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Atlanta University

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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 Catalogue is published for the Summer School.

Member of the Southern Association of Colleges and Secondary Schools.

On Approved list of:  
Association of American Universities

The Graduate and Professional Schools of Atlanta University are accredited by the following:  
American Library Association  
Council on Social Work Education
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<td>24</td>
<td>Wednesday</td>
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October 1 Wednesday| Last day to register for first semester credit for graduate students and graduate exchange students. |

| October | 6     | Monday| Examination in English fundamentals; required of all students in the University. |
|         | 8     | Wednesday| Examination in foreign languages; required for the master's degree in arts and sciences, library service, and education. |
|         | 11    | Saturday| Graduate Record Examination.                                           |
|         | 16    | Thursday| Charter Day.                                                            |
|         | 16    | Thursday| Last day to file candidacy for work to be completed in January, 1959.    |

November 26 Wednesday| Thanksgiving holidays begin at end of scheduled classes. |
<table>
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<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<td>December</td>
<td>1 Monday</td>
<td>Classes resume, 8:00 a.m.</td>
</tr>
<tr>
<td></td>
<td>20 Saturday</td>
<td>Christmas recess begins at 12:30 p.m.</td>
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<tr>
<td>January</td>
<td>5 Monday</td>
<td>Christmas recess ends; classes resume at 8:00 a.m.</td>
</tr>
<tr>
<td></td>
<td>19 Monday</td>
<td>Semester examinations begin.</td>
</tr>
<tr>
<td></td>
<td>24 Saturday</td>
<td>First semester closes. Last day to file theses for work completed in January.</td>
</tr>
<tr>
<td></td>
<td>25 Sunday</td>
<td>University Center Convocation.</td>
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<tr>
<td></td>
<td>26 Monday</td>
<td>Registration for second semester.</td>
</tr>
<tr>
<td></td>
<td>27 Tuesday</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>February</td>
<td>4 Wednesday</td>
<td>Last day for second semester registration in the undergraduate colleges.</td>
</tr>
<tr>
<td></td>
<td>7 Saturday</td>
<td>Last day to register for second semester credit for graduate students and graduate exchange students.</td>
</tr>
<tr>
<td></td>
<td>9 Monday</td>
<td>Examination in English Fundamentals; required of all students in the University.</td>
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<td></td>
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<td>Examination in foreign languages; required for the master's degree in arts and sciences, library service, and education.</td>
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<td></td>
<td>20 Friday</td>
<td>Last day to file candidacy for degrees to be conferred in June.</td>
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<tr>
<td>March</td>
<td>1 Sunday to</td>
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<td>4 Wednesday</td>
<td>Spring recess begins at end of scheduled classes.</td>
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<td>April</td>
<td>1 Wednesday</td>
<td>Spring recess ends at 8:00 a.m.</td>
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<tr>
<td></td>
<td>7 Tuesday</td>
<td>Examination in English Fundamentals; required of all students in the University.</td>
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<tr>
<td></td>
<td>15 Wednesday</td>
<td>Examination in foreign languages; required for the master's degree in arts and sciences, library service, and education.</td>
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<tr>
<td>May</td>
<td>11 Monday</td>
<td>Last day to file theses for master's degree to be conferred in June.</td>
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<tr>
<td></td>
<td>17 Sunday</td>
<td>Commencement Day — Gammon Theological Seminary.</td>
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</table>

1959
21 Thursday Semester examinations begin.
21 Thursday Final examination for candidates for master’s degrees to be conferred in June.
30 Saturday Semester examinations end. Semester ends.
31 Sunday Baccalaureate Services.

June
1 Monday Commencement Day — Atlanta University and Spelman College.
2 Tuesday Commencement Day — Morehouse College and Clark College.
3 Wednesday Commencement Day — Morris Brown College.
8 Monday Registration for summer school.
9 Tuesday
10 Wednesday Summer School classes begin.

August
6 Thursday Summer School Convocation.
7 Friday Summer School closes.

1958 FOUNDER’S DAY CELEBRATIONS

October
16 Thursday Atlanta University
December
2 Tuesday Gammon Theological Seminary
1959
February
18 Wednesday Morehouse College
February
26 Thursday Clark College
March
12 Thursday Morris Brown College
April
12 Sunday Spelman College
BOARD OF TRUSTEES

1955-1958

J. CURTIS DIXON ................................ Atlanta, Georgia
TRUMAN K. GIBSON ................................ Chicago, Illinois
WILLIAM T. GOSSETT ............................... Detroit, Michigan
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HUGHES SPALDING ................................ Atlanta, Georgia

1956-1959

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ELBERT P. TUTTLE ................................ Atlanta, Georgia
KENDALL WEISIGER ............................. Atlanta, Georgia
JOHN HERVEY WHEELER ......................... Durham, North Carolina
CLAYTON R. YATES .............................. Atlanta, Georgia

1957-1960

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
ERNEST E. QUANTRELL ........................... New York, New York

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ALBERT E. MANLEY ................................

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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 and
Director of Summer Session

C. EVERETT BACON, B.S.
Treasurer

WILLIAM W. BENNETT, M.S. in L.S.
Librarian

NATHANIEL P. TILLMAN, Ph.D.
Dean of the Graduate School

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

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

HORACE MANN BOND, Ph.D.
Acting Dean, School of Education

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

Sadie Sims Allen, A.B. Operator of Switchboard
Carrrie M. Ashmore, B.S. Secretary to the Dean, School of Education
Yvonne Southall Bankston, A.B.* Secretary, President's Office
Addie Christler Batey Secretary to the Comptroller
Carrrie Washington Bell, A.B. Secretary to the Dean, The Graduate School
Dorothy S. Bennett, B.S.* Secretary, School of Education
Grace Minter Bickers Secretarial Assistant, Office of the Registrar
G. Cletus Birchette, A.M. Comptroller
Bertha Brown* Secretary to the Faculty, School of Social Work
Augustus L. Clay, Jr., A.B. Bookkeeper
Ernestine Moreland Comer, B.S. Secretary to the President
Helen McIntosh Coulborn, Ph.D. Director of Publicity
Jessie Bentley Eranks, B.S. Secretary to the Dean, School of Business Administration
Ethel Sheftall Forbes Manager, University Book Shop
Theola J. Hammonds, A.B. Postmistress
Bernice R. Harper Secretary, Field Work Department, School of Social Work
Geneva E. Harrell Secretary to the Registrar
Barbara Pace Hunt Secretarial Assistant, Office of the Registrar
Yvonne Arnold King Assistant, Publicity Office

* Part of the year.
BETTY S. LEONARD, B.S. ................ Secretary to the Dean, School of Library Service
JULIA P. McCrary .............. Assistant, University Book Shop
DOROTHY G. Moore, B.S. ...... Assistant, Office of the Bursar
MILDRED F. Moss, B.S. ....... Assistant, Office of the Bursar
FRANCIS MCMILLAN PARKS, A.B. .... Secretary, Phylon Office
PINKIE E. PORTER .............. Secretary, Purchasing Office
ADIE J. RINGFIELD .............. Secretary to the Faculty, The Graduate School
PORTIA T. SCOTT, A.B. ........ Secretary, Phylon Office
LUCILE MACK STRONG, A.B. .... Bursar
GERONE HENDALE TAYLOR, A.B. .... Assistant Registrar
MATTIE R. TILLMAN .............. Cashier
VIRGINIA LEE WALKER ........... Assistant, Office of the Bursar
ALICE E. WARD, B.S.* .......... Secretary, School of Education
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

WILLIAM W. BENNETT, M.S. in L.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

JOHN L. CURRY, M.S. in L.S............................ Librarian,
General Reading Room

MARY L. Davie, A.B., M.S. in L.S. Acquisitions 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

Sarah K. Middlebrooks Acquisitions Assistant

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

GLORIA M. Simmons, A.B., M.S. in L.S.*...... Secretary

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.

#### GENEVIEVE STRADFORD ALSTON

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

#### ROBERT G. ARMSTRONG

**Professor of Anthropology**  
A.M., Miami University, 1933; 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., 1955.

#### BARBARA BASKERVILLE

**Assistant Professor of Social Work**  
A.B., Jamestown College, 1936; Student, University of Colorado, Summer, 1933; Student, Philadelphia School of Occupational Therapy, 1937-1938; Student, Temple University, 1938; B.S., Simmons College, School of Social Work, 1939; A.M., University of Chicago School of Social Service Administration, 1948.

#### JAMES H. BIRNIE

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

#### JESSE B. BLAYTON

**Professor of Business Administration**  
Certified Public Accountant, Georgia, 1928; LL.B., American Extension School of Law, 1938; Student, School of Commerce, University of Chicago, Summers, 1933, 1934, 1935-1935.

#### VOLODYMYR BOHUN-CHUDYNIV

**Professor of Mathematics**  
Sc.D., Kiev University, Kiev, Ukraine, 1938.  
Department of Mathematics, Morehouse College.
HORACE MANN BOND  Guest Professor of Education  
A.B., Lincoln University, 1923; M.A., University of Chicago, 1926; Ph.D., University of Chicago, 1936.

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

ROBERT H. BRISBANE  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  Associate 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.

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.

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

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.

LONNIE CROSS Associate Professor of Mathematics
A.B., Lincoln University, Pa., 1949; M.S., Massachusetts
Institute of Technology, 1951; Ph.D., Cornell University,
1955.

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

GEORGE ANDERSON DAVIS Associate Professor of
Business Administration
A.B., Howard University, 1949; M.B.A., Harvard Univer­
sity, 1951; Certified Public Accountant, Georgia, 1955.

ORAN WENDELL EAGLESON
A.B., Indiana University, 1931; A.M., 1932; Ph.D., 1935.
Dean and Department of Psychology and Education, Spel­
man College.

CAROLYN W. FORD Assistant Professor of Library Service
B.S., Tuskegee Institute, 1935; M.S. in L.S., University of
Illinois, 1953.

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
A.B., Amherst College, 1948; A.M., Columbia University,

JOSEPH GOLDEN Associate Professor of Social Work
B.A., University of Pennsylvania, 1932; A.M., 1933; Ph.D.
1951.

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

LUCY CLEMMONS GRIGSBY Assistant Professor of English
A.B., Louisville Municipal College, 1939; A.M., Atlanta
University, 1941; Student, University of Wisconsin, 1944-
1945; 1948-1949.
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., University of Chicago, 1946.

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

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.

JULIA F. JACKSON
Professor of French
A.B., Morris Brown College, 1927; A.M., Northwestern University, 1930; Ed.D., Columbia University, 1954. Head, Department of Modern Foreign Languages, Morris Brown College.

WILLIS LAURENCE JAMES
Music
A.B., Morehouse College; Mus.D., Wilberforce University. Department of Music, Spelman College.

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.

MYRON H. JOHNSON
Supervisor of In-Service Training, School of Education

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 Françaises, Université de Grenoble, Summer, 1929; A.M., Middlebury College, 1930; Diplôme de l'Ecole de Préparation des Professeurs de Français à l'Etranger, à la Sorbonne, Université de Paris, 1936; Ph.D., Cornell University, 1943. Department of French, Morehouse College.

Virginia Lacy Jones  Professor of Library Service
B.S. in L.S., Hampton Institute, 1933; B.S. in Ed., 1936; M.S. in L.S., University of Illinois, 1938; Ph.D., University of Chicago, 1945.

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.

Frances W. Logan  Associate 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.

Henry Cecil McBay  Professor of Chemistry
B.S., Wiley College, 1934; M.S., Atlanta University, 1936; Ph.D., University of Chicago, 1945. Department of Chemistry, Morehouse College.

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.

William Morris Nix  Education
A.B., Morehouse College, 1939; A.M., Atlanta University, 1941; A.M., Columbia University, 1948. Director of Personnel, Morehouse College.

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

Melvin Randolph  Lecturer, Business Administration

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.
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>John D. Reid</td>
<td>Associate Professor of Sociology</td>
<td>A.B., Morehouse College, 1947; M.A., Atlanta University, 1948; Ph.D., University of Chicago, 1956.</td>
</tr>
<tr>
<td>Selma T. Richardson</td>
<td>Education</td>
<td>L.I., Atlanta University, 1924; B.S., Tuskegee Institute, 1933; A.M., Teachers College, Columbia University, 1944. Department of Education, Spelman College.</td>
</tr>
<tr>
<td>Hugo Skala</td>
<td>Professor of Economics</td>
<td>A.B., State College of Tabor, Czechoslovakia, 1915; A.M., University of Prague, 1917; LL.D., Charles University, Prague, 1919.</td>
</tr>
<tr>
<td>Barnett F. Smith</td>
<td>Biology</td>
<td>B.S., Morehouse College, 1932; M.S., Atlanta University, 1934; Ph.D., University of Wisconsin, 1944. Department of Biology, Spelman College.</td>
</tr>
<tr>
<td>Alfred S. Spriggs</td>
<td>Professor of Chemistry</td>
<td>A.B., Dillard University, 1942; M.S., Howard University, 1944; Ph.D., Washington University, 1954. Chairman, Department of Chemistry, Clark College.</td>
</tr>
<tr>
<td>Albert L. Thompson</td>
<td>Lecturer, Housing</td>
<td>B.S., LeMoyne College, 1938. School of Social Work.</td>
</tr>
<tr>
<td>Charles Wahl</td>
<td>Professor of French</td>
<td>A.B., University of Toronto, 1932; A.M., Cornell University, 1938; Student, University of Toronto, Graduate School, 1938-1940; Ph.D., Yale University, 1950.</td>
</tr>
<tr>
<td>Phyllis Ann Wallace**</td>
<td>Associate Professor of Business Administration</td>
<td>A.B., New York University, 1943; A.M., Yale University, 1944; Ph.D., 1948.</td>
</tr>
<tr>
<td>Amanda Fuhr Watts</td>
<td>Assistant Professor of Social Work, Field Work Supervisor</td>
<td>A.B., Langston University, 1941; M.S.W., Atlanta University School of Social Work, 1947.</td>
</tr>
</tbody>
</table>

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 So-
cial Work, 1944.

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

ROBERT E. WILLIAMS    Professor of Education
B.S., Tennessee A. & I. University, 1950; M.A., Fisk Uni-
versity, 1951; Ph.D., University of Chicago, 1956. Chairman,
Division of Education and Psychology, Morris Brown Col-
lege.

Q. V. WILLIAMSON    Lecturer, Business Administration
A.B., Morehouse College, 1940.

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; L.L.D., Howard University, 1930; Litt.D., Fisk Universi-
ty, 1938; L.L.D., Atlanta University, 1938; L.H.D., Wilber-
force 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.

ESTHER BOATRIGHT       Librarian
A.B., Fisk University, 1955; Advanced Study, Atlanta Uni-
Hallie Beachem Brooks  
Library Supervisor  

Harriet N. Chisholm  
Third Grade  
A.B., Morris Brown College, 1945; M.A., Atlanta University, 1949.

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, 1928; Student, Chicago Musical College, Summer, 1927; Atlanta University, Summer, 1944.

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.

Dorothy B. McGirt  
Physical Education  

Callie Mae Montgomery  
First Grade  

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

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 Bunstead.
1887-1888 Acting Presidency of Cyrus W. Francis.
1888-1907 PRESIDENCY OF HORACE BUMSTEAD.
1907-1922 PRESIDENCY OF EDWARD TWICHELL WARE.
1922-1923 Acting Presidency of Myron W. Adams.
1923-1929 PRESIDENCY OF MYRON W. ADAMS.
1929-1936 PRESIDENCY OF JOHN HOPE.
1936-1937 Acting Presidency of Florence M. Read.
1937- PRESIDENCY OF RUFUS E. CLEMENT.

Atlanta University, a non-sectarian institution, is one of the 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 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 all 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. In 1957 a bequest of nearly $150,000.00 was added to this fund.

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-
mer 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 150,000 bound volumes, of which 15,125 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. Microfilm of other works are added each year.

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 Reserve Book Room, and on the right is the Negro Collection and Periodical 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.

In 1957, the room on the southwest end of the basement floor was designated an Archive Room. In it are housed duplicate copies of Atlanta University publications, old records and copies of Atlanta University records and papers of the Southern Regional Council and the Commission on Inter-racial Cooperation, raw data of the Study of Negro Business made in 1944 under the sponsorship of The Atlanta Urban League, and other papers. On this floor also is stored the Atlanta University Permanent Art Collection, acquired through gifts and purchases of prize winning works during the Annual Art Exhibitions. Selected paintings of this col-
lection hang on the walls of all reading rooms in the Library.

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 made 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 stu­
dents 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 fur­
nished; sheets and one blanket are provided by the Uni­
versity 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 re­
ceive 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 Spel­
man College, modern methods of diagnosis and examination
are available.

The University requires a physical examination of all stu­
dents. This examination is provided by the Health Service.
More frequent examinations and advice will be given when
necessary to maintain the health of the students.

There is ample provision for physical exercise and out­
door sports. A large playing field 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.

JOHN HOPE LECTURE

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

The fifth John Hope Lecture was given on April 23, 1950, by Dr. Ralph J. Bunche, 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

1957

Oct. 16 Charter Day Celebration. Dr. Stephen J. Wright, President of Fisk University. "The Price of Silence."
20 Concert. The Pamplona Choir from Spain.
23 Lecture. M. Alioune Diop, Editor and Director of Présence Africaine. "African Culture."
23 Book Review Program. Paul DeKruif's A Man Against Insanity, reviewed by Mrs. Ruby Puryear, Assistant Professor of Psychology, Morehouse College.
28 Lecture. Dr. Nathan Rotenstreich, Department of Philosophy, The Hebrew University, Jerusalem. "The Historical Character of Human Existence."
31 Town Meeting. President B. E. Mays, Morehouse College, Miss Lois Banks, Clark College, Mrs. Sara B. Greer, Morris Brown College, Miss Dollie Glover, Atlanta Univer-

14 Open Meeting, Urban Renewal and Housing Clinic. George Nesbitt, Assistant to the Commissioner, Urban Renewal Administration, Washington, D. C.
20 Book Review Program. Martin Caidin's Vanguard, reviewed by Dr. Sabinus H. Christensen, Professor of Physics, Clark College.
24 Piano Recital. Miss Lilla Joyce Finch, Department of Music, Spelman College.
25 Lecture. Dr. E. Franklin Frazier, Professor of Sociology, Howard University. "The Role of the Educated Negro."

Dec. 3 Atlanta-Morehouse-Spelman Players in Arthur Miller's "The Crucible."
3 Open Meeting, Eta Omega Chapter, Omega Psi Phi Fraternity. The Reverend Samuel W. Williams, Dr. Samuel DuBois Cook, Dr. E. F. Sweat, Dr. Robert G. Armstrong, Dr. W. S. Bolden, Mrs. Cassandra M. Birnie, Dr. Robert Williams, Dr. John D. Reid. "Desegregation Changed the Practices; Integration Must Establish the Values."
5 Town Meeting. Dr. R. H. Brisbane, Morehouse College, Dr. Edward K. Weaver, Atlanta University, David Blount, Morris Brown College, Miss Geneva Evans, Spelman College, Ruben Scofield, Clark College. "Russia's Recent Scientific Developments: Their Meaning for America."
10 Forum. Dr. George E. Simpson, Professor of Anthropology and Sociology, Oberlin College. "Recent Political Developments in American Race Relations."
13 The Thirty-first Annual Atlanta-Morehouse-Spelman Christmas Carol Concert.

1958

26 Atlanta University Center Convocation. Dr. Dow Kirkpatrick, Pastor, St. Mark Methodist Church, Atlanta.
     5  Town Meeting. Dr. Horace Mann Bond, Atlanta University,
         Reverend Samuel W. Williams, Morehouse College,
         Miss Herschelle Sullivan, Spelman College, Miss Sallie
         Smart, Morris Brown College, Edgar Boldes, Clark Col-
         lege, Phillip A. Thompson, Morehouse College. “The Crisis
         in American Education.”
     11  Forum. Alfred Friendly, Managing Editor, The Washing-
         ton Post and Times Herald. “Russia: American Foreign
         Policy, Defense, and Education.”
     16  Concert. Morehouse College Glee Club.
     18  Morehouse College Founders Day. Dr. Jay B. Nash, Ex-
         ecutive Secretary of the New York State Association of
         Health, Physical Education and Recreation.
     21  Lecture. Dr. M. F. Ashley Montagu. “The Superiority of
         Women.”
     26  Book Review Program. Cozzens’ By Love Possessed, re-
         viewed by Lance Jeffers, Morehouse College.
     26  Lotte Goslar’s Pantomime Circus.
     28  Atlanta-Morehouse-Spelman Players in “Sabrina Fair.”
Mar.  2  Atlanta University Center Religious Emphasis Week.
     5  Lloyd J. Averill, Dean of Chapel and Associate Professor
         of Religion, Kalamazoo College.
     7  Concert. Netherlands String Quartet.
    19  Book Review Program. Albert Ellis’ How to Live with a
         Neurotic, reviewed by Dean Whitney Young, Atlanta
         University, School of Social Work.
    20  Town Meeting. Reverend William Holmes Borders, Mrs.
         Ruby Hurley, Southeastern Regional Director, NAACP,
         Dr. Dudley DeGroot, Emory University, Dean Whitney
         Young, Frank Peterman, Morehouse College. “Where
         Does the Negro Go from Here?”
    23  Concert. Bennett College Glee Club.
    30  17th Annual Exhibit of Paintings, Sculpture, and Prints
         by Negro Artists. Open through April 27.
Apr.  10  Forum. James Baldwin, Novelist.
    11  Spelman College Founders Day. Dean Lucille Allen, Chat-
         ham College, Pittsburgh, Pennsylvania.
    12  Spelman College Glee Club Concert.
    17  Town Meeting. Ralph McGill, Editor, Atlanta Constitu-
         tion, Dr. Mozell Hill, Atlanta University, Dr. Frank Cun-
ATLANTA UNIVERSITY

ningham, Morris Brown College, Miss Herschelle Sullivan, Spelman College, Miss Macine Weston, Clark College. "What is the Role of the Liberal in the South Today?"

18 Atlanta-Morehouse-Spelman Players in Shaw's "Misalliance."

23 Book Review Program. Joe Alex Morris' Deadline Every Minute, reviewed by Eugene Patterson, Managing Editor, Atlanta Newspapers, Inc.

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

* The University matches this fee up to $25.00 for chemicals and supplies. Additional costs of research material over $25.00 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.
Board and room per semester:

Single room ..................................... 243.00
Double room .................................... 216.00

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 16, October 13, November 10, December 8, January 12, February 9, March 9, April 6, and May 4.

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

Each student who resides in the dormitory must deposit $10.00 against damage to furniture.

The boarding department will be closed during the Christmas holidays. No credit will be given for meals missed during this period. No deductions will be made in the charge for board for any fraction of a week, nor for opening and closing weeks.

Parents or guardians responsible for the expenses of a student are asked to make their payments directly to the University instead of sending such monies through the student. This will prevent many mistakes and will enable the parents or guardians to be sure at all times how the student’s account stands with the University.

Please send all payments to Atlanta University, Office of the Bursar, Atlanta, Georgia.

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.

Tuition for the year ........................................ $350.00
Room and board ........................................... 432.00-486.00
Fees (Matriculation, Health Service, Activities) .... 20.00
Laundry, pressing and incidentals ...................... 75.00
Textbooks and supplies .................................. 75.00

Total .................................................................... $1,006.00

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

FINANCIAL AID FOR STUDENTS

SCHOLARSHIPS AND PART-TIME STUDENT EMPLOYMENT

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 should be made on forms 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.
OBJECTIVE

The program is a development on a nationwide scale established by Atlanta University in an effort to attract promising young men and women to the University for graduate or professional study in Arts and Sciences, Social Work, Library Service, Education, and Business Administration. Ten Fellowships will be awarded during each academic year.

TERMS OF THE FELLOWSHIPS

1. The Atlanta University Fellowships will be awarded upon the basis of data contained in an application form for admission to the University executed by the applicant, three personal ratings blanks executed by three different college teachers (one personal ratings blank must be executed by the applicant's major professor), an official college transcript and a transcript of any graduate work which might have been done by the applicant, and an autobiography which sets forth in detail the motivation which undergirds the applicant's seeking an Atlanta University Fellowship. The highest degrees of intellect, character, motivation, academic achievement and personality are the major criteria for selection.

2. The Fellowships are designed primarily for those who at the time of application have not yet begun formal graduate or professional work. In all cases, however, an applicant must hold a baccalaureate degree from an accredited college or university, or must be a candidate for such a degree at the next convocation following the date of the application.

3. Fields of graduate and professional study covered by the program are: Biology, Chemistry, Economics, English, French, History, Mathematics, Political Science, Sociology and Anthropology, the Social Sciences, Social Work, Library Service, Education, and Business Administration. The University Fellow will be free to choose the particular School or Department of the University in which he desires to enroll.

4. College graduates now being and about to be separated from the Armed Forces are eligible as long as they expect to be free to enter Atlanta University during the academic
year for which they have made an application for a Fellowship.

5. The Fellowships are awarded for a period of one academic year.

6. During the year of his incumbency a Fellow will engage in full time residence graduate or professional study toward a degree. It is expected that he will devote the major portion of his time to his chosen field of interest and study which may, in some instances, be broader in scope than that of a single subject or department.

7. Each Fellow will be granted a stipend of $1,000.00. The stipend will be paid during the nine-month academic year only, id. est., the Fellowship cannot be extended for the summer. The $1,000.00 will be applied to the Fellow's account. The Fellow will receive the difference, in cash, between the amount of the stipend and his Atlanta University expenses, for use in helping him defray other expenses associated with his attending the University. University Fellows will be required to reside in the University dormitories no matter from which Region they might come. A student who is a resident of the City of Atlanta will be eligible to apply for one of the Fellowships allotted to residents of Region I. If such an applicant is successful in obtaining a University Fellowship, he can elect to either live in the dormitory to receive the stipend of $1,000.00 or to live elsewhere in the city and thereby cause the stipend to be reduced accordingly, id. est., cause the stipend to be reduced by the amount of the cost of room and board in the dormitory.

8. If during any one academic year no suitable applicant for the Fellowship can be found in any one or more of the Regions, the University Senate will award the Fellowship or Fellowships to suitable applicants from other Regions. If an applicant who is awarded a Fellowship elects not to accept the Fellowship or for reasons beyond his control cannot accept the Fellowship, the vacancy occasioned thereby, will be filled by the Atlanta University Senate.

SELECTION PROCEDURE

1. For the purpose of selecting Atlanta University Fellows, the continental United States has been divided into five Regions with quotas identified below:

1.1 Region I includes Virginia, North Carolina, South
Carolina, Georgia, Florida, Kentucky, Tennessee, Mississippi, Alabama, Louisiana, and the District of Columbia. (4 Fellowships.)

1.2 Region II includes New York, Pennsylvania, New Jersey, West Virginia, Maryland, and Delaware. (2 Fellowships.)

1.3 Region III includes Texas, Oklahoma, Arkansas, Nevada, Arizona, New Mexico, Utah, Washington, Oregon, and California. (1 Fellowship.)

1.4 Region IV includes Maine, New Hampshire, Vermont, Massachusetts, Connecticut, and Rhode Island. (1 Fellowship.)

1.5 Region V includes Wisconsin, Michigan, Illinois, Indiana, Ohio, Minnesota, Iowa, Missouri, Kansas, Nebraska, North Dakota, South Dakota, Montana, Idaho, Wyoming, and Colorado. (2 Fellowships.)

2. The selection of Atlanta University Fellows will be made by the University Senate upon the recommendation of a Committee on University Fellowships appointed by the President of the University.

3. Persons making application for consideration as an Atlanta University Fellow must file the required application form and other data with the Registrar of Atlanta University on or before May 1 of the calendar year immediately preceding the beginning of the academic year in which the applicant desires to secure an Atlanta University Fellowship.

4. Selected candidates will be notified in writing by the Registrar of the University on June 1 of the calendar year immediately preceding the beginning of the academic year in which the applicant desires to begin his incumbency as an Atlanta University Fellow.

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 Secretary, Scholarship Aid Program, Regents of the University System of Georgia, 244 Washington Street, S. W., Room 468, Atlanta 3, Ga.
REGULATIONS GOVERNING SCHOLARSHIP AID
GRANTS BY THE STATE OF GEORGIA

QUALIFICATIONS

1. The Board of Regents of the University System of Geor­gia grants scholarship aid to qualified Negro citizens of the State of Georgia for study in those fields offered to the white citizens of the State by the University System of Georgia, but not offered at the Negro institutions of the University System.

2. Scholarship aid shall be granted only to legal residents of the State of Georgia. To be considered a legal resident of Georgia for the purpose of receiving scholarship aid, an applicant must present evidence as follows:

   (a) If under 21 years of age, that the supporting parent (or guardian) has been a *bona fide* resident of the State of Georgia for at least one year next preceding the school registration date.

   (b) If over 21 years of age, that *bona fide* residence in the State of Georgia has been established for at least one year next preceding registration for school, and that he is eligible to become a registered voter.

3. A person making application for aid the first time is re­quired to submit a certificate of residency signed by the Ordinary or the Tax Collector of the county in which he resides.

4. No person shall be deemed to have gained residence while a student at any institution in the State of Georgia.

5. No person shall be deemed to have lost residence while attending school out of the State of Georgia if he can give satisfactory evidence of his intention to maintain his Georgia residence.

6. A person over 21 years of age who has been out of the State of Georgia for a period of one year or longer (excluding study at educational institutions and military service) must comply with Regulation 2 (b) above.

APPLICATIONS

7. Application for scholarship aid must be filed with the Secretary of the Scholarship Aid Program before the student
is registered in the institution for the term the application is to cover. No application will be considered for a term for which the student is already enrolled.

8. Approval for aid will be given for only one quarter or semester in advance. When an application for aid is approved, the student and the institution will be notified for such approval.

9. Application for renewal of aid must be made well in advance of each subsequent term by requesting renewal blanks from the secretary of the Scholarship Aid Program.

A change in field of study or a change from one institution to another may be made only upon approval of the secretary of the Scholarship Aid Program.

10. Scholarship aid is not retroactive. Therefore, consideration will not be given to an application which covers study completed at some previous time.

11. Only applications for aid in study at fully accredited institutions located east of the Mississippi River will be considered for scholarship assistance.

12. An applicant who has been conditionally admitted to graduate standing will not receive aid to remove such conditions if they may be removed in any institution for Negroes in the University System of Georgia.

13. An applicant who enrolls at an institution for courses other than those included in his approved program of study forfeits his right to scholarship aid.

**PAYMENTS OF SCHOLARSHIP AID**

14. The amount of scholarship aid is the differential between the cost of tuition and fees at the institution where the applicant wishes to study and the cost of tuition and fees at the unit of the University System of Georgia which offers the same program.

15. A fixed allocation ($100.00 for 36 weeks) for room and board supplement is included in the total differential.

16. The differential in a two-way coach railway fare is paid once each calendar year. For summer school study only, the differential in a round-trip coach railway fare is paid.
17. The railway fare differential is allowed only in connection with a definite period of study and not for purposes of special trips for examinations, interviews, and college events.

18. Payment of scholarship aid is made after the institution files with the secretary proper forms giving information concerning the applicant’s registration and fees.

19. Payment is made directly to the institution in which the student is enrolled unless the secretary is informed by the institution that the applicant’s fees have been paid in full and that payment should be made to the student.

20. Failure of the secretary to receive the Institutional Certificate of Attendance or the renewal application within 60 days after the registration date of each term the grant of aid is to cover may result in forfeiture of the grant.

21. An applicant who enrolls for less than six semester hours of credit during any one term of study is not entitled to the railway fare differential and the room and board supplement except when less than six semester hours are required for completion of an approved degree program.

22. An applicant attending school under the G. I. Bill of Rights is entitled only to the differential in railway fare to the institution, plus the room and board supplement.

THE CHARLES E. MERRILL SCHOLARSHIPS FOR FOREIGN STUDY AND TRAVEL

The Merrill Scholarships for foreign study and travel are given annually to two students through a grant received from Mr. Charles E. Merrill. Each scholarship carries a stipend of $3,000.00 which must be used for twelve months study and travel abroad. The recipients, who are selected from eligible applicants, may choose the country or countries in which they will study, but they are required, under the terms of the grant, to establish academic connections with a foreign university during their incumbency as a Merrill Scholar.
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 Admission.

REGISTRATION

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

CANDIDACY FOR DEGREES

Admission and registration do not of themselves admit to candidacy for a degree. Any student who has satisfied all undergraduate prerequisites, the Graduate Record Examination, the examinations in English fundamentals and foreign language, and who has demonstrated his ability to do major work of graduate character by completing twelve semester hours in approved courses, may be admitted to candidacy for a degree on the recommendation of the Dean of a school and the certification of the Registrar of the University.

In order to become a candidate for a degree during any semester, including the summer, application for admission to candidacy must have been received by the end of the third
week of the semester or summer session in which the re-
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 forms provided for the purpose. These forms may be ob-
tained 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 univer-
sities 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 had 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 pre-
pared 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 stu-
dents who have all the undergraduate prerequisites to com-
plete the work in this period. Many students do this regu-
larly.
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 grades 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 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 physico-chemical constitution of living matter; role of surface forces in living matter; permeability and related phenomena; viscosity of protoplasm; physiological effects of ions; bioelectric potentials; cataphoresis and electroendosmosis; hydrogen-ion determination; special activities — circulation, contraction, inhibition, transmission in nerve, respiration, excretion, reproduction, endocrines. Prerequisites: Twelve hours of biology, one year of college physics, inorganic and organic chemistry. Two lectures, one recitation, six hours laboratory. 4 credits each semester.

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. Credit determined by 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.

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. No credit.

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 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 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, socialist, institutional, subjectivist, Wicksellian and Keynesian). Prerequisite: Course 400-401 or equivalent.

Three credits each semester.

504-505. BUSINESS CYCLE ANALYSIS. An analytical interpretation of the nature of economic changes leading to prosperity and depression. Prerequisite: Course 402 or equal.

Three credits each semester.

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. 3 credits each semester.

ENGLISH

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

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

At least one language course is required of all students—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.


472. The English Novel. The development of the English novel in the nineteenth century. 3 credits second 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. However, provision is made to help students who are deficient to attain this standard in a minimum of time. Before writing their theses, 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 Pléiade 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 Molière. 3 credits first semester.

532. 17th Century Moralists and Thinkers. This course is devoted mainly to the study of La Bruyère, La Rochefoucauld, Pascal and Descartes. 3 credits second semester.
533-534. The French Novel. A study of the evolution of the genre from its origins to the present day, with intensive reading of the major novelists and extensive reading of minor ones. 3 credits each semester.

535. Eighteenth Century French Thought. A study of the writings and ideas of Montesquieu, Voltaire, Rousseau, Diderot and the Encyclopaedists. 3 credits first semester.

540. Twentieth Century French Theatre. A study dealing principally with the dramatic works of Maeterlinck, Claudel, Jules Romains, Cocteau, Giraudoux, Anouilh, Sartre and Camus, and with the relation of the French theatre with that in other countries. 3 credits.

HISTORY

The Introductory Graduate Courses offered by the department form the usual basis for graduate study. From that basis, students may proceed to concentrate in one of the three areas of specialization the department offers, American History, European and Modern World History or Prehistory and Ancient History. Negro History may be combined either with American History, or with prehistory and anthropology, to form a fourth area of specialization.

The department is, within limits, in a position to vary course offerings in any semester to meet the special needs of students. Students who want special courses should, if possible, get in touch with the chairman of the department in the semester before they expect to register.

A minimum of twenty-four credit hours is required for graduation.

INTRODUCTORY COURSES

401-402. Introductory Graduate Course in Ancient History. 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. 3 credits each semester.

403-404. Introductory Graduate Course in European History. A course of reading and note-taking in European History, et cetera. 3 credits each semester.

405-406. Introductory Graduate Course in United States History. A course of reading and note-taking in the History of the United States, et cetera. 3 credits each 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.

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

NEGRO HISTORY


463. THE NEGRO IN THE UNITED STATES. A study of the social, religious, cultural, and political history of the Negro in the United States from the colonial period to the present. Discussions, documents and papers. 3 credits second semester.

EUROPEAN AND WORLD HISTORY

437-438. World Relations Since 1870. The European state system; its nationalistic character. Conquests of the European states outside Europe. Colonial rule and the extension of European culture and institutions beyond Europe. The wars of 1914 and 1939. Pre-war, inter-war and post-war international politics.

3 credits each semester.

439, 440, 441. Mediaeval Institutions. Selected mediaeval institutions, such as feudalism, the Papacy, monasticism, universities. The course may be taken in one, two, or three semesters, different institutions being studied in each semester.

3 credits each semester.

450-451. The French Revolution. A special study of the causes, course, meanings and results of the French Revolution. There will be some use of documents, and reading of the classical works on the subject. The content of the course is variable in accordance with the needs and interests of students.

3 credits each semester.

452-453. The Napoleonic Era. The conquests of France during the Revolution and the First Empire. Reasons for the success of the French and the failure of other peoples. The institutions of Napoleonic France. The extension of those institutions to other European peoples.

3 credits each semester.

442-443. The Cultural History of Russia. An analytical study of Russian history from origins to the present. The special characteristics of the Kievan period and of the Muscovite period. The gradual penetration of European civilization into Russia from the seventeenth century. The revolution of 1917 and its aftermath.

3 credits each semester.

501-502. Evolution of the Historic Societies. Analytical and comparative study 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 first semester.

Prehistory and Ancient History

431. Late Prehistory. The late Paleolithic primitives. Climate in late pre-history. The emergence of the mesolithic cultures and their spread throughout the world. The emergence of food-production in the Old World and in the New World. The origin of civilized societies.

3 credits first semester.

433. The Earliest Civilized Societies. Analysis and synthesis of the process of evolution of the earliest civilized societies through their first cycles of rise and decline. The course covers Egypt
from Predynastic times to the VIth Dynasty; Mesopotamia from the Al Ubaid period to the 1st Dynasty of Babylon; what is known of India in the Amri and Harappa periods (Indus Valley); what is known of China from the Yang Shao period to the Shang Dynasty; and Crete through the Minoan periods; The Middle American and Andean Societies. 3 credits second semester.

521. HISTORICAL METHODS SEMINAR. From 3 to 9 credits.

MATHEMATICS

REQUIREMENTS FOR MASTER'S DEGREE IN MATHEMATICS

For the master's degree in mathematics, the department requires a minimum of twenty-four 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 412 or Mathematics 411 and Mathematics 414.

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 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: Differential and Integral Calculus. 3 credits.

412. ADVANCED CALCULUS II. Continuation of Advanced Calculus I. Partial Derivatives; Multiple Integrals; Line and Surface Integrals; Theorems of Green and Stokes. 3 credits.

414. ADVANCED ANALYSIS. Dedekind cuts, Bolzano-Weierstrass theorem, Heine-Borel theorem, least upper, greatest lower bounds, Cauchy criteria for convergence, monotone sequences, simple tests for convergence of series, power series. Functions of one variable, continuity, uniform continuity, sequences of functions and uniform convergence, bounded variation and arc length. Derivative, Riemann integral, Riemann-Stieltje's integral. Functions of several variables. Jacobian, inverse functions, functional dependence. Multiple integration, change of variables, line integrals, Green's theorem, elementary discussion of surface area. 3 credits.

421. HIGHER GEOMETRY. The course is intended to introduce the student to the basic ideas and methods of higher geometry. The vector method is used extensively. The fundamental topics of pro-
jective geometry are treated by analytic methods. Prerequisite: Approval of instructor. 3 credits.

422. ELEMENTARY 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. 3 credits second semester.

423. INTRODUCTION TO MODERN ALGEBRA. Polynomials, determinants, linear equations, linear transformations, matrices, linear independence, introduction to groups. 3 credits.

511. FOUNDATIONS OF ANALYSIS. Abstract sets; cardinal and ordinal numbers and their simplest properties. Elements of point set topology; topological and metric spaces, completeness, compactness, connectedness, products of spaces, mappings, continuity, applications to analysis. 3 credits.

512. 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 Lebesgue integration. Prerequisite: Foundations of Analysis or equivalent. 3 credits.


519. THEORY OF PROBABILITY. Permutations, combinations, theory of expectation, dependent and independent variates, Tchebycheff's inequality, the probability integral, application to problems in mathematical statistics. Prerequisite: Approval of instructor. 3 credits.

521. INTEGRATION. Measures. Measurable Sets and Functions. Lebesgue and Stieltjes Integrals. 3 credits.

524. TOPICS IN MATHEMATICS. This course offers an opportunity for students to study mathematics informally under the direction of one or more teachers in the department. The course is of a flexible nature in that each student enrolled may select those topics
of study as will meet his needs when such needs cannot be met by formal courses offered in the department. Students will be assigned readings and problems and will receive individual attention and direction. Prerequisite: Approval of the Chairman of the Department. 2 credits.


POlITICAL SCIENCE

Requirements for Master's Degree in Political Science

For the M.A. degree in Political Science, the Department requires a minimum of twenty-four graduate hours and a thesis. A final oral examination on the thesis and the courses taken by the student is also required.

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. Nominate 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**

The prerequisite to graduate work in Sociology is defined in terms of previous preparation in general education, specifically in the humanities and the social sciences, that will enable the pursuit of graduate studies.

The departmental objectives are fourfold:

- To provide a background for understanding the nature and development of social structures and their effects on personality.
- To prepare for research in the field.
- To provide training for academic positions.
To provide training for research positions.

The degree of Master of Arts is conferred upon the fulfillment of the following requirements:

The passing of an English Fundamentals examination.

The completion of a minimum of twenty-four (24) semester hours of course work, reading and research in Sociology and Anthropology and approved related fields.

Residence for at least one academic year.

Acceptance of a thesis based on research of at least semi-independent character.

The passing of a comprehensive written examination in four of the fields of study; social theory, social research and statistics being two of the required fields.

The passing of a reading examination in one foreign language.

The passing of a final oral examination on the thesis and related concepts and literature.

**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.


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.
DIVISION OF SOCIAL SCIENCES

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 master's degree in social science.

The Division and its interrelated departments require a minimum of twenty-four (24) semester hours of graduate work at Atlanta University with grades of “A” or “B.”

Each student working toward the Master of Arts degree in Social Science will be required to take courses 447 and 448 — Seminar in the Foundations of Social Science. This two-semester course will carry from 0 to 6 graduate credit hours.

In addition to 447-448, the selection of courses for the Master of Arts degree in the social sciences will be determined by the interest and needs of each student.

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. 0 to 6 hours of credit.
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-eight 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.
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
ATLANTA UNIVERSITY

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 16-January 24</th>
<th>Credit Hours</th>
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</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>
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<td>4</td>
</tr>
</tbody>
</table>
SECOND UNIT  January 26 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

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 1

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

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

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

ADMISSION REQUIREMENTS

Prospective students should determine their eligibility for admission prior to the time of enrollment. Application must be made on the forms supplied by the School. Transcripts of records covering all academic work beyond high school must be supplied by the institution or institutions attended by the applicant. The School will assemble reference material with the exception of personal rating sheets which the applicant requests former instructors to fill out.

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

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

1. A Bachelor's degree from an approved college or university.
2. An academic average in undergraduate work of approximately B.
3. Twenty-four semester units of credit in undergraduate courses distributed among at least three of the following subjects: economics, political science, psychology, sociology and anthropology.
4. Personal qualifications acceptable for entrance into the profession of social work.
5. An autobiographical sketch.
6. So far as possible, applicants will be required to submit themselves for a personal interview by a representative or an 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>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>D</td>
<td>Failure</td>
<td>D</td>
</tr>
<tr>
<td>Inc.</td>
<td>Incomplete</td>
<td>Inc.</td>
</tr>
<tr>
<td>Wd.</td>
<td>Withdrawn</td>
<td>Wd.</td>
</tr>
</tbody>
</table>

"Incomplete" indicates the student is working on some assignment, the completion of which has been deferred with permission of the instructor 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. All "Incompletes" must be removed before the end of the succeeding unit.

In the case of SPECIAL STUDENTS, i.e. students not eligible for the degree, the following grade range will be used: EXCELLENT, GOOD, SATISFACTORY, and POOR.
ATTENDANCE

Regularity of attendance in class is expected of every graduate student. No system of cuts exists at the graduate level therefore absences should 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. Warren H. Moore, President
Mr. Samuel J. Ferguson, Vice-President
Mr. Jesse Gibson, First Vice-President
Mrs. Ida M. Clark, Secretary
Mrs. Muriel Jenkins, Asst. Secretary
Mr. Paul Cooper, Treasurer

FEES AND EXPENSES FOR 1958-1959

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. 16, 1958. .......... $175.00
Second Unit Tuition Payable Jan. 26, 1959 .......... 175.00
Third Unit Tuition Payable May 31, 1959 .......... *137.50

Second Year

Fourth Unit Payable Sept. 16, 1958 (for October,
November, December and January) .......... 175.00
Fifth Unit Payable Jan. 26, 1959 (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 6-1-58,
9-16-58, 2-1-59, 9-1-58, 3-1-59 .......... 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

*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.
CATALOGUE

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.
Several forms of student aid are available ranging from room, room and board, board and stipend in the case of certain 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:

- Bureau of Child Care, Philadelphia, Pa.
- Chicago Commons Association, Chicago, Ill.
- Cook County Hospital, Chicago, Ill.
- Englewood, Urban League, Englewood, N. J.
- Irvington House, Irvington-on-the-Hudson, N. Y.
- Leake and Watts Children's Home, Yonkers, N. Y.
- New York State Training School for Boys, Warwick, N. Y.
- New York State Training School for Girls, Hudson, N. Y.
- Urban League of Cleveland, Cleveland, Ohio
- Veterans Administration Hospital, Chillicothe, Ohio
- Veterans Administration Center, Dayton, Ohio
- Veterans Administration Hospital, Montrose, N. Y.
- Veterans Administration Hospital, Northport, N. Y.
- Veterans Administration Hospital, Tuskegee, Ala.
- Veterans Administration Hospital, Battle Creek, Mich.
- Walter Reed Army Hospital, Washington, D. C.

Scholarships and Fellowships

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

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

NATIONAL MENTAL HEALTH ACT TRAINEESHIPS

Training grants of $1,800 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, 1958.

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 cooperated with the School in the supervision of students in field work during the school year 1957-58. This list varies from year to year depending on the size of the student body, the training needs of the students and of course the availability of agencies and supervisors. These supervisors are considered faculty members because field work teaching is as much a part of the pedagogical system as class room work.

American Red Cross, Atlanta, Ga. — Miss Martha Dennison

Atlanta Tuberculosis Association, Atlanta, Georgia — Mrs. Lucy Cherry

Atlanta Urban League, Atlanta, Ga. — Mrs. Kathryn Brisbane

Bureau of Child Care, Philadelphia, Pa. — Mrs. Edith Johnson

Bird S. Coler Memorial Hospital & Home, Welfare Island, N. Y. — Mr. Raymond C. Lerner

Board of Education Guidance and Counseling Service, Atlanta, Ga. — Mrs. M. S. Whelchel, Mrs. C. M. Lacey

Bethlehem Center, Atlanta, Ga. — Mr. Robert Shrider

Butler Street YMCA, Atlanta, Ga. — Mr. John Cox

City of Detroit Receiving Hospital, Detroit, Mich. — Mrs. Garland Sanders

Court of General Sessions, New York, N. Y. — Mr. Seidman

Cook County Hospital Social Service Dept., Chicago Ill. — Mrs. Mildred Mayberry

Charlotte City Schools, Charlotte, N. C. — Mrs. Bobbie L. Toatley
Chicago Commons Association, Chicago, Ill. — Mr. Clarence Lipschutz

Duke Hospital, Duke University, Durham, N. C. — Mrs. Lennie Muse

Englewood Urban League, Englewood, N. J. — Mrs. Nida E. Thomas

Family Service Society, Atlanta, Ga. — Mrs. Lillian Golden, Miss Dorothy Miller

Fulton County Dept. of Health, Atlanta, Ga.

   Neighborhood Union — Miss Estelle Clemmons
   Rockdale Health Center — Mrs. Helene Westerfield
   South Fulton Health Center — Mrs. Helene Westerfield

Fulton County Dept. of Public Welfare, Atlanta, Ga. — Mrs. Amanda F. Watts

Government of District of Columbia Alcoholic Rehabilitation Division, Washington, D. C. — Mr. Grover C. Dye

Germantown Settlement, Philadelphia, Pa. — Mr. Walter Smart

Gate City Day Nursery, Atlanta, Ga. — Mrs. Lillian Collins

Grady Homes Community Girls' Club, Atlanta, Ga. — Mrs. J. H. Hall

Irvington House, Irvington-on-Hudson, New York — Mr. George Yonemura

Leake and Watts Children's Home, Inc., Yonkers, N. Y. — Mrs. Melvin Hurst

Metropolitan Atlanta Community Services, Inc., Atlanta, Ga. — Mr. John Scanlon

Northside Center for Child Development, Inc., New York, N. Y. — Mr. Victor E. Carter, Mrs. Sarah Lev

Northville State Hospital, Northville, Mich. — Mr. Kurt Spitzer, Miss Marguerite Shimmel

New York State Training School for Boys, Warwick, N. Y. — Mr. Irwin Schepses
New York State Training School for Girls, Hudson, N. Y. — Miss Bernice Crosby, Mrs. Sanoma Nixon

Phillis Wheatley YWCA, Atlanta, Ga. — Mr. Carl S. Harm

St. Martha's Settlement House, Philadelphia, Pa. — Mr. Charles Cacace, Mr. Barry Freeman

Travelers' Aid Society, Atlanta, Ga. — Mrs. Frances Brisenden

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

United States Penitentiary, Atlanta, Ga. — Mr. John Boone

Veterans Administration Hospital, Battle Creek, Mich. — Mr. Theodore Chavis

Veterans Administration Hospital, Chillicothe, Ohio — Mr. Charles A. Parman

Veterans Administration Hospital, Northport, Long Island — Mr. Angelo Patrissi

Veterans Administration Hospital, Montrose, New York — Mr. Robert Duke

Veterans Administration Hospital, Tuskegee, Alabama — Mr. Lucius Williams

Veterans Administration Center, Dayton, Ohio — Miss Anne Saucier

Walter Reed Army Hospital, Washington, D. C. — Mr. Fergus E. Monahan

Wharton Center, Philadelphia, Pa. — Mr. Albert Porter, Mr. Harry Slutsky
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. Mrs. Alston, 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 Baskerville, 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. Logan

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. Logan

553. GROUP WORK SKILLS. Students acquire necessary program skills in at least three of the following areas:

a. Practice in low, organized, active and quiet games for indoors and outdoors with the small and mass groups; table games for the game-room and playroom; simple singing games; folk and square dances; group singing; fundamentals of crafts and clay modeling; simple puppetry, and creative dramatics.

b. Discussion Methods — Use of such topics as housing, sex, health education, consumer education, race relations, etc.

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

Mrs. Logan 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

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. 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.

Mr. Harm, 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 social work theory and practice. Research methods employed in the behavioral sciences are studied. Fundamentals of the scientific method are described. 2 credits.

Dr. Golden

586. SOCIAL RESEARCH II. Research in Social Work. The application of social research methods in social work; the structure and function of social work research; the uses of social work research in practice; the research responsibility of social workers. Sources of social work knowledge and concepts are explored. A classification
is provided of the various types of research in social work and examples of type are analyzed.  
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.  
Miss Baskerville et al

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.  
Miss Baskerville et al

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.
Miss Baskerville, Miss Clemmons
Mr. Harm, Mr. Moore

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 and Community Organization. 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 Mr. Moore

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.

Mr. Young and Miss Adams

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.

Mrs. Watts and Mr. Kahn

702. Social Services III. Housing and Social Welfare Health and Medical Care Programs. This course provides a broad background knowledge and understanding of public and private housing problems, programs and progress as related to the national housing efforts. Local, state and federal programs are high-lighted. Emphasis is placed on the currently popular urban renewal activities which deal with slum clearance, rehabilitation and conservation. The special housing problems of the Negro are related to the general housing problems. In the identification of efforts toward a solution the role of the social worker is established.

2 credits.

Mrs. Watts, Mr. Thompson, Miss 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.

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

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
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 Colleges and Secondary Schools.

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.

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 39 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.

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

Students are advised to own or rent typewriters for use during the year.
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.
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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. Survey of the origin and development of writing, printing and bookmaking from ancient times to the 19th 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. 2 credits.

411. LITERATURE IN THE HUMANITIES. Consideration of humanistic literature through the study of significant writers and their books and various literary forms including criticism. 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 services. 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 prin-
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Ciples 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. Course is devoted to a study of: (1) the history of the publishing industry; (2) certain technological innovations which have affected book production; and (3) present-day aspects such as types of materials, editorial functions, financial status and distribution, advertising and sales methods used by trade, reprint, university and governmental publishers. 2 credits.

450. COMMUNICATIONS. A survey of the mass communication media including newspapers, magazines, motion pictures, radio and television in terms of the most recent research relative to structure, control and support, content and audience. Each medium is considered in regard to its effects on the reading of books and on the cultural function of the library in society. 3 credits.

451. METHODS AND PROBLEMS OF READING. Course seeks to define the types of processes involved in reading and considers the objectives and methodology employed in various types of instructional reading programs. The reading abilities and habits of both children and adults are studied in terms of individual and group behavior patterns. 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 main purpose of the School of Education is to develop professional and practical leadership in education. A 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, consultative services, and other activities.

The curriculum is designed to cultivate in its students cultural attributes, research competency, and a broad understanding of educational problems and practices, and to aid development of expert competency as teachers, administrators, and supervisors of programs of education in general and 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. Administration

B. Secondary Education
   1. Instruction
   2. Administration

C. Guidance and Counseling

D. Educational Psychology

E. The School as a Social Institution

In each area of concentration, the professional competency 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 AND OTHER REGULARLY EMPLOYED INDIVIDUALS

During the regular school year, special groupings of courses are scheduled during late afternoon and evening hours, and on Saturday mornings for persons who find it advantageous to carry forward their programs of study while continuing their employment. Emphasis in these courses is placed upon professional and practical problems in education.

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 purpose 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 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 is maintained as part of the Atlanta University program.
ATLANTA UNIVERSITY

LECTURES, FORUMS, CONCERTS, AND
SPECIAL CONFERENCES

Throughout the regular school year and during the summer term, Atlanta University and the cooperating colleges bring a variety of lectures and artists from various parts of the country and world. Lyceum programs 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 role 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 SCHOOLS OF ATLANTA AND ITS ENVIRONS

Over 35,000 Negro children are enrolled in public schools in the Atlanta areas. Many of the teachers in these schools are graduates of Atlanta University and many are now continuing their training in the School of Education. The large school population of the city provides many opportunities for study of special problems of children and for contacts with programs designed to meet the needs of children and youth in urban and rural communities.

ADMISSION

Application for admission to the School of Education may be submitted at any time, but should, if possible, be presented at least one 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 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 gradu­
ees of colleges of approved standing who present satisfac­
tory evidence of character and other qualifications. The ap­
plicant’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 Ad­
mission.

Students who are desirous of certifying or of pursuing a
non-degree sequence of courses may register as unclassified
students, provided they meet the other requirements for
admission.

ADMISSION TO CANDIDACY FOR A DEGREE

Students admitted to graduate standing may be accepted
as candidates for a degree in the School of Education upon
the presentation of certain courses in education which are
ordinarily taken at the undergraduate level and upon the
satisfactory completion of specified work at the graduate
level. The courses in education which are prerequisite to
admission to the School of Education 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 background or core courses
   in 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 Ger­
   man.)
4. Satisfactory completion of all prescribed examinations,
   including the Graduate Record Examination.

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 dates stated in the Calendar.

GUIDANCE AND STUDENT WELFARE

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 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 needs in these areas. In addition, the School of Education 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 which 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 of Education are also requested to confer with their teachers relative to the procedures to be followed in coordinating the courses that they have already completed with the new courses of study. The following procedure is recommended:

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. The Dean of the School of Education, along with the Chairmen of the various areas, will serve in an advisory capacity to the student up to the point where the student is ready for admission to candidacy.

2. Following the acceptance of the thesis outline, the Dean of the School appoints the student's permanent advisor.

3. All students who are enrolled in the School of Education must enroll in the course, Research Seminar, as well as the other core or background courses.

GUIDANCE AND PLACEMENT OF STUDENT TEACHERS

The undergraduate colleges and Atlanta University are in agreement that those graduate students who are enrolled in Atlanta University and who desire to meet the student teaching requirement for a teacher's certificate in the State of Georgia shall be required to undergo the student teaching experience under the exchange program within the Atlanta University Center. This means that a student enrolled in Atlanta University who desires to do student teaching will be required to meet all the prerequisites and to undergo all the experiences associated with the planned program which the particular college to which the student has been assigned for student teaching has developed in its contractual arrangement with the Georgia State Department of Education.

Methods must be taken for credit or non-credit at the college to which the student has been assigned for student teaching.

The data which are required on the Application for Student Teaching will be supplied by the proper officials of Atlanta University and the form will be submitted to the Office of the Coordinator of Student Teaching in the Atlanta University Center by the officials of the college to which the student has been assigned for student teaching.

Recommendations for the award of the teacher's certificate will be made jointly by the proper authorities of the undergraduate college and School of Education of Atlanta University.

BACKGROUND COURSES

Four basic courses (Education 550 — The Foundations of Education, Education 551 — Human Growth and Develop-
ment, Education 453 — Statistics in Psychology and Education, and Education 547 — Research Seminar), introduce the student to fundamental problems of education in the contemporary world. The core program and sequence of courses are designed to develop perspective, understanding, and purpose as a foundation for practical professional and research competency based on knowledge and skill. To a large degree, 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 conceptions of the world, to the body of aesthetic and ethical values of some people. No educational program can be understood purely in terms of its own practices and procedures. No educational program is wholly self-contained and autonomous.

ENGLISH FUNDAMENTALS

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

THE GRADUATE RECORD EXAMINATION AS A REQUIREMENT FOR CANDIDACY

As of September, 1958, all candidates for the Master of Arts degree in Education will sit for prescribed sections of the Graduate Record Examination in lieu of standardized and other tests previously administered as the Preliminary Examination in Education.

Students who successfully attain the minimum level, or above, of achievement on the Graduate Record Examination as determined by the Faculty of the School of Education will be regarded as having successfully met the requirement formerly designated as the Preliminary Examination in Education.

The forms for registration for the Graduate Record Examination may be obtained in the Office of the Registrar of Atlanta University. All students who desire admission to candidacy must register for the Graduate Record Examination on the special forms provided.

The School of Education reserves the right to administer a
standardized objective examination in lieu of the Graduate Record Examination.

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 taken the Graduate Record Examination and passed 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 departmental adviser in the area in which the proposed research lies, and prepare a formal thesis prospectus or agendum. The departmental adviser 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.)

2. After the departmental adviser has approved the student's thesis outline, he or she will make arrangements with the presiding officer of the Research 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 has taken the Graduate School Examination.

3. The student must submit thirty-five 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 period of discussion of the proposed research. The student will be expected to introduce his plan of research, and 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.

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

**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 DEGREE**

The minimum number of semester hours of graduate work required for the Master of Arts degree with a major in Education is thirty (30) semester hours in the areas in which courses are offered. Those students who are enrolled in *Secondary School Instruction* must complete a minimum of eighteen (18) hours of required work in the field of education. At least nine (9) of the remaining twelve (12) hours would be selected from graduate courses in the student's teaching field.

**SUMMARY OF SPECIFIC REQUIREMENTS**

All candidates for the Master of Arts degree with a major in Education must complete the requirements listed below:

1. The background courses, namely:
   a. The Foundations of Education
   b. Human Growth and Development
   c. Statistics in Psychology and Education
   d. Research Seminar

   Students who fail any 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. A grade of B or higher in a total of thirty (30) * semester hours secured by taking service courses such as workshops in special areas, may be applied toward the 30 semester hours required.
ter hours of graduate work, as specified in the various areas.

4. Ability to read French or German (or another language substituted upon approval by the University Senate).

5. The Graduate Record Examination.

6. Successful completion of the thesis. 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 student will be required to deposit five copies of the thesis abstract in the Office of the Dean of the School of Education.

7. A final oral examination consisting of the presentation and defense of the thesis before a faculty committee comprising at least three persons.

**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 which 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 which 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, or in courses that are officially approved as adequate substitutes. In the event that a student desires to change his area of concentration he may do so by requesting and securing the faculty’s permission to change.

### Courses Leading to the M.A. Degree in Educational Psychology

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>550</td>
<td>Foundations of Education</td>
<td>4</td>
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<tr>
<td>551</td>
<td>Human Growth and Development</td>
<td>4</td>
</tr>
<tr>
<td>453</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
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<tr>
<td>547</td>
<td>Research Seminar</td>
<td>1</td>
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<tr>
<td>519-520</td>
<td>Advanced Educational Psychology</td>
<td>6</td>
</tr>
<tr>
<td>454</td>
<td>Administration and Interpretation of Psychometric Instruments</td>
<td>3</td>
</tr>
<tr>
<td>535</td>
<td>Psychology of Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>480</td>
<td>Psychology of Individual Differences</td>
<td>3</td>
</tr>
<tr>
<td>558</td>
<td>Theories of Personality</td>
<td>3</td>
</tr>
</tbody>
</table>

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### Courses Leading to the M.A. Degree in Guidance and Counseling

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
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<tr>
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<td>Foundations of Education</td>
<td>4</td>
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<tr>
<td>551</td>
<td>Human Growth and Development</td>
<td>4</td>
</tr>
<tr>
<td>453</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td>547</td>
<td>Research Seminar</td>
<td>1</td>
</tr>
<tr>
<td>430</td>
<td>Basic Principles of Guidance Services</td>
<td>3</td>
</tr>
<tr>
<td>431</td>
<td>Organization and Administration of Guidance Services</td>
<td>3</td>
</tr>
<tr>
<td>454</td>
<td>Administration and Interpretation of Psychometric Instruments</td>
<td>3</td>
</tr>
<tr>
<td>553</td>
<td>Psychologic Appraisal of the Individual</td>
<td>3</td>
</tr>
<tr>
<td>554</td>
<td>Occupational and Other Information Services for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>555</td>
<td>Counseling Internship</td>
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<table>
<thead>
<tr>
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<tr>
<td>453</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td>547</td>
<td>Research Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Survey of Trends and Resources in Elementary Education</td>
<td></td>
</tr>
<tr>
<td>560</td>
<td>Elementary Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

**GENERAL PREPARATION IN THE AREA**

- Any Three of These Courses
- 402 Arithmetic in the Elementary School .................. 3
- 404 Social Studies in the Elementary School ............ 3
- 406 Science in the Grades ................................ 3 9
- 490 Language Arts in the Elementary School ............. 3
- Any One of These Courses
- 403 Arts and Crafts in the Elementary School .......... 3
- 418 The Teaching of Health ................................ 3 3
- 464 Rural Life and Society ................................ 3

30

**SPECIAL PREPARATION IN READING**

- 490 Language Arts in the Elementary School ............. 3
- 491 Teaching Reading in the Elementary School .......... 3
- 492 Reading Difficulties ................................ 3
- 494 Clinical Procedures in Reading
  OR
- 501 Reading Laboratory or Clinic ....................... 3

30

**SPECIAL PREPARATION IN SCIENCE**

- 406 Science in the Grades ................................ 3
- 499 Teaching of General Science ........................ 3
- 503 The Consultant in Science ........................... 3
- 466 Better Community Living .............................. 3

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## Atlanta University

### Special Preparation in Health

<table>
<thead>
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<th>Course</th>
<th>Title of Course</th>
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<tbody>
<tr>
<td>418</td>
<td>The Teaching of Health</td>
<td>3</td>
</tr>
<tr>
<td>419</td>
<td>Selection and Evaluation of Health Materials</td>
<td>3</td>
</tr>
<tr>
<td>420</td>
<td>Organization of Community Health and Hygiene —The total School Health Program</td>
<td>3</td>
</tr>
<tr>
<td>430</td>
<td>Better Community Living</td>
<td>3</td>
</tr>
</tbody>
</table>

### Courses Leading to the M.A. Degree in Secondary Education

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>550</td>
<td>Foundations of Education</td>
<td>4</td>
</tr>
<tr>
<td>551</td>
<td>Human Growth and Development</td>
<td>4</td>
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<tr>
<td>453</td>
<td>Statistics in Psychology and Education</td>
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<tr>
<td>547</td>
<td>Research Seminar</td>
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<tr>
<td>429</td>
<td>Principles of Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives in the Teaching Field</td>
<td>9-12</td>
</tr>
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<td></td>
<td>Electives*</td>
<td>6-3</td>
</tr>
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</table>

### Courses Leading to the M.A. Degree in Secondary Education with Special Preparation in Science

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>550</td>
<td>Foundations of Education</td>
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<tr>
<td>453</td>
<td>Statistics in Psychology and Education</td>
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<tr>
<td>547</td>
<td>Research Seminar</td>
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<tr>
<td>498</td>
<td>Science in the Secondary School</td>
<td>9</td>
</tr>
<tr>
<td>499</td>
<td>Teaching of General Science</td>
<td>3</td>
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<tr>
<td>500</td>
<td>Teaching Biological Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>502</td>
<td>Teaching Physical Science</td>
<td>3</td>
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<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>503</td>
<td>The Consultant in Science</td>
<td>3</td>
</tr>
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<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>466</td>
<td>Better Community Living</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students pursuing this curriculum are advised to consult with the Dean of the School of Education, and their major professor in the teaching field, as to desirable electives. Education 464 is recommended.*
### CATALOGUE

#### COURSES LEADING TO THE M.A. DEGREE IN EDUCATION WITH SPECIAL PREPARATION IN THE SCHOOL AS A SOCIAL INSTITUTION

<table>
<thead>
<tr>
<th>Course Number</th>
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<tbody>
<tr>
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<td>4</td>
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<tr>
<td>551</td>
<td>Human Growth and Development</td>
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<tr>
<td>453</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td>547</td>
<td>Research Seminar</td>
<td>1</td>
</tr>
<tr>
<td>548</td>
<td>Historical and Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>521**</td>
<td>Historical Methods</td>
<td>3</td>
</tr>
<tr>
<td>549</td>
<td>The School in the American Social Order</td>
<td>3</td>
</tr>
<tr>
<td>506†</td>
<td>Social Theory</td>
<td>3</td>
</tr>
<tr>
<td>401†</td>
<td>Population</td>
<td>3</td>
</tr>
<tr>
<td>504†</td>
<td>The City</td>
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</tbody>
</table>

#### COURSES LEADING TO THE M.A. DEGREE IN SECONDARY EDUCATION WITH SPECIAL PREPARATION IN THE SOCIAL STUDIES

<table>
<thead>
<tr>
<th>Course Number</th>
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<tbody>
<tr>
<td>550</td>
<td>Foundations of Education</td>
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</tr>
<tr>
<td>551</td>
<td>Human Growth and Development</td>
<td>4</td>
</tr>
<tr>
<td>453</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td>547</td>
<td>Research Seminar</td>
<td>1</td>
</tr>
<tr>
<td>429</td>
<td>Principles of Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>434</td>
<td>Teaching Social Studies in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>595</td>
<td>The Essentials of Geography: Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>596</td>
<td>Core Classes in the Secondary School</td>
<td>3</td>
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<tr>
<td>597</td>
<td>Sociometry: Principles and Procedures</td>
<td>3</td>
</tr>
<tr>
<td>549</td>
<td>The School in the American Social Order</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td>466</td>
<td>Better Community Living</td>
<td>30</td>
</tr>
</tbody>
</table>

** See description of courses under History Department.
† Course descriptions under Department of Sociology.
## ATLANTA UNIVERSITY

### COURSES LEADING TO THE M.A. DEGREE IN ELEMENTARY ADMINISTRATION

<table>
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<td>506</td>
<td>Human Growth and Development</td>
<td>4</td>
</tr>
<tr>
<td>453</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td>547-548</td>
<td>Research Seminar</td>
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<tr>
<td>427</td>
<td>Organization and Administration of Elementary Schools</td>
<td>3</td>
</tr>
<tr>
<td>560</td>
<td>Elementary Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>430</td>
<td>Principles and Practices of Educational and Vocational Guidance</td>
<td>3</td>
</tr>
<tr>
<td>527</td>
<td>Seminar in School Administration</td>
<td>3</td>
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<tr>
<td>511</td>
<td>Supervised Field Experiences</td>
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<tr>
<td></td>
<td>Elective</td>
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<tr>
<td>426</td>
<td>Principles of School Administration</td>
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### COURSES LEADING TO THE M.A. DEGREE IN SECONDARY ADMINISTRATION

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<tr>
<td>547</td>
<td>Research Seminar</td>
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<tr>
<td>428</td>
<td>Organization and Administration of Secondary Schools</td>
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</tr>
<tr>
<td>561</td>
<td>Secondary Curriculum Planning &amp; Evaluation</td>
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</tr>
<tr>
<td>430</td>
<td>Principles and Practices of Vocational Guidance</td>
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<tr>
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<td>Elective</td>
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<tr>
<td>426</td>
<td>Principles of School Administration</td>
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</tbody>
</table>

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SUMMER PROGRAM FOR TRAINING PRINCIPALS
(Certificate — Degree Plan)

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

FIRST SUMMER

Initial Principal's Workshop .................. 6
Foundations of Education ..................... 4
Preliminary Examination in Education .........
Examination in Minimum Essentials of English

10

SECOND SUMMER

Human Growth and Development ................. 4
Elementary or Secondary Curriculum Planning and Evaluation ............. 3
Statistics in Psychology and Education ....... 3
Reading knowledge of French or German .......

10

FOLLOW-UP THE SUBSEQUENT SCHOOL YEAR (P-5)

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

THIRD SUMMER

Principles and Practices in Educational and Vocational Guidance ... 3
Research Seminar ................................ 1
Seminar in School Administration ............ 3
Thesis in Final Form (In general a field study) ..........
Final Oral Examination .........................

30
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 SUPERVISORS
(Certificate — Degree Plan)

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

FIRST SUMMER

Initial Workshop in Supervision .................. 6
Foundations of Education .......................... 4
Preliminary Examination in Education ............... 
Examination in Minimum Essentials of English ......

10

FOLLOW-UP FALL SCHOOL TERM

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

SECOND SUMMER

Human Growth and Development ..................... 4
Elementary Curriculum Planning and Evaluation .... 3
Statistics in Psychology and Education .......... 3
Reading Knowledge of French or German ..........

10

THIRD SUMMER

Language Arts in the Elementary School .......... 3
Research Seminar ................................. 1
Advanced Seminar in Supervision ................. 3
Thesis in Final Form (in general a field study) ..
Final Oral Examination .........................

7
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

- Foundations of Education ........................................ 4
- Human Growth and Development .................................. 4
- Preliminary Examination in Education 
- Examination in Minimum Essentials of English ..............

SECOND SUMMER

- Secondary Curriculum Planning and Evaluation
  OR
  - Curriculum and Instruction in Teaching Field .............. 3
  - Statistics in Psychology and Education .................... 3
  - Research Seminar .................................................. 1
  - Elective in Teaching Field (Graduate Course) ............ 3
  - Examination in French or German ............................. 10

THIRD SUMMER

- Principles and Practices of Educational and Vocational Guidance ................. 3
- Elective in Teaching Field (Graduate Course) ............ 6

FOURTH SUMMER

- Thesis in Final Form ..............................................
- Final Examination ...................................................
- Elective in Teaching Field ...................................... 3
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

428. 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 for Jeanes Supervisors. Individual and group guidance will be afforded students in the study of child growth needs, teacher competence, 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.

Program for the Preparation of Supervising Teachers of Student Teaching

The program for improving the competencies of supervising teachers is conducted by nine colleges in Georgia. The importance of supervising teachers doing a high quality of work with student teachers is a well established and recognized necessity.

The Georgia State Department of Education provides a small stipend, as a salary supplement, to each teacher who supervises a student teacher; however, the stipend varies according to the amount of special preparation which the supervising teacher has had through the Planned Program for the Preparation of Supervising Teachers of Student Teachers.

The following is a description of the program requirements for the Supervising Teacher Certificate in Georgia.
Requirements for Admission to the Program

1. Possession of a four-year professional certificate "in the teaching field."
2. One or more years of successful teaching experience.
3. Recommendation of the institution one serves or proposes to serve outside of Atlanta.
4. Recommendation of the principal and official representative of the Board of Education in the Atlanta area.

Sequential Phases of the Program

567. Workshop in the Supervision of Student Teachers. (First Summer.) 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. (Subsequent school year.) 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 and seminar-clinic situations are held 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 during the semester when the en-
rollee has an official assignment to supervise a student teacher.

3 credits.

573. SEMINAR FOR SUPERVISING TEACHERS OF STUDENT TEACHERS.
(Second summer.) 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.

ELEMENTARY EDUCATION

401. METHODS AND MATERIALS OF CLASSROOM PROCEDURE. This course
includes the interpretation of observations made in the demon­
stration school, a study of the development of the philosophy
upon which modern classroom procedures are based, and guid­
ance in seeing how the needs of children in local school situa­
tions 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 in­
struction.

3 credits each semester.

404. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL. In this course em­
phasis is placed upon the development of a philosophy with
gard 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. The experiences in this course cover the study of physiological, mental, emotional, and social growth needs of children and early adolescents. Prenatal development will be studied together with behavior expectancies during infancy and early childhood. Experiences and behavior patterns in nursery, kindergarten and regular elementary school will be described and analyzed. 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.

406. Science in the Grades. The course is designed to emphasize the aims and values of elementary science and to acquaint teachers with appropriate materials and procedures for use in the teaching of science to children. 3 credits.

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.

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.

483. Music in the Grades. This course is organized to give the Grade teacher the most modern and efficient helps in the field of
primary music methods. The use of audio-visual aids is stressed. Much consideration is given to singing, voice-hygiene, and creative singing. 3 credits.

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 casual factors underlying various reading difficulties, and 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 corrective procedures used in eliminating such deficiencies. Prerequisites: Education 491: The Teaching of Reading and the Approval of the instructor. 3 credits each semester.

496. SURVEY AND ANALYSIS OF READING MATERIALS. The course provides units of work which explore and evaluate basic reading materials, commercial materials prepared for developing specialized aspects of reading, recreational, and informational books and teacher-made materials. Prerequisite: Language Arts in the Elementary School or Methods of 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 reading 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.

(Summer School Session.) 6 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 schools to which they are 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.

560. Elementary Curriculum Planning and Evaluation. This course concerns itself with the activities involved in over-all curriculum planning in the elementary school, detailed planning in various areas of experience comprising the elementary curriculum, and the evaluative process as a phase of curriculum planning. Lectures, discussions, demonstrations, and formulation of plans for specific school situations. 3 credits.

497. Survey of Trends and Resources in Elementary Education. This basic course provides (1) an overview of general principles in teaching, (2) a survey of trends in the general areas of health, language arts and special activities (3) specific descriptions of acceptable approaches and procedures in specific content areas and (4) guidance in use of teaching materials, community resources and services of professional organizations and publications. 3 credits.

GUIDANCE AND COUNSELING

430. Basic Practices of Guidance Services. In recognition of the need for vocational and educational guidance in schools, this course is designed to help teachers and administrators to plan for more effective action on their part in this area. Special considera-
tion in the course will be given to occupational information, the applications of guidance techniques including interviews and observation; to the place of guidance in the classroom and other school activities; to counseling with pupils and parents regarding study, discipline, health, emotional and vocational problems.

3 credits.

431. Organization and Administration of Guidance Services. This course is concerned with the organization of guidance services, use of available resources, administrative provisions for guidance, guidance leadership, the utilization of referral consultants and teacher participation in guidance services.

3 credits.

553. Psychologic Appraisal of the Individual. The aim of this course is to enable the student to acquire skill in the collection and utilization of comprehensive psychologic information about the individual student.

3 credits.

554. Occupational and Other Informational Services for Counselors. The major objective of this course is to help the student acquire knowledge about the sources of occupational, educational and other information needed by counselees. Another objective of this course is to help students acquire the ability to make various kinds of information available to the counselee and to make these materials meaningful to him.

3 credits.

555. Counseling Internship. The internship in Guidance and Counseling is 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.

462. **School Health Workshop.** This course provides opportunity for teachers to devote a considerable block of time to the needs for health training in Elementary and Secondary schools and on the County level; and, to work out programs of training which are designed to meet these needs. (Summer only.) 6 credits.

466. **Better Community Living.** This course aims to acquaint teachers, principals, and supervisors with local health problems commonly found in small towns and rural communities. A study will be made of prevalent deficiency, parasitic and germ diseases, including methods of control. Emphasis will be given to preventive measures, such as providing for basic food supplies, pure water sources, better sanitation, insect control, better housing, beautifying the surroundings and the like. 3 credits.

535. **Psychology of Adjustment.** 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.

547. Research Seminar. Enrollment and participation in this seminar are required of all students working toward a master of arts degree in Education. The purposes are the following:

1. To acquaint students with the methods and techniques of educational research.

2. To provide a vehicle for assisting the student in thinking through his prospective research with the faculty toward the end of polishing and sharpening his enterprise.

3. To provide an opportunity for students to report their research findings prior to sitting for the final oral examination. 1 credit.

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 and the psychological implications for 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 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.

550. FOUNDATIONS OF EDUCATION. This course surveys the Foundations of Education arranged under eight major units: (1) Cultural and Community Foundations of Education; (2) Philosophies of Life and Education; (3) Contrasting Conceptions of the Social Roles of Education; (4) the Reconstruction of Scientific, Artistic and Moral-Religious Traditions; (5) the Development of Universal Education; (6) Curriculum and Teaching; (7) Administration and Control of Schools; (8) Desegregation and related Problems.

4 credits.

EDUCATIONAL PSYCHOLOGY

405. CHILD DEVELOPMENT. See course 405 under Elementary Education. 3 credits.

408. BEHAVIOR PROBLEMS. See course 408 under Elementary Education. 3 credits.

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.

483. ADOLESCENT PSYCHOLOGY. The purpose of this course is to provide the student with information on the individual's behavior during the transition from childhood to adulthood. The biological, sociological and psychological aspects of adolescence are examined. 3 credits first semester.
519-520. Advanced Educational Psychology. This course will deal with the following elements of educational psychology: physiological basis of learning, native equipment, habit formation, perception learning, feelings and emotions, associative learning, memory and imagination, the learning process and the application of the principles of learning to education. Modern theories of learning are carefully examined. 3 credits each semester.

535. Psychology of Adjustment. See course 535 under Health Education.

558. Theories of Personality. The aim of this course is to help the student acquire information, knowledge and appreciation of the various traits and dynamic theories of personalities. 3 credits.

551. Human Growth and Development. The experiences of this course cover the trajectory of life from conception through old age, with emphasis on biological, mental, social and personal growth needs of the human organism. 4 credits.

RURAL EDUCATION

464. Rural Life and Society. This course presents rural life as a major economic, social and political force in a democratic society. Problems of conservation, land utilization, population shifts, etc., as they affect our total society, will be topics for study. 3 credits.

466. Better Community Living. See course 466 under Health Education. 3 credits.

SECONDARY SCHOOL INSTRUCTION


429. The Instructional Program of the Secondary School. This course is required of all students with major interests in secondary education. Special attention is given to the principles of secondary education, curriculum materials and patterns, evaluation, general techniques of teaching at the secondary school level, special group processes and dynamics, sociometry and to the measurement of outcomes of instruction. 3 credits.
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.

484. MUSIC IN THE SECONDARY SCHOOL. This course is a study of the curriculum and the methods of teaching music in the secondary schools. 3 credits.

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. This 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, labora-
tory, 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. See course 510 under Elementary Education. 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.

595. THE ESSENTIALS OF GEOGRAPHY. The experiences in this course are primarily concerned with the study of human beings and their economic activities in a real environmental setting: a study of terrestrial unities. 3 credits.

596. CORE CLASSES IN THE SECONDARY SCHOOL. This course endeavors to deal with organizational and instructional designs for integrating content at the secondary school level. 3 credits.

597. SOCIOMETRY: PRINCIPLES AND PROCEDURES. This course aims towards giving the individual a better knowledge and understanding of group and sub-group patterns and behavior which are continually in operation in social settings. These will be pursued through studying, understanding, designing, and using sociometric tests and techniques. 3 credits.

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.

AUDIO-VISUAL EDUCATION

407. SELECTION AND USE OF VISUAL AND AUDITORY AIDS. Emphasizes the selection, utilization and evaluation of instructional materials as films, filmstrips, flat pictures, bulletin boards, charts, graphs, three dimensional teaching aids, tape recorder, radio, television, etc. Also provides experience in the operation and care of projection and recording equipment as well as experience in the production of some simple and inexpensive instructional materials. (Summer only.) 3 credits.

441. ORGANIZATION AND ADMINISTRATION OF AUDIO-VISUAL TEACHING AIDS. Includes the examination of the function of the audio-visual materials program in a single school, school system, and higher education; problems of developing the audio-visual program; selection and utilization of materials and equipment; budget and unit costs and evaluation of audio-visual programs. (Summer only.) 3 credits.

SPECIAL EDUCATION

580. INTRODUCTION TO THE STUDY OF EXCEPTIONAL CHILDREN. One of the major objectives of this course is to enable the student to
acquire scientific information concerning the nature, the etiology, and the treatment of those disabilities of children which cause them to deviate toward the lower levels of intellectual, emotional, social, physical, and educational functioning. The other major objective is the acquisition of knowledge concerning the nature of mental giftedness and the relationships which exist among high degrees of mental ability and social, emotional, physical, and educational development. Prerequisite: Consent of Instructor. (First semester and summer.) 3 semester hours.

581. THE NATURE OF MENTAL RETARDATION. This course is concerned with the definition, the concepts, the theories, the classification, and the etiology of mental retardation. The educational implications of mental retardation and counseling with parents of mentally retarded children are primary concerns in the course. Prerequisite: Education 580. (Second semester and summer.) 3 semester hours.

582. METHODS AND MATERIALS OF TEACHING MENTALLY RETARDED CHILDREN. The major objectives of this course are (1) to help the student acquire skill in the identification, the selection, and the preparation of suitable materials for use in the teaching of the mentally retarded child, and (2) to aid the student in the acquisition of the ability to modify teaching methods in such a way as to enable mentally retarded pupils to develop their capacities. Prerequisites: Education 580 and Education 581. (Summer only.) 3 semester hours.

583. SPEECH CORRECTION FOR THE CLASSROOM TEACHER. The aims of this course are (1) to aid the classroom teacher in the identification of children with various kinds of speech handicaps, and (2) to acquaint the teacher with administrative, organizational, and instructional principles and practices in the education of pupils with speech problems. Observation of a variety of speech problems is an integral part of this course. Prerequisites: Education 580 and consent of the Instructor. (Summer only.) 6 semester hours.

584. THE NATURE OF MENTAL SUPERIORITY. The aims of this course are (1) the definition and nature of mental giftedness, (2) to help the student acquire scientific information about the emotional, the social, the physical, and the educational characteristics of children and youth of high mental ability, and (3) to enable the student to acquire skill in the early identification of mentally gifted individuals. Prerequisites: Education 580 and consent of Instructor. (Second semester and summer.) 3 semester hours.
585. Educating Gifted Children. This course is concerned with (1) the issues and problems associated with the education of the mentally gifted, (2) the identification of educational objectives, the selection of learning activities, the organization of classes, and the evaluation of educational programs for gifted children, (3) the role of parents and community in the education of the gifted, and (4) the guidance and adjustment of gifted children. Prerequisites: Education 580, Education 584, and consent of Instructor. (Second semester and summer.) 3 semester hours.
On September 26, 1946, Atlanta University opened under the direction of Mr. Lorimer D. Milton, a School of Business Administration, offering work leading to the degree of Master of Business Administration. Courses are offered in the fields of Production, Marketing, Finance, Control, and Administration.

AIM

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

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

SCOPE OF THE WORK

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

PROGRAM OF STUDY

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

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

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

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

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

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

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

For students in groups one and two, the first year in the School of Business is devoted to developing the background and basic study ordinarily required of one year candidates. No deviation from this program will be approved. All courses in the first year are prescribed and must be taken in the sequence in which they are offered.

Specialization will not be approved for students in groups one and two until the second year of study in the school.
Broad sound training is fundamental to productive specialization and prevents unbalance before the student has had the opportunity to become acquainted with the materials presented in the five main fields of business outlined above. It is only when the student uses his area of specialization in relation to business as a whole that any constructive contribution can be made. This is especially important in the problem of placement when the specialized applicant for a job cannot immediately find work exactly fitting his skills.

PREREQUISITES AND REQUIREMENTS FOR M.B.A. DEGREE

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

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

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

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

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hrs.</th>
<th>Second Semester</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Accounting</td>
<td>3</td>
<td>Theory of Accounts</td>
<td>3</td>
</tr>
<tr>
<td>Business Economics</td>
<td>3</td>
<td>Business Economics</td>
<td>3</td>
</tr>
<tr>
<td>Business Statistics</td>
<td>3</td>
<td>Business Statistics</td>
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<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 accumulated.

SCHOLARSHIPS

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

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 faculty, shows the greatest promise of making significant contributions 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 employment.
PRODUCTION

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

Three credits each semester.

402-403. INDUSTRIAL MANAGEMENT. This course seeks to develop in the student an understanding and appreciation of the specialized activities of an industrial organization, their interrelationships, and the guiding principles (where applicable) used by management to coordinate and control them. It is expected that the student will develop a facility for the solution of industrial problems through the consideration of the background and operating principles pertaining to the major functions of an industrial enterprise including case problems illustrating the application of the various principles discussed. The discussion of various production techniques having widespread application in industrial enterprises will be undertaken. Considerable time will be spent on the study of case problems and questions taken from actual practice to which the student is called upon to make specific adaptations of his acquired skills. Finally, there will be consideration of controversial issues of the present and future prospects of industrial organizations.

Three credits each semester.

MARKETING

420-421. MARKETING. The first semester course in marketing seeks to describe the background of the marketing structure of modern business organizations, including an explanation of the organization and governing principles by which our distribution system operates. Such topics as the following will be examined: the nature, scope and significance of marketing; marketing functions and institutions; the ultimate consumer, retailing and wholesaling consumers' goods, marketing industrial goods, marketing policies and practices; and governmental influences upon marketing ac-
tivities. The second semester seeks to show the inter-relationship between the various areas of marketing study and other business areas such as accounting and finance through the discussion of comprehensive case problems which present marketing problems as they are likely to be encountered in actual business practice.

Three credits each semester.

422. RETAILING PRINCIPLES AND PRACTICES. This course gives consideration to the following: The origin and development of retailing in the United States; analysis of opportunities and selection of the types of retail business; analysis of store locations, determination of capital, financing and store layout and record keeping. Consideration will also be given to sales promotion and display with emphasis upon the technique of successful selling.

Three credits first semester.

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

Three credits second semester.

FINANCE

440-441. MONEY AND BANKING. The principles of money and banking with specific reference to their functions in the present organization of economic society. Money and its attendant economic problems; credit, the banking process and the banking system; foreign and domestic exchange, the business cycle, the history of banking both in this country and the more important countries of Europe. 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
ing for distribution, and for management of non-processing busi­
ness units and non-profit enterprises is as essential a part of cost 
accounting as manufacturing costs. Prerequisite: Principles of 
Accounting and Introductory Economics.

Three credits first semester.

560. AUDITING. This course is a study of the principles and accepted 
procedures of auditing and related types of public accounting en­
gagements. Problems of the internal auditor, the controller, and 
the business manager are studied. A study of existing accounting 
systems, and methods of system building is also undertaken. The 
practice work includes an integrated case study which involves 
the preparation of the working papers and the report for a com­
plete audit.

Three credits second semester.

561-562. ADVANCED ACCOUNTING. This course is designed to meet the 
needs of students who expect to practice accounting 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-
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-
sented 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. BUSINESS ECONOMICS. 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 3, 1957
SCHOOL OF ARTS AND SCIENCES
MASTER OF ARTS

EVELYN COOPER CAMPBELL .............................................. English

STARR HILDA JORDAN* .............................................. English
B.S., Fort Valley State College, 1944.
Thesis: Protest in the Novels of Upton Sinclair.

WILLIAM GILBERT .......................................................... History
A.B., Morehouse College, 1940.

LENOIR MARION TILLER* .............................................. History
B.S., Savannah State College, 1946.

ARTHUR JOSEPH PENSON ................................................. Political Science
A.B., Morehouse College, 1950.
Thesis: The Supreme Court and the Changing Status of the Negro.

CARSON LEE* .......................................................... Sociology
A.B., Clark College, 1953.

SERENA LEE STAGGERS* ................................................. Sociology
A.B., Bennett College, 1947.

CHARLIE L. STOKES* .................................................. Sociology
A.B., Clark College, 1950.

* Requirements completed January 26, 1957.
BRUCE HARVEST FORT, JR.* ........................................... Biology
B.S., Fort Valley State College, 1952.

JERRY NAPOLEON HARVEY ........................................... Biology
A.B., Talladega College, 1955.
Thesis: A Comparison of the Rate of Beat in Portions of the Heart from 4 and 6 Day Old Chick Embryos Grown In Vitro.

JOHN RODERICK PARNELL ........................................... Biology
B.S., Morehouse College, 1953.
Thesis: The Effect of Vasopressin on Sodium and Potassium Salts in the Blood of Adrenalectomized and Intact Rats.

JAMES AUGUSTUS PULLIAM ........................................... Biology
B.S., LeMoyne College, 1954.

SHIRLEY MATHIS MCBAY ........................................... Chemistry
A.B., Paine College, 1954.

COURTNEY JUNIUS SMITH, JR. ........................................... Chemistry
B.S., Morehouse College, 1951.

TIMOTHY LARRY WILSON* ........................................... Chemistry
B.S., Morehouse College, 1952.

* Requirements completed January 26, 1957.
HORACE EUGENE AUSTIN  
A.B., Texas Southern University, 1951.  
Thesis: A Survey of Twenty-four Patients Hospitalized for Idiopathic and Symptomatic Epilepsy.

HAROLD EUGENE BARRETT  
A.B., Clark College, 1953.  

JOHN WASHINGTON BARRON  

MARJORIE BIGSBY  
B.S. in H.E., Prairie View Agricultural and Mechanical College, 1951.  
Thesis: A Study of Participative and Non-Participative Attitudes Involved in Tenant Social Action.

KATHRYN AMELIA BRISBANE  

JOHN WESLEY COX  
A.B., Morehouse College, 1952.  
Thesis: A Study of the Media and Techniques Used by Marcy Center in Public Relations.

LILLIAN LOUISE DENT  
A.B., Knoxville College, 1955.  
Thesis: A Study of Services to Fifty Children with Rheumatic Heart Disease.

EARNEST EUGENE FAIR  
A.B., Johnson C. Smith University, 1954.  
JOAN ELAINE FARRIS

ANNE RUTH FIELDS
A.B., Bennett College, 1955.
Thesis: A Descriptive Study of Some of the Social Services Rendered to Epileptic Patients at Crownsville State Hospital.

CARMEN ERCCELL FOWLER
A.B., Texas College, 1955.

JOHN EMORY FRANKLIN, JR.
Thesis: The Effects of Family Attitudes and Behavior on Success of Trial Visit.

JEAN JOHNSON GEER

ALLIE RACHEL HOWELL
A.B., Clark College, 1955.

JUDITH CLAYE JACKSON
A.B., Bennett College, 1954.

MURIEL EVELYN JENKINS
B.S., Virginia Union University, 1939.

JOHN WESLEY JOHNSON
Thesis: The Use of Casework in Motivating Chronically Ill Psychiatric Patients for Hospital Departure.
NORMAN JULIUS JOHNSON II
A.B., Clark College, 1955.
Thesis: Community Organization Activities Within the Westwood Neighborhood Council Area of Dayton, Ohio.

SAM HENRY JONES

DEWEY WILLARD KNIGHT, JR.
B.S., Bethune-Cookman College, 1951.

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

ELSIE MILDRED MALLORY

MUSETTE MIDDLEBROOKS
B.S., Ohio State University, 1945.
Thesis: The Role of the Medical Social Worker on a Pediatric Service.

MILDRED DELORES MOORE
A.B., Morris Brown College, 1953.
Thesis: A Study of Predisposing Factors and the Caseworker’s Role with Five Alcoholic Patients.

SAMUEL KARIE NABINET
A.B., Johnson C. Smith University, 1955.

ALICE BEATRICE OLLIE
A.B., Miles College, 1955.
Thesis: Failure of Parents to Respond to Questionnaires Used in an Experiment in Group Intake.
AZALIA ROBERTA REYNOLDS  
A.B., Johnson C. Smith University, 1954.  
Thesis: Patients' View of Social Services at Northport Veterans Administration Hospital.

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

OLGA LOUISE TAYLOR  

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

BEALVA WALKER TURNQUEST  
B.S., Tuskegee Institute, 1955.  
Thesis: Patients' Views of Social Services at Northport Veterans Administration Hospital.

SARAH CLARKE VIRGO  

LYDIA TATE WALKER  
Thesis: A Study of a Teen-Age Subgroup and Its Relationship to the Group.

SHIRLEY MAE WOOTEN  
A.B., Allen University, 1954.  
Thesis: The Use of Active Games with Handicapped Girls.
SCHOOL OF LIBRARY SERVICE

MASTER OF SCIENCE IN LIBRARY SERVICE

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

MARGARET MARIE BROWN*
B.S., Alabama State Teachers College, 1948.
Thesis: A Study of the Treatment of Baseball, Basketball and Football in a Selected Group of Fiction Titles for Young People, Published 1944-1954.

JOHN LEE CURRY
A.B., Dillard University, 1952.

CLAUDIA DELL FINGER

JAMES DANIEL LOCKETT
A.B., Morehouse College, 1953.
Thesis: An Evaluation of the Clark College Library, Atlanta, Georgia.

CLARA BEATRICE MOSLEY
B.S., Alabama State College, 1954.
Thesis: A Study of the Magazine Reading of a Selected Group of Elementary School Children.

THELMA ANANIAS DO NASCIMENTO

* Requirements completed January 26, 1957.
CATALOGUE

SCHOOL OF EDUCATION

MASTER OF ARTS

WILLIE BIRK*
Thesis: Case Studies of Twelve Veterans and Twelve Non-Veterans.

MATTIE HARPER BRISCOE*
A.B., Clark College, 1935.

WILBERT HERBERT CHRISTIAN
A.B., Clark College, 1953.
Thesis: Recipients of the Doctorate Among Atlanta University Graduates.

JAMES ROBERT CLEVELAND*
Thesis: A Study of the Academic Achievement of the Pupils in the Upper Elementary Grades in the College Park Elementary School, College Park, Georgia.

ROBERT EUGENE DAVENPORT*
Thesis: A Study of the Attitudes of the High School Seniors Toward a Teaching Career in Three Negro High Schools in Region II, Georgia.

ALONZO JACKSON FIELDS, JR.*
A.B., Florida Agricultural and Mechanical College, 1942.

HARRYETT ANN JOHNSON
A.B., Talladega College, 1954.
Thesis: Teachers' Opinions Concerning Handwriting as Compared with Research Findings.

* Requirements completed January 26, 1957.
OSCAR E. L. KIRK
A.B., Jackson College, 1949.
Thesis: Tested Differences in Intelligence and Achievement of White and Negro Fifth Grade Pupils.

LEVENVAN McDaniel*
A.B., Clark College, 1946.
Thesis: Case Studies of Fifth Grade Pupils, Cheyenne River Boarding School, Cheyenne Agency, South Dakota.

LUTHER RANDALL NEAL
A.B., Paine College, 1947.

ARTHUR J. NETTLES*
B.S., Leland College, 1934.

IRENE HELEN PARKER*
A.B., Dillard University, 1949.
Thesis: Graduate Record Performances of a Selected Group of Negro Students.

EMMA PERDUE PENN
A.B., Morris Brown College, 1943.

THEODORE RALEIGH RAMSEY
A.B., Morehouse College, 1951.
Thesis: The Relationship of Certain Tested and Rated Mental Traits Manifested by Forty-eight Honor Students at a Southern Negro Male College.

* Requirements completed January 26, 1957.
GEORGE HALBERT RICE
A.B., Morehouse College, 1944.

GLADYS PETTIE SANDERS*
A.B., Claflin College, 1932.

LOUISE LAWRENCE WEBB
B.S., Fort Valley State College, 1948.
Thesis: A Study of the Tested Differences and Correlations in Selected Mental Traits Manifested by Single and Double Session Pupils of Two Elementary Schools of Milledgeville, Georgia, 1955-56.

LILLIAN CAMILLA WEEMS*
A.B., Spelman College, 1912; A.B., University of California, 1931.

SCHOOL OF BUSINESS ADMINISTRATION
MASTER OF BUSINESS ADMINISTRATION

DOUGLAS EUGENE PEDRO BURCH
A.B., Morehouse College, 1954.

MELVIN EDWARD RANDOLPH
A.B., Morehouse College, 1954.

ALBERT DAVIS SMART
B.S., Tennessee Agricultural and Industrial State University, 1956.

*Requirements completed January 28, 1957.
JOHN CALVIN WILLIAMS

HONORARY DEGREE

DOCTOR OF HUMANE LETTERS

LILLIAN SMITH

Native of a small town in the Deep South, whose early interest in people manifested itself in her decision to teach in China, but who finally found her work, her call, back home in the Deep South; co-founder and co-editor of a literary journal that later developed into South Today, one of the most significant and challenging of the Little Magazines initiated in its time; devoted teacher of Southern youth, who sets facts against myth; skilled analyst of the mind of the South in penetrating pamphlet and essay; artistic portrayer of the soul of the South in dynamic story and novel; recipient of honorary degrees from leading American universities for her devotion to the cause of Truth, the Southern Author's Book Award and the National Book Award Special Citation for Distinguished Contribution to American Letters; outstanding lay figure in the Methodist Church, who hears the true call of the Church Triumphant; ardent lover of the South, who senses its weakness and its strength; wise counsellor to the South as it writhes in the throes of the pains of transformation; proud citizen of the United States, who stands unafraid of its destiny in One World; good neighbor, eminent author, inspired teacher, confirmed believer in people.
DEGREES CONFERRED

AUGUST 8, 1957

SCHOOL OF ARTS AND SCIENCES

MASTER OF ARTS

Yi-Kuei Kuo .................................. Economics
A.B., National Chengchi University, 1948.
Thesis: The Economic Background of Taiwan Land Reform.

Johnnie Mae Kennebrew ....................... English
A.B., Spelman College, 1953.
Thesis: Certain Social Aspects of Steinbeck's Novels.

Master Julius Wynn ............................ English
A.B., Clark College, 1939.
Thesis: A Suggested Reading Program for Gammon Theological Seminary Students.

Mary Louise Tucker ............................. History
A.B., Central College, 1949.

Fannye Hopkins Brown ........................ Political Science
A.B., Spelman College, 1951.
Thesis: The Issue of Segregation Before the Supreme Court.

James Carl Hill ................................. Political Science
A.B., Virginia State College, 1938.
Thesis: Soviet-American Relations from Potsdam to Korea.

Perry Clifford Daugherty ...................... Sociology
A.B., Clark College, 1949.
Thesis: Social Change in a Southern Boom Town Community.

Nellie Ray Oliver Lampkin ................... Sociology
A.B., Paine College, 1949.
Thesis: Contact Situations in a Department Store in a Southern City.
HERMAN RUDOLPH PHILLIPS .......................... Sociology
A.B., Miles College, 1952.
Thesis: Patterns of Racial Segregation on City Buses in Atlanta, Georgia.

CECIL HAROLD QUARTERMAN ........................ Sociology
A.B., Clark College, 1949.

MASTER OF SCIENCE

WINFRED HARRIS ................................. Biology
B.S., Clark College, 1955.
Thesis: Studies on the Development of 7 and 12 Day Old Rat Embryos Taken from Pregnant Females Injected with Trypan Blue.

IRA JONES ....................................... Biology
B.S., Benedict College, 1955.
Thesis: The Effect of Certain Vitamins and Ribonucleic Acid on the Growth of Trichomonas Gallinae.

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

WILLIAM HENRY WOODS ............................. Biology
B.S., Philander Smith College, 1954.

WILLIE LEON YOUNG ................................ Biology
B.S., Saint Augustine's College, 1951.
Thesis: The Effect of Variations in the Medium and Number of Cells Suspended on the Growth Rate of the Cells.

RADFORD MOLODIS GEER ................................ Mathematics
A.B., Morris Brown College, 1953.
Thesis: Peirce's Triple and Quadruple Algebra.
SCHOOL OF SOCIAL WORK

MASTER OF SOCIAL WORK

SAMUEL LAFAYETTE WASHINGTON
A.B., Morehouse College, 1948.

SCHOOL OF LIBRARY SERVICE

MASTER OF SCIENCE IN LIBRARY SERVICE

GLYNELL SHACKELFORD BARNES
B.S., Texas Southern University, 1950.

ETRULIA PRESSLEY DOZIER
A.B., Benedict College, 1953.

ELINOR WALL ELLIS
B.S., Tuskegee Institute, 1945.

CLARA DENWIDDIE HEWITT
B.S., Lane College, 1952.

GEORGE THOMAS JOHNSON
A.B., Morehouse College, 1954.
Thesis: A Study of the Use Made of the Morris Brown College Library and the Atlanta University Library by Morris Brown College Students.

EDNA LAVERNE LESTER
A.B., Paine College, 1948.
DOROTHY LYNNE LOGAN
A.B., Saint Augustine's College, 1939.
Thesis: An Analysis of the Availability and General Use of Selected Titles in Two Elementary School Book Collections Relative to Achievement Test Scores in Literature for Grades Four Through Six.

MARY LOUISE DAWSON McCoy
B.S., Georgia State College, 1949.

HENRIETTA ISABELLE MCDONNELL
A.B., Johnson C. Smith University, 1954.

MARY INEZ COGDELL MCFADDEN
A.B., Shaw University, 1949.
Thesis: Current Sources for Supplementary and Illustrative Materials Available to High School French Teachers.

BERNICE BRYANT MIDDLETON
A.B., Claflin College, 1942; B.S. in L.S., Atlanta University, 1944.
Thesis: The Undergraduate Program in Library Education at South Carolina State College, Orangeburg, South Carolina.

MAJOR ROBERT ODELL OWENS
A.B., Morehouse College, 1956.
Thesis: An Analysis of the Literature Written on Television as It Relates to the Library.

Gloria Mitchell Simmons
A.B., Bennett College, 1955.

GWENDOLYN LAWSON WALKER
A.B., Dillard University, 1949.
Thesis: A Study of Student Assistants in a Selected Group of Negro Colleges: The Selection, Training and Duties.
KATIE McALLISTER WASHINGTON
A.B., Talladega College, 1952.

SCHOOL OF EDUCATION
MASTER OF ARTS

A. LEA JAMES ALLEN
A.B., Morris Brown College, 1935.

ALTHEA L. BEARD
B.S., Fort Valley State College, 1947.

ADDIE STARKS BRANTLEY
B.S., Savannah State College, 1951.
Thesis: Relationships Between Social Studies and Reading Achievements of Pupils in the Fifth and Sixth Grades of the West Broad Street Elementary School, Athens, Georgia, 1955-56.

WILLIAM JAMES BREEDING
A.B., Clark College, 1951.
Thesis: Relation of Pupil Achievement to the Efficiency with Which the Critical Tasks of Principals Are Performed.

EDWARD RAYMOND BRISCOE
A.B., Morris Brown College, 1933.
SAMUEL TOUNZEL BURRELL
A.B., Allen University, 1947.

BERTHA MCDORA CARITHERS

EVELYN LOIS CONE
B.S., Fort Valley State College, 1951.
Thesis: Differences Manifested by Students and Teachers of Mathematics in Certain Verbal and Quantitative Skills.

WALTER LEE DAWKINS
B.S., Georgia State College, 1941.

MARYE ELIZABETH GORDON
B.S., Savannah State College, 1952.
Thesis: The Intelligence and Scholastic Achievement of Seventh Grade Pupils in the Negro Schools of Screven County, Georgia, 1956-1957.

VAZELLE HUDSON GOSS
A.B., Clark College, 1940.

MILEY MAE HEMPHILL

AUDREY HUDSON JACKSON
B.S., Howard University, 1948.
Thesis: The Relationship Between Personal Adjustment and Academic Achievement Manifested by Fifty Selected Negro College Women.
ROBERT FLOYD JACKSON
A.B., Morris Brown College, 1938.
Thesis: A Study of the Drop-Out Students of Twin City High School, McRae, Telfair County, Georgia, During the Period 1951-1956.

ALBERT THOMAS JOHNSON
B.S., Albany State College, 1949.
Thesis: A Study of the Professional Status, Teaching Proficiency, and Personality of the Negro Teachers of Wheeler County, Georgia, for the School Term, 1956-1957.

J. FRANKLIN JONES, JR.
B.S., Clark College, 1931.
Thesis: A Study to Determine the Function and Effectiveness of the Guidance Program in the Lincoln High School, Gainesville, Florida.

JAMES B. KING, JR.
B.S., Albany State College, 1947.

VERDREE LOCKHART
B.S., Tuskegee Institute, 1949.

MARY LIZZIE DAVIDSON Mc DANIEL
A.B., Morris Brown College, 1936.

WALTER THOMAS McGRIFF
B.S., Savannah State College, 1951.

CANDACE LORRAINE NICHOLAS
A.B., Atlanta University, 1931.
Thesis: Problems and Interests of a Selected Group of High School Students.
JAMES OUNLEYE OGNUNSAHYA
B.S., Morehouse College, 1953.

WILLIE LEE PASCHAL
A.B., Morehouse College, 1950.

THOMAS STRINGER J. PENDLETON
A.B., Campbell College, 1918.

GUSSIE CLARA DAVIS PHILLIPS
B.S., Spelman College, 1946.
Thesis: A Comparison of Intelligence, Achievement, and Attitudes Toward School of Eighth Grade Pupils of the Ocilla High School, Ocilla, Georgia, with Respect to Expressed Vocational and Academic Aspirations.

FANNIE CORNELIA RICHARDS
A.B., Clark College, 1948.

DILCIE MARY SLEDGE
B.S., Spelman College, 1954.
Thesis: Some Patterns of Social Behavior of a Selected Third Grade Class at Gray Street School, Atlanta, Georgia, 1956-1957.

EARL HENRY STOKES
MATTLEE OUZTS SWINGEARN  
A.B., Goddard College, 1948.  
Thesis: A Study of the Similarities Between the Drawings of First and Seventh Grade Pupils and the Drawings of Their Parents.

LOUISE BRONSON THOMPSON  
B.S., Fort Valley State College, 1952.  

JOHN DEWEY VAN BUREN  
A.B., Morehouse College, 1953.  

EMMETT MARSHALL WHITE  
A.B., Morehouse College, 1944.  

FRANK ELBERT WILLIAMS  
Thesis: Differences and Relationships in School Achievement and Incidence of Problems Manifested by Ninth Grade Pupils of Varying Degrees of Tested Mental Maturity.

SCHOOL OF BUSINESS ADMINISTRATION  
MASTER OF BUSINESS ADMINISTRATION

DOROTHY BETTY THURSTON  
A.B., New Jersey State Teachers College, 1946.  
### SUMMARY OF DEGREES CONFERRED IN 1957
#### DEGREES IN COURSE

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<th>Degree</th>
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#### HONORARY DEGREE

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REGISTER OF STUDENTS
1957-1958
SCHOOL OF ARTS AND SCIENCES

Biology

Cooper, Edwin Lowell ........................................... Houston, Tex.
B.S., Texas Southern University, 1957.

Dabney, John Otis .............................................. Hampton, Va.
B.S., Morehouse College, 1954.

Dorsey, Grace Elizabeth ....................................... Baltimore, Md.
B.S., Morgan State College, 1956.

Eagleson, Louise Johnson ...................................... Atlanta

Green, Edwin Alfred ............................................ Atlanta
B.S., Morehouse College, 1954.

Hill, Leonard .................................................... Augusta, Ga.
B.S., Paine College, 1954.

Kelsey, Edward Anderson ....................................... Atlanta
B.S., Morehouse College, 1957.

Plump, Adolphus Wimbs ....................................... Birmingham, Ala.
B.S., Morehouse College, 1957.

Ricks, Robert Lewis ............................................ Atlanta
B.S., Clark College, 1955.

Whitehurst, Fronnie Mae ....................................... Baltimore, Md.
B.S., North Carolina College at Durham, 1956.

Williams, Edward McGhee‡ .................................... Atlanta
B.S., Morehouse College, 1954.

Williams, Eugene, Jr. .......................................... Columbia, S. C.
B.S., Benedict College, 1957.

Chemistry

B.S., Morehouse College, 1954.

Green, Sheslonia Elizabeth .................................... Aiken, S. C.
A.B., Paine College, 1956.

‡ Second Semester only.
Higginbotham, Garnett Roy ................. Atlanta
B.S., Morehouse College, 1957.

Quame, Babington Adare .................. Bekwai-Ashenti, Ghana
B.S., Knoxville College, 1957.

Thomas, John Anthony .......................... Quitman
A.B., Morris Brown College, 1957.

Van Cartledge, Frederic Albert ............. Charlotte, N. C.
B.S., Morehouse College, 1957.

Wicks, Simon A. .......................... Artesia, Miss.
B.S., Alcorn Agricultural and Mechanical College, 1956.

ECONOMICS

Abdurahman, Abdulla ............................. Harrar Ethiopia

Carter, Cornelius Walter .......................... Americus, Ga.
A.B., Morehouse College, 1957.

Smith, John Lawrence, Jr. .......................... Waynesboro, Ga.
B.S., Savannah State College, 1957.

Thorpe, Otis L. .............................. Pittsburgh, Pa.
A.B., Morehouse College, 1957.

ENGLISH

Gorden, Rebecca ............................. Atlanta

Ingram, Leonard Erogers .................... Atlanta
A.B., Morris Brown College, 1953.

Miles, John Wesley .......................... Atlanta
A.B., Morehouse College, 1939.

Sherard, Vivian Long .......................... Atlanta
B.S., Fort Valley State College, 1948.

Smith, Jean LaRue Blackshear ............ Atlanta

Williams, Zelma Lamar ..................... Atlanta
A.B., Morris Brown College, 1957.

1 First Semester only.
2 Second Semester only.
CATALOGUE

FRENCH

ALSTON, DeLORES ELIZABETH .............................................. Baltimore, Md.

GEER, SARA MARIE 2 .................................................. Atlanta

HENDERSON, CARL EUGENE .............................................. Macon, Ga.

MALLORY, ANNIE MORDINE .............................................. Summit, N. J.

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

HISTORY

KARANJA, JOSPHAT NJUGUNA ......................... Limuru, Kenya
B.A. (Honours), Delhi University, 1956.

MATHEMATICS

ANDERSON, OSIEFIELD .................................................. Pineview, Ga.
B.S., Fort Valley State College, 1957.

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

BALDWIN, WALLACE, Jr. 1 ............................................ Atlanta

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

CHRISTIAN, WILLIE HOSLEY 2 ............................... Birmingham, Ala.
A.B., Miles College, 1954.

COOPER, WILLIAM SEABROOK ............................................ Hampton, Va.
B.S., Morehouse College, 1957.

ELDER, CHARLOTTE ELOISE W. 1 ............................. Atlanta

ELIAS, WALTER, Jr. ................................................. Columbus, Ga.
B.S., Morehouse College, 1955.

1 First Semester only.
2 Second Semester only.
HALL, JOHN EDWARD
B.S., Clark College, 1955.

JACKSON, CALVIN WILLIAM, JR.
B.S., Morehouse College, 1952.

LOTT, JAMES LANCE
A.B., Morehouse College, 1957.

MCBAY, SHIRLEY MATHIS
A.B., Paine College, 1954; M.S., Atlanta University, 1957.

MOORE, EDMUND THOMAS, JR.

SMITH, OSSIE MALINDA

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

POLITICAL SCIENCE

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

HOLMES, CHARLES HENRY
B.S., Jackson College for Negro Teachers, 1957.

JOHNSON, NAPOLEON B. II
A.B., Morehouse College, 1957.

VINCENT, CLIFTON FRANKLIN
A.B., Prairie View Agricultural and Mechanical College, 1948.

WATKINS, JERRY LEE
A.B., Southern University 1957.

WILLIAMS, EDDIE NATHAN
B.S., University of Illinois, 1954.

SOCIOLOGY

ABERNATHY, RALPH DAVID
B.S., Alabama State College, 1950.

BECKLER, LEROY

1 First Semester only.
2 Second Semester only.
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<tr>
<th>Name</th>
<th>Institution</th>
<th>Year</th>
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<tbody>
<tr>
<td>Boston, Barbara Jean</td>
<td>Clarksville, Tex.</td>
<td>A.B., 1957</td>
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<td>Brooks, Ethel Jones</td>
<td>Atlanta</td>
<td>A.B., 1954</td>
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<td>Brown, Janetta Equilla</td>
<td>De Ridder, La.</td>
<td>A.B., 1957</td>
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<td>Cannon, John Henry, Jr.</td>
<td>Atlanta</td>
<td>A.B., 1953</td>
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<td>Delaper, Wilford Earl</td>
<td>Houston, Tex.</td>
<td>A.B., 1957</td>
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<td>Dix, Sherman Earl</td>
<td>Louisville, Ky.</td>
<td>A.B., 1956</td>
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<td>Harrison, Ira Enell</td>
<td>Syracuse, N.Y.</td>
<td>A.B., 1955</td>
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<td>Jackson, Ira L.</td>
<td>Atlanta</td>
<td>A.B., 1957</td>
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<td>Lewis, Clarence</td>
<td>Atlanta</td>
<td>A.B., 1953</td>
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<td>O'Quinn, Leroy Watts</td>
<td>Jackson, Miss.</td>
<td>B.S., 1956</td>
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<td>Scott, James Franklin</td>
<td>Atlanta</td>
<td>A.B., 1957</td>
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<td>Scott, Portia Thomas</td>
<td>Atlanta</td>
<td>A.B., 1949</td>
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<td>Springer, Robert Dee</td>
<td>Douglasville, Ga.</td>
<td>A.B., 1957</td>
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<td>Thomas, Huey Taft, Jr.</td>
<td>Atlanta</td>
<td>B.S., 1953</td>
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<td>Ushijima, Morimitsu</td>
<td>Hitoyoshi-Shi, Kumamoto-Ken, Japan</td>
<td>A.B., 1947</td>
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1 First Semester only.
2 Second Semester only.
WHITEHEAD, JAMES WALTER .................................................. Americus
A.B., Morehouse College, 1957.

SPECIAL STUDENTS

COMBS, LEROY 2 ........................................ Minden, La.
JONES, ALFRED RUSSELL ........................................ Atlanta

SOCIAL SCIENCE

McPHERSON, CORDELIA MATHIS ........................................ Atlanta
A.B., Clark College, 1949.

SCHOOL OF SOCIAL WORK

ACCARDI, JOSEPH JAMES 1 ........................................ Atlanta
A.B., Oglethorpe University, 1957.

ALEXANDER, MARJORIE ANITA .................................. Tampa, Fla.
A.B., Clark College, 1853.

ALLEN, ELIZABETH R. ........................................ Nashville, Tenn.
B.S., Tennessee Agricultural and Industrial State University, 1952.

BAKER, JOSEPHINE SARA ANN .................................. Birmingham, Ala.
A.B., Talladega College, 1948.

BANKS, GLORIA BRYANT ........................................ New Orleans, La.
A.B., Dillard University, 1956.

BANKS, VELMA DELORES ........................................ Marshall, Tex.

BARA, VIRGINIA DICKERSON ................................ Mobile, Ala.
B.S., Hampton Institute, 1955.

BOONE, MILDRED CATER 2 ........................................ Atlanta
A.B., Morris Brown College, 1938.

BROOKS, MARY EARNESTINE .................................. Auburn, Ala.
B.S., Tuskegee Institute, 1951.

BROWN, ANNIE ELIZABETH ................................. N. Little Rock, Ark.

1 First Semester only.
2 Second Semester only.
<table>
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<tr>
<th>Name</th>
<th>City</th>
<th>Degree</th>
<th>University</th>
<th>Year</th>
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<tr>
<td>BROWN, ROBERT WALTON</td>
<td>Boonville, Mo.</td>
<td>A.B.</td>
<td>Lincoln University (Missouri)</td>
<td>1956</td>
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<tr>
<td>BROWN, TOMMIE FLORENCE</td>
<td>Chattanooga, Tenn.</td>
<td>A.B.</td>
<td>Dillard University</td>
<td>1957</td>
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<tr>
<td>BUSH, WILLIAM E. II</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>Morehouse College</td>
<td>1948</td>
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<tr>
<td>CHISHOLM, DOROTHY</td>
<td>Tuskegee, Ala.</td>
<td>B.S.</td>
<td>Tennessee Agricultural and Industrial State University, 1955.</td>
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<td>CLYBURN, FRANCES AVERY</td>
<td>Trenton, N. J.</td>
<td>A.B.</td>
<td>Livingstone College</td>
<td>1947</td>
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<td>COLEMAN, ETHEL LORRAINE</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>1956</td>
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<tr>
<td>COOPER, JAMES CLINTON, JR.</td>
<td>Bainbridge, Ga.</td>
<td>B.S.</td>
<td>Savannah State College</td>
<td>1958</td>
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<tr>
<td>CUTCHIN, FRANCES HAYWOOD</td>
<td>Raleigh, N. C.</td>
<td>A.B.</td>
<td>Saint Augustine's College</td>
<td>1953</td>
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<tr>
<td>DANIELS, ROBERT EARL</td>
<td>Thomasville, Ga.</td>
<td>A.B.</td>
<td>Clark College</td>
<td>1951</td>
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<tr>
<td>DENTON, JUDY C.</td>
<td>Fairfield, Ala.</td>
<td>B.S.</td>
<td>Alabama State College</td>
<td>1952</td>
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<tr>
<td>DICKERSON, WILDA MAUREEN</td>
<td>Richmond, Va.</td>
<td>A.B.</td>
<td>Virginia Union University</td>
<td>1956</td>
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<td>DOBARD, HELEN COOPER</td>
<td>Houston, Tex.</td>
<td>A.B.</td>
<td>Dillard University</td>
<td>1956</td>
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<td>DWIGGINS, MILDRED LUCILLE</td>
<td>Charlotte, N. C.</td>
<td>A.B.</td>
<td>Virginia State College</td>
<td>1957</td>
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<td>EDWARDS, EVELYN Z.</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>Clark College</td>
<td>1947</td>
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<td>EGLESTON, JANE OMEGA</td>
<td>Richmond, Va.</td>
<td>A.B.</td>
<td>Virginia Union University</td>
<td>1956</td>
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<td>FAISON, LILLIAN THERESA</td>
<td>Wadesboro, N. C.</td>
<td>A.B.</td>
<td>Johnson C. Smith University</td>
<td>1957</td>
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<tr>
<td>FISHER, COUNTRESS TWITTY</td>
<td>New York, N. Y.</td>
<td>A.B.</td>
<td>Dillard University</td>
<td>1949</td>
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<td>Franklin, Willette Joan</td>
<td>Tuskegee Institute, Ala.</td>
<td>B.S., Alabama State College, 1944.</td>
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<td>Galewski, Joel</td>
<td>Atlanta</td>
<td>A.B., New York University, 1953.</td>
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<td>Goss, Nadia Theonia</td>
<td>Knoxville, Tenn.</td>
<td>A.B., Knoxville College, 1945.</td>
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<td>Gregory, June Maxine</td>
<td>Kansas City, Mo.</td>
<td>A.B., Fisk University, 1956.</td>
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JOHNSON, DELORES LOUISE ..................................San Antonio, Tex.
A.B., Dillard University, 1957.

JOHNSON, JOYCE LAWSON2 ..................................Gary, Ind.
B.S., Arkansas Agricultural, Mechanical and Normal Col­
lege, 1955.

JONES, ROY LEE1 ........................................ Atlanta
A.B., Morehouse College, 1950.

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

LEWIS, ARCHIE BELLE (MRS.) ..........................Sarasota, Fla.
A.B., Allen University, 1954.

LOGAN, CHARLES HASKELL, JR. ..........................Sumter, S. C.
A.B., South Carolina State College, 1954.

McCRAIN, JEAN SHARON ..................................Aiken, S. C.
A.B., Talladega College, 1956.

McCORMICK, FLOYD WILLIAM ..........................Scotch Plains, N. J.
A.B., Morris Brown College, 1952.

MAULL, LOUISE ........................................ Wilmington, Del.
A.B., Morgan State College, 1951.

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

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

MORRISSETTE, JEWEL .....................................Mobile, Ala.
A.B., Fisk University, 1952.

MOSBY, FRANCES VIVIAN LONG ..........................Plainfield, N. J.
B.S., Tennessee State Agricultural and Industrial Univer­

MOSLEY, SARAJEAN .......................................Monessen, Pa.
B.S., Tuskegee Institute, 1946; A.M., Howard University,
1948.

NICHOLS, CATHERINE ......................................Bessemer, Ala.
A.B., Miles College, 1956.

NORMAN, ALEX JAMES, JR. ............................ Atlanta
A.B., Morris Brown College, 1957.

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

NORMAN, JACQUELYN BILLIE ........................................ New York, N. Y.
A.B., Talladega College, 1955.

PALMER, BEATRICE THOMAS ........................................ New Orleans, La.
A.B., Dillard University, 1957.

PARKER, LORRAINE GREENE ........................................ Atlanta
A.B., Dillard University, 1944; A.M., University of Chicago, 1946.

PENDLETON, AMMON ELIZABETH ................................. Corsicana, Tex.
A.B., Talladega College, 1957.

PONDER, ANNELL .................................................. Atlanta
A.B., Clark College, 1955.

RAMSEY, JUANTTA .................................................. Chattanooga, Tenn.
A.B., Dillard University, 1957.

REYNOLDS, JUANTTA ................................................. Jacksonville, Fla.
A.B., Bethune-Cookman College, 1957.

ROBINSON, ANN ROBERTS .......................................... Atlanta

RUSHING, MYRTLE JANICE ........................................... Minden, La.
A.B., Lincoln University (Missouri), 1957.

RUSSELL, MAMIE GRAY ................................................ Gastonia, N. C.

SELLERS, FRANK, JR. ............................................... Portsmouth, Va.
A.B., Shaw University, 1957.

SHEPTALL, JACKSON BENJAMIN, JR. ............................. Macon, Ga.
A.B., Morehouse College, 1954.

SILLS, JAMES HORACE ............................................... Atlanta

STEELE, EULALA LOUISE .......................................... Tuskegee, Ala.

STRINGER, ZOLLIE SYNCLAIRE, JR. .............................. Troy, Ala.
A.B., Morehouse College, 1957.

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

SWILLEY, GEORGE CALVIN .......................................... Madison, Fla.
A.B., Florida Agricultural and Mechanical University, 1956.

1 First Semester only.
CATALOGUE

TAYLOR, MARLENE BEATRICE ...........................................Tuskegee Institute, Ala.
B.S., Tuskegee Institute, 1957.

TEER, FREDRICKS LILA ...........................................East Saint Louis, Ill.
A.B., University of Illinois, 1956.

THOMAS, WILLIAM ALFRED1 ...........................................Atlanta
A.B., Morris Brown College, 1957.

THOMPSON, EGBERT HERRON ...........................................Washington, D. C.
A.B., Florida Agricultural and Mechanical University, 1952.

TURNER, GLADYS TRESSIA ...........................................Pine Bluff, Ark.
A.B., Arkansas Agricultural, Mechanical, and Normal Col-
lege, 1957.

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

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

WASHINGTON, DELO ELIZABETH ....................................Beaufort, S. C.

WELLMON, MARJORIE LOUISE .........................................Gastonia, N. C.
A.B., Clark College, 1955.

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

B.S., Bluefield State College, 1947.

WILLIAMS, FRANK AUSTIN .............................................Fayetteville, N. C.
B.S., Agricultural and Technical College of North Carolina, 1956.

WILLIAMSON, CARL FRANKLIN1 ........................................Chicago, Ill.
Ph.B., Northwestern University, 1948.

WILLINGHAM, LARRY, JR. ...........................................Atlanta
B.S., Tuskegee Institute, 1952.

A.B., Southern University, 1956.

WOOLRIDGE, PEARLENA LEWIS1 .......................................Baltimore, Md.
A.B., Morgan State College, 1941.

1 First Semester only.
Wordlaw, Marion Moore .................................... Saint Louis, Mo.
A.B., Kentucky State College, 1956.

SPECIAL STUDENT
Boër, Albert ........................................ Beverlyk, Holland

SCHOOL OF LIBRARY SERVICE

Andrews, Clarence LeRoy2 ................................ Atlanta
B.S., Savannah State College, 1948.

Barfield, Isaac Reuben ..................................... Miami, Fla.
A.B., Talladega College, 1950; A.M., Atlanta University, 1956.

Bell, Roy R.1 .......................................... Douglasville, Ga.
B.S., Alabama State College, 1932.

Black, Ralph Eugene2 .................................... Atlanta
A.B., University of Georgia, 1949.

Boatright, Esther Cravath ................................ Nashville, Tenn.
A.B., Fisk University, 1955.

Boyd, Virginia Dean ...................................... Anderson, S. C.
B.S., South Carolina State College, 1950.

Burnett, Helen Louise1 .................................. Columbus, Ga.
A.B., Johnson C. Smith University, 1943.

Cardwell, Elfrieda Henrietta2 ......................... Washington, D. C.
A.B., Howard University, 1956.

Carroll, Cecile Belle2 .................................. Atlanta
B.S., Morgan State College, 1937.

Childs, Leroy1 ........................................ Carrollton, Ga.

Clements, Vivian F.1 .................................. Atlanta

Conley, Binford Harrison .............................. Huntsville, Ala.
A.B., Morehouse College, 1953.

Cottrell, Constance Olivia2 ............................ Atlanta
A.B., Clark College, 1955.

1 First Semester only.
2 Second Semester only.
DAVIE, MARY LIZZIE
A.B., Paine College, 1948; M.S. in L.S., Atlanta University, 1955.

DAVIS, HILLIS DWIGHT
B.S., Johnson C. Smith University, 1954.

DAY, VIRGINIA MARIE DANSBY
B.S., Savannah State College, 1952.

DE VAUGHN, BEATRICE WATKINS
A.B., Clark College, 1940.

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

EDGE, GWENDOLYN ROBERTS

FERGUSON, CARRIE E. KIRK

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

GREGORY, LOIS REBECCA
Clarksburg, W. Va.
A.B., New York University, 1953.

HANSBROUGH, IRENE C.
Knoxville, Tenn.
A.B., Knoxville College, 1948.

HEAD, PATRICIA M. MALSBY
B.S., Tuskegee Institute, 1945.

HOLLY, ALICE AMELIA
Tuscaloosa, Ala.

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

JETT, KAY JOYCE
Atlanta

JONES, BETTY JEAN
Atlanta
A.B., Clark College, 1957.

JONES, WILLENE
Columbus, Ga.
A.B., Prairie View Agricultural and Mechanical College, 1957.

1 First Semester only.
2 Second Semester only.
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<td>Knowles, Elvin Lawrence (Mrs.)</td>
<td>Atlanta</td>
<td>A.B., Spelman College, 1940.</td>
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<td>Laws, Melzetta Peterson</td>
<td>Atlanta</td>
<td>A.B., Spelman College, 1943.</td>
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<td>Lovejoy, Marynette Bonner</td>
<td>Atlanta</td>
<td>A.B., Morris Brown College, 1939.</td>
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<td>Mclemore, Andrew Jackson</td>
<td>Atlanta</td>
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<td>Parks, Johnette E.</td>
<td>Atlanta</td>
<td>B.S., Capital University, 1953.</td>
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<td>Smith, Cordelia Velma</td>
<td>Atlanta</td>
<td>B.S., Savannah State College, 1947.</td>
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<td>Stafford, Mae Dora</td>
<td>Atlanta</td>
<td>B.S., Clark College, 1947.</td>
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<td>Willingham, Doris Dalton</td>
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<td>Rowe, Minnie Beeler</td>
<td>Atlanta</td>
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<td>Stinson, Eddie Raye</td>
<td>Griffin</td>
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**SPECIAL STUDENTS**

**SCHOOL OF EDUCATION**

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<th>Name</th>
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1 First Semester only.
2 Second Semester only.
ALDRIDGE, HAROLD LIVINGSTONE\textsuperscript{1} ........................................ Rome, Ga.  
B.S., Agricultural and Technical College of North Carolina, 1949.

ALDRIDGE, JOHN ARTHUR\textsuperscript{1} ........................................ West Point, Ga.  
A.B., Morehouse College, 1951.

ALEXANDER, VIOLERIA PHILLIS\textsuperscript{2} ........................................ Atlanta  
A.B., Morris Brown College, 1953.

ALEXANDER, WILLIAM HORACE\textsuperscript{1} ........................................ Inman, S. C.  
B.S., South Carolina State College, 1950.

ALLEN, ALFRETTA ELIZABETH\textsuperscript{1} ........................................ Atlanta  
A.B., Clark College, 1948.

ALLEN, VIRLYN LYNDELL ............................................................. Atlanta  

ALLEN, WALTER RUDOLPH ........................................................... Athens, Ga.  
A.B., Claflin University, 1951.

ALLEN, WILLIAM FRANKLIN\textsuperscript{1} ........................................ Matthews, Ga.  
B.S., Savannah State College, 1952.

ALLGOOD, CLEAOPHUS\textsuperscript{1} ........................................ Fort Valley, Ga.  
B.S., Fort Valley State College, 1951.

ANDERSON, CAROLYN LILLIAN\textsuperscript{1} ...................................... Savannah, Ga.  
B.S., Savannah State College, 1944; A.M., New York University, 1951.

ANDERSON, ALFRED TAYLOR\textsuperscript{3} ...................................... Atlanta  
A.B., Spelman College, 1941.

ARNOLD, CARRIE BEATRICE\textsuperscript{2} ...................................... Atlanta  

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

BAILEY, BARBARA O.\textsuperscript{1} ........................................ Atlanta  
A.B., Clark College, 1952.

BALL, MARY LUE\textsuperscript{1} .................................................... Atlanta  
B.S., Agricultural and Technical College of North Carolina, 1954.

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

\textsuperscript{1} First Semester only.  
\textsuperscript{2} Second Semester only.
ATLANTA UNIVERSITY

BANKSTON, YVONNE ELIZABETH
A.B., Clark College, 1954.

BARKSDALE, EDWARD NATHANIEL
B.S., Allen University, 1953.

BARKSDALE, EVERETT, JR.
B.S., Winston-Salem State Teachers College, 1955.

BARKSDALE, GLADYS BRUCE
A.B., Benedict College, 1944.

BARKSDALE, MARTHA ROGERS
A.B., Morris Brown College, 1957.

BATES, VIVIAN DAVIS
B.S., Winston-Salem State Teachers College, 1946.

BAUGH, MARGARET ANN
B.S., Agricultural and Technical College of North Carolina, 1954.

BEASLEY, HARRISON, JR.
B.S., Fort Valley State College, 1950.

BEASLEY, LUCINDA SHERMAN
B.S., South Carolina State College, 1950.

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

BELL, HERSCHEL A.
B.S. in Agriculture, Savannah State College, 1944.

BELL, JOSEPH
B.S., Tuskegee Institute, 1953; M.Ed., Tuskegee Institute, 1956.

BELL, LARKIN ROY
A.B., Clark College, 1955.

BELL, MOLLIE MAE
Fountain Inn, S. C.
B.S., Agricultural and Technical College of North Carolina, 1954.

BICKERS, EDITH YOUNG
B.S., Clark College, 1957.

BLACK, ELDRED
B.S. in Agriculture, Savannah State College, 1937.

1 First Semester only.
2 Second Semester only.
BLACKMON, SARA T. ..................................... Atlanta
A.B., Morris Brown College, 1939.

BLAKE, MARIE FRANCES 2 ................................. Atlanta
A.B., Clark College, 1946.

BOGLIN, JAMES DONALD .................................. Bessemer, Ala.
A.B., Morehouse College, 1952.

BOHANNON, ORA J. 2 ...................................... Atlanta
A.B., Clark College, 1945.

BOHLER, LOUISE ALLEN* .................................. Atlanta
A.B., Clark College, 1957.

BOTTOMS, ELIZABETH LETICTA .................. Atlanta

BOYCE, ARIE LEE ........................................ Spartanburg, S. C.
A.B., Benedict College, 1956.

BOYKIN, SARA GILHAM .................................. Atlanta

BRANCH, EULA LEE 1 ...................................... Dalton, Ga.
A.B., Clark College, 1950.

BRIDGES, JEANETTE E. 1 ................................. Atlanta
A.B., Clark College, 1940.

BRISCOE, HENRIETTA WINSTON 2 ...................... Atlanta
A.B., Morris Brown College, 1938.

BROWN, FRANKLIN ........................................ Atlanta
A.B., Morehouse College, 1942.

BROWN, GENEVA LUDEL 1 ............................... Charleston, S. C.
B.S., South Carolina State College, 1956.

BROWN, RUTH HAYNES 2 ................................. Atlanta
A.B., Morris Brown College, 1951.

BRYAN, DOROTHY DUNN 1 ............................... Atlanta
B.S. in H.E., Clark College, 1945.

BRYANT, GUYRIE 2 ........................................ Atlanta
B.S., Savannah State College, 1942; A.M., Columbia University, 1957.

BRYSON, JULIA DOWNS 1 ................................ Commerce, Ga.
A.B., Morris Brown College, 1934.

1 First Semester only.
2 Second Semester only.
Bullock, Mary R. W.  ........................................ Thomson, Ga.
A.B., Paine College, 1949.

Burdett, Frances 2 ........................................ Atlanta
A.B., Morris Brown College, 1953.

Burkette, Edna 2 ........................................ Atlanta
B.S., Alabama State College, 1953.

Burruss, Blanche Andrews 2  ............................... Atlanta

Burton, Maudestine M. Ellington  .................. Athens, Ga.
B.S., Savannah State College, 1953.

Bush, Naomi Wofford  .............................. Atlanta
A.B., Clark College, 1946.

Bussey, Florine Louise Pope 1  .................... Atlanta
A.B., Clark College, 1938.

Bussey, Prudence Arnold 2  .......................... Atlanta
A.B., Spelman College, 1934.

Butler, Ethel J. 1 .................................. Macon, Ga.
B.S., Fort Valley State College, 1953.

Byrd, Enola  ........................................ Atlanta
B.S., Tougaloo College, 1951.

Calhoun, Ruth Penson 2  ............................. Atlanta
B.S., Winston-Salem Teachers College, 1944.

Callier, Estelle  .................................. Atlanta

Calloway, Robert Lee 2  ................................ Athens

Cameron, Jay Lee 1  .................................. Greensboro, Ga.

Campbell, Georgia M. 1  ............................... Spartanburg, S. C.
B.S., Tuskegee Institute, 1946.

Canty, Mary Elizabeth 1  .......................... Cartersville, Ga.

Carlton, Johnny Leon  ............................. Atlanta
A.B., Clark College, 1957.
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<tr>
<th>Name</th>
<th>School and Degree</th>
<th>Location</th>
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<td>Carroll, Helen Laurence 1</td>
<td>A.B., Clark College, 1941</td>
<td>Atlanta</td>
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<td>Carter, Annie Mae 1</td>
<td>B.S., Fort Valley State College, 1951</td>
<td>Cartersville, Ga.</td>
</tr>
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<td>Carter, Elease Vivian 2</td>
<td>B.S., South Carolina State College, 1956</td>
<td>Spartanburg, S. C.</td>
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<td>Cash, Rial Lee, Jr. 1</td>
<td>A.B., Morehouse College, 1956</td>
<td>Atlanta</td>
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<td>Cash, Ruby Singleton</td>
<td>B.S., Spelman College, 1947</td>
<td>Atlanta</td>
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<td>Catchings, Lydia Christene Brown 2</td>
<td>B.S., Albany State College, 1948</td>
<td>Lumpkin, Ga.</td>
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<td>Chaires, Madelyn Chenault</td>
<td>B.S., Morris Brown College, 1957</td>
<td>Atlanta</td>
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<td>Clark, Marvolene</td>
<td>B.S., Fort Valley State College, 1951</td>
<td>Atlanta</td>
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<td>Clark, Fannie Myrlin 2</td>
<td>A.B., Clark College, 1949</td>
<td>Atlanta</td>
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<td>Clark, Gladys Lee 1</td>
<td>A.B., Clark College, 1957</td>
<td>Atlanta</td>
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<td>Cleveland, Clara Edna 2</td>
<td>A.B., Benedict College, 1953</td>
<td>Spartanburg, S. C.</td>
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<td>Cochran, John Henry, Jr. 2</td>
<td>A.B., Paine College, 1952</td>
<td>Atlanta</td>
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<td>Coleman, Gwendolyn Cox 2</td>
<td>A.B., Saint Augustine's College, 1947</td>
<td>Atlanta</td>
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<td>Coleman, Sara Gannaway</td>
<td>A.B., Clark College, 1945</td>
<td>Atlanta</td>
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<td>Collier, Bessie Gladys 1</td>
<td>B.S., Morris Brown College, 1951</td>
<td>Atlanta</td>
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<td>Collins, Robert L., Jr. 2</td>
<td>B.S., Morehouse College, 1953</td>
<td>Atlanta</td>
</tr>
</tbody>
</table>

1 First Semester only.
2 Second Semester only.
COOK, CHALDINE MALCOLM ........................................ Atlanta
A.B., Morris Brown College, 1953.

COX, ANNIE APLING ............................................. Atlanta
A.B., Morris Brown College, 1944.

CROWDER, CATHERINE SHERARD ....................... Atlanta
B.S., Albany State College, 1952.

CROWDER, HALBERT CLARENCE ....................... Atlanta
A.B., Texas College, 1949.

DARGIN, CONSTANCE LOUISE ...................... Atlanta
A.B., Clark College, 1944.

DAWKINS, HILARD HUNT ........................................ Fairforest, S. C.
B.S. in H.E., South Carolina State College, 1936.

DAWKINS, RUDOLPH PERRIN ........................................ Fairforest, S. C.
B.S., South Carolina State College, 1939.

DAWSON, ALVIN ALLEN ....................... Atlanta
B.S., Morehouse College, 1955.

DEBBO, ANNA MAE ........................................ Columbus, Ga.
A.B., Campbell College, 1949.

DERICO, ROBERT LEE ........................................ Manchester, Ga.
B.S., Tuskegee Institute, 1955.

DELANEY, HENRY, JR. ........................................ Atlanta
A.B., Morris Brown College, 1957.

DINEKINS, THELMA BROMLETT ........................................ Cartersville, Ga.
A.B., LeMoyne College, 1942.

DINWIDDIE, DORIS ........................................ Atlanta
B.S., Tuskegee Institute, 1943.

DIXON, HELEN ODESSA ........................................ Jonesboro, Ga.
B.S., Clark College, 1952.

DOUTHARD, MARJORIE HOOD ........................ Atlanta
A.B., Fisk University, 1934.

DUNCAN, WILLIAM LEROY ........................ Atlanta

DUNNAVILLE, WILLIAM DOUGLAS .................. Atlanta
A.B., Morehouse College, 1956.

1 First Semester only.
2 Second Semester only.
EARL, GWENDOLYN .............................. Atlanta
      A.B., Clark College, 1949.

ECHOLS, SARAH MAE ............................ Atlanta
      A.B., Clark College, 1941.

EDWARDS, MINNIE ELIZABETH2 ...................... Atlanta
      A.B., Morris Brown College, 1938.

ESSIEN, ETIM AKPAN ............................. Ikot Ekpene, Nigeria
      B.S., Morehouse College, 1956.

ESTES, EMELLEN MITCHELL2 ...................... Atlanta
      A.B., Morris Brown College, 1941; A.M., Atlanta University, 1951.

ESTES, SIDNEY HARRISON ......................... Atlanta
      A.B., Lincoln University, Pennsylvania, 1953.

EVANS, ELSIE FOSTER2 ............................. Atlanta

EVERETT, RUTH EUREKA2 .......................... Waycross, Ga.
      B.S., Albany State College, 1948.

FAIR, PAULINE VASTI1 ........................... Abbeville, S.C.
      B.S., Allen University, 1953.

FEW, JOHN LAMAR2 ............................... Atlanta
      B.S., Morris Brown College, 1951.

FINCH, ELIZABETH JONES2 ......................... Atlanta
      A.B., Clark College, 1944.

FINLEY, ELEW WATTS1 ............................ Laurens, S.C.
      A.B., Benedict College, 1938.

FISHER, ANNETTE FULLER2 ......................... Atlanta
      A.B., Clark College, 1948.

FLAGG, DAISY CENTER ............................ Atlanta
      A.B., Morris Brown College, 1941.

FLANDERS, IRENE R.2 ............................ Brunswick, Ga.

FLINT, MARY ALICE1 .............................. Decatur, Ga.
      A.B., Clark College, 1940.

1 First Semester only.
2 Second Semester only.
FLOWERS, JAMES LOUIS ......................................... Riceboro, Ga. B.S., Fort Valley State College, 1957.

Foster, Ora Lee¹ ............................................. Spartanburg, S. C. A.B., Benedict College, 1944.

Fortson, Charles Hicks² ...................................... Atlanta A.B., Morehouse College, 1954; A.M., Atlanta University, 1956.


Gibson, John Thomas² ......................................... Atlanta A.B., Clark College, 1944.

Giles, Annie Beatrice² ......................................... Atlanta B.S., Fort Valley State College, 1953.

Giles, Johnnie Mae¹ ........................................... Cowpens, S. C. B.S., Allen University, 1951.


Godfrey, Sallie Elaine¹ ......................................... Atlanta A.B., Clark College, 1953.

Gosier, Marjorie B.² ........................................... Atlanta B.S., Morris Brown College, 1951.

Gray, Helen Wanda¹ ........................................... Atlanta A.B., Atlanta University, 1931; A.M., Atlanta University, 1954.

Green, Bonnie Cobb ........................................... Atlanta B.S., Morris Brown College, 1953.

Green, Kathleen Williams² .................................... Athens, Ga. A.B., Clark College, 1939.

¹ First Semester only.
² Second Semester only.
GREENE, COURTLANDT S. .................................. Atlanta
A.B., Morehouse College, 1938.

GRAYSON, MARY COLEMAN1 .................................. Atlanta
B.S., Alabama State College, 1951.

GREENE, MARY YVONNE1 .................................. Atlanta
A.B., Morris Brown College, 1937; A.M., Ohio State University, 1948.

GREER, RAYMOND MORRIS .................................. Atlanta
A.B., Morris Brown College, 1938.

GRIFFETH, LIZZIE M. TATE .................................. Athens, Ga.
B.S., Savannah State College, 1953.

GRIFFITH, RUTH THORNTON1 .................................. Atlanta
A.B., Clark College, 1952.

GROOMES, HILDA JEANNETTE2 .................................. Atlanta
A.B., Clark College, 1956.

GROVE, CARRIE M.1 ....................................... Atlanta
B.S., Fort Valley State College, 1947.

GUY, MARY WARD2 ............................................ McDonough, Ga.
B.S., Fort Valley State College, 1952.

HAINES, CARLETHA MOSE1 .................................. Atlanta
A.B., Spelman College, 1943.

HALL, ANNIE MAE ............................................ North Atlanta, Ga.
B.S., Savannah State College, 1939.

HAMILTON, MARIE HUMPHREY1 .................................. Atlanta
A.B., Johnson C. Smith University, 1941.

HAMMONDS, OTIS THREAT2 .................................. Atlanta
A.B., Lincoln University, Pennsylvania, 1956.

HANKERSON, KENNIS ............................................ Oglethorpe, Ga.
B.S., Fort Valley State College, 1945.

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

HARMON, IDA FRAZIER ............................................ Atlanta
B.S., Fort Valley State College, 1955.

HARPER, CLIFTON STEWART1 .................................. Atlanta
A.B., Morehouse College, 1950.

1 First Semester only.
2 Second Semester only.
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<th>Name</th>
<th>Institution</th>
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<td>Harris, Gladys Appling</td>
<td>Macon</td>
<td>B.S., Albany State College, 1947.</td>
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<td>Harris, Henry M. II</td>
<td>Atlanta</td>
<td>B.S., Morehouse College, 1950.</td>
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<td>Hathaway, Flora Mae</td>
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<td>Hill, Milton</td>
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2 Second Semester only.
HOLLOWAY, ANITA SHAW ................................. Atlanta
B.S., Spelman College, 1941.

HOLLOWAY, ELIZABETH YORKE2 ..................... Atlanta

HOLLOWAY, JAMES LUCIUS1 ............................. Atlanta
A.B., Morehouse College, 1937.

HOLMES, DAISY WILSON1 ............................. Athens, Ga.
A.B., Benedict College, 1934.

HOOOD, EVELYN H. ...................................... Atlanta
A.B., Paine College, 1945.

HOOD, LOVETTE, JR.2 .................................. Atlanta

HUFF, FRANCES BARNES1 ............................. Atlanta
A.B., Clark College, 1946.

HUGHLEY, HAROLD2 ..................................... Oglethorpe, Ga.
B.S., Fort Valley State College, 1956.

HUNT, SHIRLEY JEAN2 ................................. Atlanta
A.B., Clark College, 1951.

HUNTER, ALMA BYRD .................................. Stephens, Ga.
B.S., Savannah State College, 1954.

HUNTER, WILLIE CEASAR .............................. Atlanta
B.S., Morehouse College, 1953.

HYMEL, STERLING LLOYD2 ............................ Thibodaux, La.
A.B., Southern University, 1955.

IRONS, OCIE JAMES .................................. Atlanta
A.B., Morehouse College, 1957.

JACKSON, ANNIE SHUMATE2 .......................... Atlanta
A.B., Clark College, 1957.

JAMES, JETHRO ........................................ Atlanta
A.B., Clark College, 1951.

JAY, JOHNNIE MAE1 .................................. Atlanta
A.B., Paine College, 1941.

JENKINS, JEROME CECIL1 ............................. Atlanta
A.B., Morehouse College, 1953.

1 First Semester only.
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<td>JONES, GEORGIA TERRELL</td>
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<td>JONES, GRETCHEN SHAVERS</td>
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<td>JONES, HAZEL ROBERSON</td>
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1 First Semester only.
2 Second Semester only.
JONES, MURRIS JOSEPH\textsuperscript{2} ........................................ Atlanta
B.S., Agricultural and Technical College of North Carolina, 1951.

JONES, MYRTLE GEORGIA\textsuperscript{1} ......................................... Rome, Ga.
A.B., Clark College, 1937.

JONES, RUBY M.\textsuperscript{1} ................................................ Atlanta
A.B., Morehouse College, 1932.

JONES, WILLIAM PINCKNEY\textsuperscript{1} ...................................... Atlanta
A.B., Clark College, 1957.

JOSEPH, AZALEA PATRICIA\textsuperscript{1} ...................................... Athens, Ga.
B.S., Fort Valley State College, 1953.

KEMP, DORIS ADAMS\textsuperscript{2} ............................................. Atlanta
A.B., Morris Brown College, 1945.

KEMP, GORDON, JR.\textsuperscript{2} ............................................. Atlanta
A.B., Morehouse College, 1951.

KENNEDY, WARREN DAVID\textsuperscript{1} ................................ Union, S. C.
A.B., Allen University, 1949.

KING, ANNIE LAURIE\textsuperscript{2} ............................................. Atlanta
A.B., Clark College, 1936.

KINNEBREW, ELBERT LOUIS\textsuperscript{1} ...................................... Cartersville, Ga.
B.S., Knoxville College, 1957.

LAVENDER, KATHERINE HARDY\textsuperscript{2} ................................ Atlanta
B.S., Fort Valley State College, 1952.

LAWTON, CALVIN CULLEDGE\textsuperscript{2} ................................ Forsyth, Ga.
B.S., Savannah State College, 1952.

LEE, BARBARA HOLLOWAY\textsuperscript{1} ........................................ Atlanta
A.B., Spelman College, 1953.

LINDSEY, HERBERT LEE\textsuperscript{2} ........................................... Atlanta
B.S., Morris Brown College, 1953.

LOCKETT, BROOKER THOMAS\textsuperscript{1} ..................................... Atlanta
A.B., Fisk University, 1948.

LOGAN, SIMUEL MORRIS\textsuperscript{1} ......................................... Thomson, Ga.
B.S. in Agriculture, Tuskegee Institute, 1939.

LOVE, CHRISTINE BUSSEY\textsuperscript{2} ........................................ Atlanta
A.B., Clark College, 1953.

\textsuperscript{1} First Semester only.
\textsuperscript{2} Second Semester only.
LUCAS, MARY LOUISE H. 1 .................................. Atlanta
B.S., Fort Valley State College, 1955.

LYONS, EDITH THOMAS1 .................................. Rome, Ga.
A.B., Morris Brown College, 1939.

LYONS, HENRY CAREY2 .................................. Atlanta
A.B., Atlanta University, 1928.

McBRIDE, WILLIE HOWARD1 ................................ Athens, Ga.
B.S., Savannah State College, 1949.

McCALL, WALTER RALEIGH2 ................................ Atlanta
A.B., Morehouse College, 1948.

McCLENDON, WASH OLIVER2 ................................ Atlanta
A.B., Clark College, 1950.

McCLENDON, WILBERT1 .................................. Atlanta

McCRARY, AMOS2 ....................................... Atlanta
A.B., Morris Brown College, 1953.

McCRARY, CLARA BELLE1 ................................ Gainesville, Ga.
A.B., Clark College, 1956.

McCREE, ROWENA BENTLEY .............................. Athens, Ga.
B.S., Savannah State College, 1945.

McDANIEL, EZEKIEL1 .................................... Calhoun, Ga.
B.S., Savannah State College, 1957.

McLARIN, Verna Oreda2 .................................. Atlanta
B.S., Morris Brown College, 1950.

McPherson, Roscoe ....................................... Fairfield, Ala.
B.S., Tuskegee Institute, 1953.

MABRY, JOHN BENJAMIN1 ................................ Atlanta
B.S., Clark College, 1950.

MALLORY, ETHEL VERNELL2 .............................. Atlanta
A.B., Clark College, 1948.

MARKS, Paxton N.1 ..................................... Texarkana, Tex.

MARSHALL, Eva Bell Bernice Ellerbee1 ............... Union, S. C.
B.S., Allen University, 1955.

1 First Semester only.
2 Second Semester only.
MARSHALL PEARL LOUISE ........................ Cartersville, Ga.
A.B., Morris Brown College, 1932.

MARTIN, ANNIE RUTH .............................. Gainesville, Ga.
B.S., Savannah State College, 1955.

MASON, OPRAL AMANDA ............................ Monrovia, Liberia
B.S., Morris Brown College, 1958.

MATTISON, HOPF VICK ............................. Atlanta
B.S., Clark College, 1954.

MATTOX, FELIX GEORGE ........................... Atlanta
A.B., Clark College.

MAXWELL, HARVEY W. ............................. Marietta, Ga.
B.S., Albany State College, 1953.

MAYFIELD, GLORIA WADE .......................... Atlanta
A.B., Spelman College, 1953.

MEACHEM, JUANTA WALTON ........................ Atlanta
A.B., Morris Brown College, 1953.

MENCHAN, MARY CAROLYN ........................... Atlanta
A.B., Fisk University, 1943.

MILLER, MAE BELLE FINCH ........................ Atlanta
A.B., Spelman College, 1946.

MITCHELL, JULIA MCKINNEY ........................ Atlanta
A.B., Spelman College, 1940.

MONTGOMERY, ELEANOR CHARLSTINE ........................ Rome, Ga.
B.S., Fort Valley State College, 1949.

MONTGOMERY, ELLA E. JACKSON ........................ College Park, Ga.
A.B., Clark College, 1953.

MOON, GENEVA ................................. Comer, Ga.
B.S., Fort Valley State College, 1946.

MOORE, DOROTHY GLADYS .......................... Atlanta
B.S., Morris Brown College, 1956.

MOORE, ETHEL MARGARET ........................... Cartersville, Ga.
B.S., Fort Valley State College, 1942.

MORGAN, MARIE ELIZABETH .......................... Cartersville, Ga.
B.S., Morris Brown College, 1951.

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<td>Morris, Jerry Ethelbert, Jr.</td>
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<td>Morris, Phenicia Cannon</td>
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<td>Morerow, Nina Manley</td>
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<td>Newton, Lillian Dorman</td>
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<td>South Carolina State College</td>
<td>1938</td>
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<td>Atlanta</td>
<td>Tuskegee Institute, 1943.</td>
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<td>Patterson, Mary Sue</td>
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<td>Spartanburg, S. C.</td>
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<td>Pearson, Agnes Oliver</td>
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<td>Pearson, Wadell</td>
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<td>Agricultural and Technical College of North Carolina, 1952</td>
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<td>Pennington, Lucy Simmons</td>
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<td>Pledger, Verline Sanders</td>
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<td>Poe, Spurgeon Yorke</td>
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<td>Pressley, Ethel Christler 2</td>
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<td>Preston, Virginia Yvonne L. 1</td>
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<td>Pugh, Vanester 1</td>
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<td>Atlanta</td>
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<td>Atlanta</td>
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<td>Rivers, Annie Mae P. 1</td>
<td>Spartanburg, S. C.</td>
<td>B.S., Johnson C. Smith University, 1951.</td>
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ROBERSON, LURLENE ADAMS
Cartersville, Ga.
B.S., Fort Valley State College, 1947.

ROBERTS, DORIS ARNELL
Sylvania, Ga.
B.S., Savannah State College, 1953.

ROBERTSON, JANIE F. DENNIS
Elberton, Ga.
A.B., Paine College, 1946.

ROBINSON, ANN ELIZABETH
Cartersville, Ga.
B.S., Fort Valley State College, 1955.

ROBINSON, ISAAC NEWTON
Marietta, Ga.
A.B., Morris Brown College, 1939; A.M., Atlanta University, 1951.

ROBINSON, JAMES LEROY
Jefferson, Ga.
B.S., Alabama State College, 1954.

ROBINSON, LITHANGIA SHANNELL
Marietta, Ga.
A.B., Clark College, 1947.

ROBINSON, MARY MOULDEN
Cartersville, Ga.
A.B., Knoxvillle College, 1947.

ROGERS, GARLAND
Inman, S. C.
B.S. in Agriculture, South Carolina State College, 1934.

ROGERS, GERTRUDE CORINTHIAN WILLIAMS
Inman, S. C.
A.B., Claflin College, 1956.

ROOKER, MORRIS
Dalton, Ga.
B.S., Tennessee Agricultural and Industrial State University, 1957.

RUCKER, DOROTHY OLIVER
Gainesville, Ga.
B.S., Savannah State College, 1944.

SADDLER, JANIE LAVERN
Marietta, Ga.

SAMUEL, LAURA EARLEASE
Spartanburg, S. C.
B.S., South Carolina State College, 1948.

SAXON, HELEN JEAN
Adairsville, Ga.

SCOTT, EDDIE WILLIE
Milledgeville, Ga.
B.S., Savannah State College, 1951.

1 First Semester only.
2 Second Semester only.

SCOTT, EMMA HOWARD ................................... Atlanta A.B., Clark College, 1949.

SCOTT, JAMES LEWIS2 ................................... Dallas, Ga. B.S., Tennessee Agricultural and Industrial State University, 1939.

SCRETCHIN, WILHELMINA HARRIS1 ................................... Atlanta A.B., Spelman College, 1934.

SCRETCHINGS, HOMER BENJAMIN2 ................................... Atlanta B.S., Morehouse College, 1933.

SHARPE, LENA BARNETTE2 ................................... Atlanta A.B., Clark College, 1946.

SHAW, DAISY LEE2 ................................... Athens, Ga. B.S., Fort Valley State College, 1953.

SHEATS, MARIAN DENISE2 ................................... Atlanta A.B., Clark College, 1957.

SHELTON, RICHARD JACKSON ................................... Atlanta A.B., Morehouse College, 1926.


SIMS, GWENDOLYN MCCOY2 ................................... Atlanta B.S., Morris Brown College, 1953.

SIMS, VIVIAN ALLEN1 ................................... Fort Valley, Ga. B.S., Fort Valley State College, 1954.

SINCLAIR, MYRTLE SHEPARD2 ................................... Atlanta A.B., Clark College, 1941.

SINGLETON, ALBERT REED2 ................................... Atlanta A.B., Morehouse College, 1957.


1 First Semester only.
2 Second Semester only.
SMALL, WILLIAM ARTHUR ................................ Atlanta
B.S., Albany State College, 1954.

SMITH, BETTIE MAE1 .................................. Dalton, Ga.

SMITH, CLARENCE OTIS1 ................................ Atlanta
A.B., Morris Brown College, 1943.

SMITH, FLORENCE TUCKER2 ................................ Atlanta
A.B., Clark College, 1957.

SMITH, LOUISE BROWN .................................. Spartanburg, S. C.
A.B., Claflin College, 1947.

SMITH, MARGARET HILL1 ................................ Spartanburg, S. C.
A.B., Benedict College, 1948.

SMITH, MARY RUTH2 .................................. Atlanta
B.S., Clark College, 1954.

SMITH, MINNIE RUTH1 .................................. Cartersville, Ga.
A.B., Clark College, 1954.

SMITH, RICHARD CALHOUN2 .......................... Spartanburg, S. C.
B.S. in Agriculture, South Carolina State College, 1941.

SMITH, ROSEBUD1 .................................. Waycross, Ga.
B.S., Albany State College, 1951.

SOLOMON, NEWT ANDERSON2 ............................ Atlanta
A.B., Clark College, 1955.

SPIVEY, MARY ROBINSON2 .............................. Atlanta
A.B., Morehouse College, 1932; A.M., Atlanta University, 1943.

STAMPS, PORTER DALLAS1 .............................. Atlanta
B.S., Fort Valley State College, 1941.

STANSON, CHARLOTTE LOUISE1 ....................... Rome, Ga.

STEPHENS, HARRY SAMUEL ............................. Columbus, Ga.
A.B., Fisk University, 1957.

STEPHENS, JOHN L ...................................... Atlanta
A.B., Morehouse College, 1951.

1 First Semester only.
2 Second Semester only.
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<tr>
<td>STINSON, CHARLES SYLVESTER, JR.</td>
<td>Atlanta University</td>
<td>A.B.</td>
<td>Atlanta</td>
<td>1955</td>
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<td>STOKES, SALLIE EMILY JONES</td>
<td>Atlanta University</td>
<td>B.S.</td>
<td>Atlanta</td>
<td>1948</td>
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<td>SULLEN, MENGIE MORDENIA</td>
<td>Atlanta University</td>
<td>B.S.</td>
<td>Morris Brown College, 1953.</td>
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<td>SUTTON, REBIE TIMBERS</td>
<td>Atlanta University</td>
<td>A.B.</td>
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<td>SUTTON, VICTORIA SIMMONS</td>
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<td>TAYLOR, VIRGINIA RICHMOND</td>
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2 Second Semester only.
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<td>Jonesboro, Ga., 1955.</td>
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<td>A.B., Morris Brown College</td>
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<td>Turner, William Lewis</td>
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* First Semester only.

* Second Semester only.
WATERS, JOHNNE WILLIAM 2 ............................... Spartanburg, S. C.
B.S., South Carolina State College, 1949.

WEBSTER, ALFONSO ROY 1 ............................. Chesnee, S. C.
A.B., Benedict College, 1936.

WHEELER, CAROLYN AZALEE 1 .......................... Spartanburg, S. C.
B.S., South Carolina State College, 1936.

WHEELER, SUSIE WEEEMS 1 ............................ Cartersville, Ga.
B.S., Fort Valley State College, 1945; M.Ed., Atlanta University, 1948.

WHELENEL, LAURA MAE 2 .............................. Gainesville, Ga.
B.S., Savannah State College, 1947.

WHICHAM, AUGUSTA 1 ................................. Tampa, Fla.
B.S., Florida Agricultural and Mechanical University, 1954.

WHITAKER, ARABELLA 2 ............................... Atlanta
B.S., Claflin College, 1950.

WHITE, FOSTERIA TOLBERT 1 ..................... Atlanta
A.B., Morris Brown College, 1957.

WHITE, MILTON J. 2 .................................... Atlanta
A.B., Morehouse College, 1934.

WHITMIRE, JAMES EDWARD 1 ...................... Spartanburg, S. C.
A.B., Allen University, 1949.

WIDEMAN, ALICE B. .................................... Newnan
B.S., Claflin College, 1948.

WIDEMAN, GEORGE, JR. 1 .............................. Spartanburg, S. C.
B.S., Benedict College, 1950.

WIDEMAN, GRACE BLACKWELL 2 .................. Spartanburg, S. C.
A.B., Benedict College, 1951.

WIGGINS, PEARL GLENN 1 ............................ Spartanburg, S. C.
A.B., Benedict College, 1951.

WILBORN, BESSIE HAMILTON 1 ...................... Atlanta

WILBORN, ORIAN BABCOCK 1 ....................... Atlanta
A.B., Morris Brown College, 1946.

WILLIAMS, BENNIE .............................. Atlanta
A.B., Morris Brown College, 1953.

1 First Semester only.
2 Second Semester only.
CATALOGUE

WILLIAMS, Epsie Virginia\(^2\) .................................... Atlanta
A.B., University of Pennsylvania, 1956.

WILLIAMS, Eva Belle\(^2\) ..................................... Atlanta
A.B., Spelman College, 1931.

WILLIAMS, Maurice Isora Mitchell ............................ Atlanta

WILLIAMS, Preston Alfred\(^2\) ................................ Marietta, Ga.
A.B., Morris Brown College, 1930.

WILLIAMS, Quintella\(^2\) ...................................... Atlanta

WILLIS, Hilda Phillips\(^2\) .................................... McDonough, Ga.

WILLIS, Lillian Evelyn ........................................ Decatur, Ga.
A.B., Allen University, 1938.

WILSON, Veola K.\(^1\) ......................................... Atlanta

WINKFIELD, Maceo Antonio\(^1\) ................................ Atlanta

WOODARD, Henry W.\(^1\) ...................................... Atlanta
A.B., Morris Brown College, 1952.

WOODS, Mary Elizabeth\(^1\) .................................. Atlanta
B.S., Spelman College, 1944.

WRIGHT, Thelma Wilson\(^1\) .................................. Fountain Inn, S. C.
B.S., Barber-Scotia College, 1951.

YANCEY, Imogene Williams\(^2\) ................................ Atlanta
A.B., Clark College, 1945; A.M., Atlanta University, 1946.

YOUNG, Grace Perry\(^1\) ...................................... Monroe, Ga.
B.S., Hampton Institute, 1939.

YOUNG, Lois Olethea\(^1\) ..................................... Atlanta
A.B., Clark College, 1933.

YOUNG, Margaret Buckner\(^2\) ................................ Atlanta
A.B., Kentucky State College, 1942; M.A., University of Minnesota, 1946.

\(^1\) First Semester only.
\(^2\) Second Semester only.
<table>
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<tr>
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<tr>
<td>Beavers, Mary Ellen</td>
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<td>Carter, Ella Mae</td>
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<td>Childers, Ruby Porch</td>
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<td>Jordan, Johnnie C. D.</td>
<td>Stone Mountain, Ga.</td>
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<td>Mapp, Wallace Gaston</td>
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<td>Morris, Annie Milner</td>
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<td>Porch, Jerline Mann</td>
<td>Calhoun, Ga.</td>
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<td>Sanders, James William</td>
<td>Gaffney, S. C.</td>
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<td>Traylor, Otelia</td>
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<td>Weems, Jessie Jarrett</td>
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<td>Younger, Carolyn</td>
<td>Cartersville, Ga.</td>
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</table>
SCHOOL OF BUSINESS ADMINISTRATION

ALLAIN, ANDREW PHILIP .................................. New Orleans, La.
A.B., Dillard University, 1957.

ALLISON, DAVID T. ........................................ Atlanta
A.B., Morris Brown College, 1951.

ANDERSON, TALMADGE1 .................................. Dublin, Ga.
B.S., Savannah State College, 1953.

BAILEY, JULIUS BROWN .................................. Atlanta
A.B., Morehouse College, 1950.

BAILEY, PAUL LAWRENCE .................................. Asheville, N. C.
A.B., Dillard University, 1957.

BATTLE, ESSIE B.1 ....................................... Atlanta
B.S., Clark College, 1954.

BOLTON, ROY LEE ......................................... Atlanta
A.B., Clark College, 1954.

BOWIE, JULIUS R. .......................................... Atlanta
B.S., Morehouse College, 1951.

BRADLEY, WILLIAM F.2 .................................... Atlanta
A.B., Morehouse College, 1937.

CHAPPELLE, JOHN H.2 .................................... Oklahoma City, Okla.
B.S., Langston University, 1953.

CHATMAN, ALEXANDER HOBARD2 ......................... Atlanta
A.B., Fisk University, 1930.

CLARK, CHARLES EDWARD .................................. Atlanta
A.B., Morehouse College, 1952.

CLARK, ROBERT ALEXANDER .............................. Naylor, Ga.
A.B., Morehouse College, 1957.

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

COLE, ROBERT VERNON, Jr.1 .............................. Atlanta
B.S., Prairie View Agricultural and Mechanical College, 1951.

1 First Semester only.
2 Second Semester only.
<table>
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<th>Name</th>
<th>Degree</th>
<th>Institution</th>
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<td>GLOVER, HAMILTON²</td>
<td>A.B.</td>
<td>Morehouse College, 1957.</td>
<td>Atlanta</td>
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<td>HOWELL, BOOKER THOMAS, JR.</td>
<td>A.B.</td>
<td>Morehouse College, 1956.</td>
<td>Atlanta</td>
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<td>JOHNSON, WESLEY L., JR.</td>
<td>A.B.</td>
<td>Morris Brown College, 1957.</td>
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<td>JONES, ULYSSES WIGGINS¹</td>
<td>A.B.</td>
<td>Morehouse College, 1950.</td>
<td>Atlanta</td>
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<td>KOFÁ, JAMES K.</td>
<td>A.B.</td>
<td>Clark College, 1957.</td>
<td>Monrovia, Liberia</td>
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<td>LEWIS, JAMES, JR.¹</td>
<td>A.B.</td>
<td>Clark College, 1948.</td>
<td>Atlanta</td>
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<td>LIN, TA-NIEN</td>
<td>A.B.</td>
<td>National Taiwan University, Taipei, Taiwan, 1957.</td>
<td>Djakarta, Indonesia</td>
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<td>MADDOX, JAMES FRANKLIN¹</td>
<td>A.B.</td>
<td>Morehouse College, 1956.</td>
<td>Atlanta</td>
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<td>MORRIS, ALFRED LEO</td>
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<td>Morehouse College, 1957.</td>
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<td>NEAL, JAMES DANIEL</td>
<td>A.B.</td>
<td>Morehouse College, 1940.</td>
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<td>OLIVE, THADDEUS</td>
<td>A.B.</td>
<td>Morehouse College, 1954.</td>
<td>Atlanta</td>
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¹ First Semester only.
² Second Semester only.
PERDUE, WILEY ABRON ................................Macon, Ga.
A.B., Morehouse College, 1957.

ROBINSON, WILLIAM O. ................................Atlanta
A.B., Morehouse College, 1952.

ROSS, RALPH JAMES ................................Baltimore, Md.
B.S., Morgan State College, 1957.

ROSS, RICHARD ......................................Thomasville, Ala.
B.S., Florida Agricultural and Mechanical University, 1953.

SADANA, SURINDER NATH ............................New Delhi, India
B.A. (Honours) Delhi University, 1954.

SHUMAKE, HILDRED WRIGHT .........................Atlanta
B.S., Tennessee Agricultural and Industrial State University, 1949.

SMITH, ALFRED JOCK2 ................................Atlanta
A.B., Clark College, 1943; M.Ed., Atlanta University, 1949.

TOWNSEND, WILLIAM MADISON ....................Saint Louis, Mo.
A.B., Morehouse College, 1957.

VAUGHN, PERCY JOSEPH, JR. ......................New Orleans, La.
A.B., Morris Brown College, 1957.

VINCENT, RACHEL ANN .............................Jackson, Miss.
A.B., Tougaloo College, 1949.

WALTON, JUANITA1 ................................Atlanta
A.B., Morris Brown College, 1953.

WEBSTER, DONALD GEORGE .........................Atlanta
A.B., Morehouse College, 1951.

WILLIAMS, JOSIE MAE ..............................Atlanta

SPECIAL STUDENT

LEONARD, WALTER JEWELL2 ......................Atlanta

1 First Semester only.
2 Second Semester only.
**SUMMARY OF ENROLLMENT**

**1957-1958**

**GRADUATE AND PROFESSIONAL SCHOOLS**

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<th>School</th>
<th>MEN</th>
<th>WOMEN</th>
<th>TOTAL</th>
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<tr>
<td>School of Arts and Sciences</td>
<td>51</td>
<td>22</td>
<td>73</td>
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<tr>
<td>School of Social Work</td>
<td>29</td>
<td>67</td>
<td>96</td>
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<tr>
<td>School of Library Service</td>
<td>10</td>
<td>31</td>
<td>41</td>
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<tr>
<td>School of Education</td>
<td>138</td>
<td>284</td>
<td>422</td>
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<tr>
<td>School of Business Administration</td>
<td>41</td>
<td>5</td>
<td>46</td>
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<tr>
<td>Special</td>
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<td>14</td>
<td>21</td>
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<tr>
<td><strong>Total</strong></td>
<td>276</td>
<td>423</td>
<td>699</td>
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**LABORATORY SCHOOL**

<table>
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<th>School</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
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<tr>
<td>Elementary School</td>
<td>94</td>
<td>108</td>
<td>202</td>
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<td>Kindergarten-Nursery (Spelman College)</td>
<td>21</td>
<td>39</td>
<td>60</td>
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<td><strong>Total</strong></td>
<td>115</td>
<td>147</td>
<td>262</td>
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<tr>
<td>Total (excluding Kindergarten-Nursery School)</td>
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**SUMMER SCHOOL — 1957**

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<th>MEN</th>
<th>WOMEN</th>
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<tr>
<td>Graduate (All Schools)</td>
<td>324</td>
<td>665</td>
<td>989</td>
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<td>Undergraduate</td>
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<td>197</td>
<td>422</td>
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<td><strong>Total</strong></td>
<td>549</td>
<td>862</td>
<td>1,411</td>
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<th>School</th>
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<tr>
<td>Elementary School</td>
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<td>47</td>
<td>86</td>
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<td>Total Summer School Enrollment</td>
<td>588</td>
<td>909</td>
<td>1,497</td>
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<td><strong>GRAND TOTAL (June 1, 1957 to June 1, 1958)</strong></td>
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GEOGRAPHICAL DISTRIBUTION OF ENROLLMENT

1957-1958

Arts and Sciences, Social Work, Library Service,
Education, Business Administration

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<td>2. Arkansas</td>
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<td>3. Delaware</td>
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<td>4. Florida</td>
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<td>5. Georgia</td>
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<td>6. Illinois</td>
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<td>7. Indiana</td>
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<td>8. Kentucky</td>
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<td>9. Louisiana</td>
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<td>10. Maryland</td>
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<td>19. South Carolina</td>
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<td>20. Tennessee</td>
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<td>21. Texas</td>
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<td>22. Virginia</td>
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<td>23. West Virginia</td>
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<td>District of Columbia</td>
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<td>Ethiopia</td>
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<td>Indonesia</td>
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<td>Japan</td>
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<td>Kenya</td>
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<td>Liberia</td>
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<td>Nigeria</td>
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<td>The Netherlands</td>
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**TOTAL** ........................................... 699
ENROLLMENT BY COLLEGES AND UNIVERSITIES REPRESENTED
1957-1958

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<th>NAME OF INSTITUTION</th>
<th>TOTAL</th>
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<td>1. Agricultural, Mechanical and Normal College, Pine Bluff, Arkansas</td>
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<td>2. Agricultural and Technical College of North Carolina</td>
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<tr>
<td>3. Alabama Agricultural and Mechanical College</td>
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<td>4. Alabama State College</td>
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<tr>
<td>5. Albany State College</td>
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<td>6. Alcorn Agricultural and Mechanical College</td>
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<td>7. Allen University</td>
<td>13</td>
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<td>8. Atlanta University</td>
<td>4</td>
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<tr>
<td>9. Barber-Scotia College</td>
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<tr>
<td>10. Benedict College</td>
<td>16</td>
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<td>11. Bennett College</td>
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<td>12. Bethune-Cookman College</td>
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<td>13. Bluefield State College</td>
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<td>14. Campbell College</td>
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<td>15. Capital University</td>
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<td>16. Claflin College</td>
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<td>17. Clark College</td>
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<td>18. Delhi University (India)</td>
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<td>19. Dillard University</td>
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<td>20. Fayetteville State Teachers College</td>
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<td>21. Fisk University</td>
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<td>22. Florida Agricultural and Mechanical University</td>
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<td>23. Fort Valley State College</td>
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<td>George Williams College</td>
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<td>Hampton Institute</td>
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ENROLLMENT BY COLLEGES REPRESENTED
(Continued)

1957-1958

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