIAM1 ............................ Atlanta

GLOVER, CATHERINE2 .................................. Comer

1 First Semester only.
2 Second Semester only.
HURD, RUBY CHUNN\textsuperscript{1} .................................. East Point
KENDRICK, DAISY C.\textsuperscript{1} ..................................... Atlanta
McCLURE, LEOLA BYRD\textsuperscript{2} ..................................... Rockmart
MORTON, MAUDE M.\textsuperscript{1} ..................................... Athens
WARD, DORIS YVONNE ............................................. Atlanta
WOODS, DELLA THOMPSON\textsuperscript{1} .................................. East Point

SCHOOL OF BUSINESS ADMINISTRATION

ALLISON, DAVIS T. ....................................... Atlanta
A.B., Morris Brown College, 1951.

ANDERSON, TALMADGE .................................... Dublin
B.S., Savannah State College, 1953.

BAILEY, JULIUS BROWN\textsuperscript{1} .................................. Atlanta
A.B., Morehouse College, 1951.

BOLTON, ROY LEE ........................................ Atlanta
A.B., Clark College, 1954.

Burch, DOUGLAS EUGENE PEDRO ................................ Atlanta
A.B., Morehouse College, 1954.

Byrd, HENRY JAMES\textsuperscript{1} .................................. Atlanta
A.B., Clark College, 1950.

Carter, CALVIN\textsuperscript{1} ..................................... Valdosta

CLARK, CHARLES EDWARD ..................................... Atlanta
A.B., Morehouse College, 1952.

CLAY, AUGUSTUS LEE, JR.\textsuperscript{2} ................................ Atlanta
A.B., Clark College, 1953.

DAVIE, MARY LEE ............................................. Atlanta
A.B., Clark College, 1925.

DUNN, WILLIAM HENRY, JR.\textsuperscript{2} ................................ Macon
A.B., Morris Brown College, 1953.

\textsuperscript{1} First Semester only.
\textsuperscript{2} Second Semester only.
FULLER, LONNIE, JR.\textsuperscript{2} ..................................... Atlanta

HARRIS, JOHN WALTER .................................... Atlanta

HILL, RESHA REGINALD\textsuperscript{1} .................................. Atlanta
A.B., Morehouse College, 1951.

HOWELL, BOOKER THOMAS, JR. .................................. Atlanta
A.B., Morehouse College, 1956.

HURST, MILTON SYLVESTER ......................... Talladega, Ala.
A.B., Talladega College, 1956.

JONES, BETTY EVELYN .................................. Snowhill, Md.

LEWIS, JAMES, JR.\textsuperscript{1} .................................. Atlanta
A.B., Clark College, 1948.

MADDOX, JAMES FRANKLIN .................................. Atlanta
A.B., Morehouse College, 1956.

MEREDITH, EDDIE, JR.\textsuperscript{2} .................................. Columbus
A.B., Morehouse College, 1957.

OLIVE, THADDEUS, JR. .................................. Atlanta
A.B., Morehouse College, 1954.

RANDOLPH, MELVIN EDWARD .................................. Atlanta
A.B., Morehouse College, 1954.

REYNOLDS, RALPH CLAUB\textsuperscript{2} .................................. Atlanta
A.B., Morehouse College, 1933.

ROBINSON, WILLIAM OSCAR .................................. Atlanta
A.B., Morehouse College, 1952.

ROSS, RICHARD .................................. Thomasville, Ala.
B.S., Florida Agricultural and Mechanical University, 1953.

SCOTT, WINSTON, JR.\textsuperscript{1} .................................. Atlanta
B.S., Hampton Institute, 1956.

\textsuperscript{1} First Semester only.
\textsuperscript{2} Second Semester only.
SHUMAKE, HILDRED WRIGHT ........................................ Atlanta
B.S., Tennessee Agricultural and Industrial State University, 1949.

SMART, ALBERT DAVIS ........................................... Colquitt
B.S., Tennessee Agricultural and Industrial State University, 1956.

THURSTON, DOROTHY BETTY ..................................... Jersey City, N. J.
A.B., New Jersey State Teachers College, 1949.

VINCENT, RACHEL ANN ........................................... Jackson, Miss.
A.B., Tougaloo College, 1949.

WEBSTER, DONALD GEORGE ........................................ Atlanta
A.B., Morehouse College, 1951.

WILLIAMS, JOHN CALVIN* .......................................... Atlanta

SPECIAL STUDENTS

MIDDLEBROOKS, SARAH KATE ..................................... Atlanta

MUNDIA, NALUMINO ............................................ Northern Rhodesia (Africa)

* First Semester only.
## SUMMARY OF ENROLLMENT 1956-1957

### GRADUATE AND PROFESSIONAL SCHOOLS

<table>
<thead>
<tr>
<th>School</th>
<th>MEN</th>
<th>WOMEN</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Arts and Sciences</td>
<td>48</td>
<td>29</td>
<td>77</td>
</tr>
<tr>
<td>School of Social Work</td>
<td>28</td>
<td>63</td>
<td>91</td>
</tr>
<tr>
<td>School of Library Service</td>
<td>13</td>
<td>47</td>
<td>60</td>
</tr>
<tr>
<td>School of Education</td>
<td>113</td>
<td>407</td>
<td>520</td>
</tr>
<tr>
<td>School of Business Administration</td>
<td>28</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>Special</td>
<td>6</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>236</td>
<td>561</td>
<td>797</td>
</tr>
</tbody>
</table>

### LABORATORY SCHOOL

<table>
<thead>
<tr>
<th>School</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>101</td>
<td>109</td>
<td>210</td>
</tr>
<tr>
<td>Kindergarten-Nursery (Spelman College)</td>
<td>23</td>
<td>46</td>
<td>69</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>124</td>
<td>155</td>
<td>279</td>
</tr>
<tr>
<td><strong>Total (excluding Kindergarten-Nursery School)</strong></td>
<td></td>
<td></td>
<td>210</td>
</tr>
</tbody>
</table>

### SUMMER SCHOOL — 1956

<table>
<thead>
<tr>
<th>School</th>
<th>MEN</th>
<th>WOMEN</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate (all schools)</td>
<td>287</td>
<td>666</td>
<td>953</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>221</td>
<td>177</td>
<td>398</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>508</td>
<td>843</td>
<td>1,351</td>
</tr>
<tr>
<td><strong>BOYS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GIRLS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary School</td>
<td>25</td>
<td>23</td>
<td>48</td>
</tr>
<tr>
<td><strong>Total Summer School Enrollment</strong></td>
<td>533</td>
<td>366</td>
<td>1,399</td>
</tr>
</tbody>
</table>

**GRAND TOTAL (June 1, 1956 to June 1, 1957)** 2,406
### GEOGRAPHICAL DISTRIBUTION OF ENROLLMENT

#### 1956-1957

**Arts and Sciences, Social Work, Library Service, Education, Business Administration**

<table>
<thead>
<tr>
<th>STATE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Alabama</td>
<td>19</td>
</tr>
<tr>
<td>2. Arkansas</td>
<td>1</td>
</tr>
<tr>
<td>3. Florida</td>
<td>15</td>
</tr>
<tr>
<td>4. Georgia</td>
<td>659</td>
</tr>
<tr>
<td>5. Illinois</td>
<td>4</td>
</tr>
<tr>
<td>6. Kentucky</td>
<td>1</td>
</tr>
<tr>
<td>7. Louisiana</td>
<td>5</td>
</tr>
<tr>
<td>8. Maryland</td>
<td>5</td>
</tr>
<tr>
<td>9. Massachusetts</td>
<td>1</td>
</tr>
<tr>
<td>10. Michigan</td>
<td>2</td>
</tr>
<tr>
<td>11. Mississippi</td>
<td>7</td>
</tr>
<tr>
<td>12. Missouri</td>
<td>4</td>
</tr>
<tr>
<td>13. Nebraska</td>
<td>1</td>
</tr>
<tr>
<td>14. New Jersey</td>
<td>6</td>
</tr>
<tr>
<td>15. New York</td>
<td>6</td>
</tr>
<tr>
<td>16. North Carolina</td>
<td>15</td>
</tr>
<tr>
<td>17. Ohio</td>
<td>2</td>
</tr>
<tr>
<td>18. Oklahoma</td>
<td>2</td>
</tr>
<tr>
<td>19. Pennsylvania</td>
<td>2</td>
</tr>
<tr>
<td>20. South Carolina</td>
<td>9</td>
</tr>
<tr>
<td>21. Tennessee</td>
<td>9</td>
</tr>
<tr>
<td>22. Texas</td>
<td>8</td>
</tr>
<tr>
<td>23. Virginia</td>
<td>5</td>
</tr>
<tr>
<td>24. West Virginia</td>
<td>1</td>
</tr>
<tr>
<td>- British West Indies</td>
<td>1</td>
</tr>
<tr>
<td>- District of Columbia</td>
<td>1</td>
</tr>
<tr>
<td>- Nigeria</td>
<td>1</td>
</tr>
<tr>
<td>- Northern Rhodesia, Central Africa</td>
<td>1</td>
</tr>
<tr>
<td>- Taipei, Taiwan</td>
<td>2</td>
</tr>
<tr>
<td>- The Netherlands</td>
<td>1</td>
</tr>
<tr>
<td>- Virgin Islands</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL** .................................................................. **797**
<table>
<thead>
<tr>
<th>NAME OF INSTITUTION</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Agricultural, Mechanical and Normal College, Pine Bluff, Arkansas</td>
<td>1</td>
</tr>
<tr>
<td>2. Agricultural and Technical College of North Carolina</td>
<td>5</td>
</tr>
<tr>
<td>3. Alabama Agricultural and Mechanical College</td>
<td>1</td>
</tr>
<tr>
<td>4. Alabama State College for Negroes</td>
<td>5</td>
</tr>
<tr>
<td>5. Albany State College</td>
<td>11</td>
</tr>
<tr>
<td>6. Alcorn Agricultural and Mechanical College</td>
<td>1</td>
</tr>
<tr>
<td>7. Allen University</td>
<td>7</td>
</tr>
<tr>
<td>8. Atlanta University</td>
<td>4</td>
</tr>
<tr>
<td>9. Barber-Scotia College</td>
<td>1</td>
</tr>
<tr>
<td>10. Benedict College</td>
<td>3</td>
</tr>
<tr>
<td>11. Bennett College</td>
<td>5</td>
</tr>
<tr>
<td>12. Bethune-Cookman College</td>
<td>3</td>
</tr>
<tr>
<td>13. Capital University</td>
<td>1</td>
</tr>
<tr>
<td>14. Claflin College</td>
<td>5</td>
</tr>
<tr>
<td>15. Clark College</td>
<td>111</td>
</tr>
<tr>
<td>16. Delaware State College</td>
<td>1</td>
</tr>
<tr>
<td>17. Dillard University</td>
<td>1</td>
</tr>
<tr>
<td>18. Elizabeth City State Teachers College</td>
<td>1</td>
</tr>
<tr>
<td>19. Fayetteville State Teachers College</td>
<td>2</td>
</tr>
<tr>
<td>20. Fisk University</td>
<td>7</td>
</tr>
<tr>
<td>21. Florida Agricultural and Mechanical University</td>
<td>3</td>
</tr>
<tr>
<td>22. Fort Valley State College</td>
<td>91</td>
</tr>
<tr>
<td>23. Goddard College</td>
<td>1</td>
</tr>
<tr>
<td>24. Hampton Institute</td>
<td>5</td>
</tr>
<tr>
<td>25. Howard University</td>
<td>1</td>
</tr>
<tr>
<td>26. Jackson College for Negro Teachers</td>
<td>3</td>
</tr>
<tr>
<td>27. Johnson C. Smith University</td>
<td>8</td>
</tr>
<tr>
<td>28. Kentucky State College</td>
<td>3</td>
</tr>
<tr>
<td>29. Knoxville College</td>
<td>1</td>
</tr>
<tr>
<td>30. Langston University</td>
<td>1</td>
</tr>
<tr>
<td>Number</td>
<td>Institution</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>31.</td>
<td>Leland College</td>
</tr>
<tr>
<td>32.</td>
<td>Le Moyne College</td>
</tr>
<tr>
<td>33.</td>
<td>Lincoln University (Missouri)</td>
</tr>
<tr>
<td>34.</td>
<td>Lincoln University (Pennsylvania)</td>
</tr>
<tr>
<td>35.</td>
<td>Livingstone College</td>
</tr>
<tr>
<td>36.</td>
<td>Louisville Municipal College</td>
</tr>
<tr>
<td>37.</td>
<td>Miles College</td>
</tr>
<tr>
<td>38.</td>
<td>Morehouse College</td>
</tr>
<tr>
<td>39.</td>
<td>Morgan State College</td>
</tr>
<tr>
<td>40.</td>
<td>Morris Brown College</td>
</tr>
<tr>
<td>41.</td>
<td>Morris College</td>
</tr>
<tr>
<td>42.</td>
<td>National Cheng Chi University</td>
</tr>
<tr>
<td>43.</td>
<td>National Taiwan University</td>
</tr>
<tr>
<td>44.</td>
<td>New Jersey College for Women</td>
</tr>
<tr>
<td>45.</td>
<td>New Jersey State Teachers College</td>
</tr>
<tr>
<td>46.</td>
<td>New York University</td>
</tr>
<tr>
<td>47.</td>
<td>North Carolina College at Durham</td>
</tr>
<tr>
<td>48.</td>
<td>Ohio State University</td>
</tr>
<tr>
<td>49.</td>
<td>Paine College</td>
</tr>
<tr>
<td>50.</td>
<td>Philander Smith College</td>
</tr>
<tr>
<td>51.</td>
<td>Prairie View Agricultural and Mechanical College of Texas</td>
</tr>
<tr>
<td>52.</td>
<td>Roosevelt College</td>
</tr>
<tr>
<td>53.</td>
<td>Rust College</td>
</tr>
<tr>
<td>54.</td>
<td>Saint Augustine's College</td>
</tr>
<tr>
<td>55.</td>
<td>Savannah State College</td>
</tr>
<tr>
<td>56.</td>
<td>Shaw University</td>
</tr>
<tr>
<td>57.</td>
<td>South Carolina State College</td>
</tr>
<tr>
<td>58.</td>
<td>Southern University</td>
</tr>
<tr>
<td>59.</td>
<td>Spelman College</td>
</tr>
<tr>
<td>60.</td>
<td>Storer College</td>
</tr>
<tr>
<td>61.</td>
<td>Talladega College</td>
</tr>
<tr>
<td>62.</td>
<td>Tennessee Agricultural and Industrial State University</td>
</tr>
<tr>
<td>63.</td>
<td>Texas College</td>
</tr>
<tr>
<td>64.</td>
<td>Texas Southern University</td>
</tr>
<tr>
<td>65.</td>
<td>Tougaloo Southern Christian College</td>
</tr>
<tr>
<td>66.</td>
<td>Tuskegee Institute</td>
</tr>
<tr>
<td>67.</td>
<td>University of Cincinnati</td>
</tr>
<tr>
<td>NAME OF INSTITUTION</td>
<td>TOTAL</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>68. University of Illinois</td>
<td>1</td>
</tr>
<tr>
<td>69. University of Toledo</td>
<td>1</td>
</tr>
<tr>
<td>70. Virginia State College</td>
<td>2</td>
</tr>
<tr>
<td>71. Virginia Union University</td>
<td>4</td>
</tr>
<tr>
<td>72. Wayne University</td>
<td>1</td>
</tr>
<tr>
<td>73. West Virginia State College</td>
<td>6</td>
</tr>
<tr>
<td>74. Wheaton College</td>
<td>1</td>
</tr>
<tr>
<td>75. Wilberforce University</td>
<td>3</td>
</tr>
<tr>
<td>76. Wiley College</td>
<td>2</td>
</tr>
<tr>
<td>77. Winston-Salem Teachers College</td>
<td>2</td>
</tr>
<tr>
<td>78. Xavier University</td>
<td>2</td>
</tr>
<tr>
<td>Special</td>
<td>17</td>
</tr>
<tr>
<td>TOTAL</td>
<td>797</td>
</tr>
</tbody>
</table>