4-1-1959

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Atlanta University

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ATLANTA UNIVERSITY
BULLETIN

CATALOGUE NUMBER
1958-1959

ANNOUNCEMENTS
1959-1960

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

- The Graduate School of Arts and Sciences
- The School of Social Work
- The School of Library Service
- The School of Education
- The School of Business Administration

A separate 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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## UNIVERSITY CALENDAR

### 1959

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<th>June</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
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<tr>
<td>8</td>
<td>Monday</td>
<td>8</td>
<td>Registration for Summer School.</td>
</tr>
<tr>
<td>9</td>
<td>Tuesday</td>
<td>9</td>
<td>Summer School classes begin.</td>
</tr>
<tr>
<td>10</td>
<td>Wednesday</td>
<td>10</td>
<td>Last day to register for credit.</td>
</tr>
<tr>
<td>12</td>
<td>Friday</td>
<td>12</td>
<td>Graduate Record Examination.</td>
</tr>
<tr>
<td>15</td>
<td>Monday</td>
<td>15</td>
<td>Examination in foreign languages; required for the master's degree in arts and sciences; library service, and education.</td>
</tr>
<tr>
<td>16</td>
<td>Tuesday</td>
<td>16</td>
<td>Examination in English Fundamentals.</td>
</tr>
<tr>
<td>19</td>
<td>Friday</td>
<td>19</td>
<td>Last day to file candidacy for graduate degrees to be conferred in August.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>July</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Saturday</td>
<td>4</td>
<td>Independence Day, a holiday.</td>
</tr>
<tr>
<td>27</td>
<td>Monday</td>
<td>27</td>
<td>Last day to file theses for master's degrees to be conferred in August.</td>
</tr>
<tr>
<td>30</td>
<td>Thursday</td>
<td>30</td>
<td>Final examination for candidates for degrees to be conferred in August.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>August</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Thursday</td>
<td>6</td>
<td>Summer School Convocation.</td>
</tr>
<tr>
<td>7</td>
<td>Friday</td>
<td>7</td>
<td>Final examinations; summer school closes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Tuesday</td>
<td>15</td>
<td>Registration for first semester.</td>
</tr>
<tr>
<td>16</td>
<td>Wednesday</td>
<td>16</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>23</td>
<td>Wednesday</td>
<td>23</td>
<td>Last day for first semester registration for the undergraduate colleges.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thursday</td>
<td>1</td>
<td>Last day to register for first semester credit for graduate students and graduate exchange students.</td>
</tr>
<tr>
<td>5</td>
<td>Monday</td>
<td>5</td>
<td>Examination in English Fundamentals; required of all students in the University.</td>
</tr>
<tr>
<td>7</td>
<td>Wednesday</td>
<td>7</td>
<td>Examination in foreign languages; required for the master's degree in arts and sciences, library service, and education.</td>
</tr>
<tr>
<td>10</td>
<td>Saturday</td>
<td>10</td>
<td>Graduate Record Examination.</td>
</tr>
<tr>
<td>16</td>
<td>Friday</td>
<td>16</td>
<td>Charter Day.</td>
</tr>
<tr>
<td>16</td>
<td>Friday</td>
<td>16</td>
<td>Last day to file candidacy for work to be completed in January, 1960.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Thursday</td>
<td>26</td>
<td>Thanksgiving holiday.</td>
</tr>
</tbody>
</table>
November 27 Friday  Classes resume, 8:00 a.m.
December 19 Saturday Christmas recess begins at 12:30 p.m.

January 4 Monday Christmas recess ends; classes resume at 8:00 a.m.
18 Monday Semester examinations begin.
23 Saturday First semester closes. Last day to file theses for work completed in January.
24 Sunday University Center Convocation.
25 Monday Registration for second semester.
26 Tuesday
27 Wednesday Classes begin.

February 3 Wednesday Last day for second semester registration in the undergraduate colleges.
6 Saturday Last day to register for second semester credit for graduate students and graduate exchange students.
8 Monday Examination in English Fundamentals; required of all students in the University.
10 Wednesday Examination in foreign languages; required for the master's degree in arts and sciences, library service, and education.
19 Friday Last day to file candidacy for degrees to be conferred in June.
28 Sunday to University Center Religious Emphasis Week.
March 2 Wednesday
30 Wednesday Spring recess begins at end of scheduled classes.

April 4 Monday Spring recess ends at 8:00 a.m.
13 Wednesday Examination in English Fundamentals; required of all students in the University.
14 Thursday Examination in foreign languages; required for the master's degree in arts and sciences, library service, and education.

May 15 Sunday Commencement Day — Gammon Theological Seminary.
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Monday</td>
<td>Last day to file theses for master's degree to be conferred in June.</td>
</tr>
<tr>
<td>19</td>
<td>Thursday</td>
<td>Semester examinations begin.</td>
</tr>
<tr>
<td>19</td>
<td>Thursday</td>
<td>Final examination for candidates for master's degree to be conferred in June.</td>
</tr>
<tr>
<td>28</td>
<td>Saturday</td>
<td>Semester examinations end. Semester ends.</td>
</tr>
<tr>
<td>29</td>
<td>Sunday</td>
<td>Baccalaureate Services.</td>
</tr>
<tr>
<td>30</td>
<td>Monday</td>
<td>Commencement Day — Atlanta University and Spelman College.</td>
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<tr>
<td>31</td>
<td>Tuesday</td>
<td>Commencement Day — Morehouse College and Clark College.</td>
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<tr>
<td>June 1</td>
<td>Wednesday</td>
<td>Commencement Day — Morris Brown College.</td>
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<td>June 6</td>
<td>Monday</td>
<td>Registration for Summer School.</td>
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<td>June 7</td>
<td>Tuesday</td>
<td></td>
</tr>
<tr>
<td>August 8</td>
<td>Wednesday</td>
<td>Summer School classes begin.</td>
</tr>
<tr>
<td>August 4</td>
<td>Thursday</td>
<td>Summer School Convocation.</td>
</tr>
<tr>
<td>August 5</td>
<td>Friday</td>
<td>Summer School closes.</td>
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1959  
**FOUNDER'S DAY CELEBRATIONS**

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<th>Date</th>
<th>Day</th>
<th>Institution</th>
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<td>Atlanta University</td>
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<td>December</td>
<td>3</td>
<td>Thursday</td>
<td>Gammon Theological Seminary</td>
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<td>February</td>
<td>18</td>
<td>Thursday</td>
<td>Morehouse College</td>
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<td>February</td>
<td>24</td>
<td>Wednesday</td>
<td>Clark College</td>
</tr>
<tr>
<td>March</td>
<td>11</td>
<td>Friday</td>
<td>Morris Brown College</td>
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<tr>
<td>April</td>
<td>11</td>
<td>Monday</td>
<td>Spelman College</td>
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BOARD OF TRUSTEES
1956-1959

THEODORE M. ALEXANDER ........................................ Atlanta, Georgia
C. EVERETT BACON ........................................ New York, New York
HARRY J. CARMAN ........................................ New York, New York
RUFUS E. CLEMENT ........................................ Atlanta, Georgia
ELBERT P. TUTTLE ........................................ Atlanta, Georgia
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

1958-1961

J. CURTIS DIXON ........................................ Atlanta, Georgia
TRUMAN K. GIBSON ........................................ Chicago, Illinois
WILLIAM T. GOSSETT ................................ Detroit, Michigan
LAWRENCE J. MACGREGOR ................................ Summit, New Jersey
ALBERT E. MANLEY ........................................ Atlanta, Georgia
BENJAMIN E. MAYS ........................................ Atlanta, Georgia
FLORENCE M. READ ......................................... Laguna Beach, California
HUGHES SPALDING, JR. ..................................... Atlanta, Georgia
ERNEST E. QUANTRELL ..................................... New York, New York

Trustee Emeritus

EXECUTIVE COMMITTEE

LAWRENCE J. MACGREGOR ....... Benjamin E. Mays
RUFUS E. CLEMENT ............... KENDALL WEISIGER
J. CURTIS DIXON ................. JOHN H. WHEELER
ALBERT E. MANLEY

FINANCE COMMITTEE

C. EVERETT BACON ............ LAWRENCE J. MACGREGOR ....... HENRY M. MINTON

OFFICERS

LAWRENCE J. MACGREGOR ....... Chairman
RUFUS E. CLEMENT ............... President
C. EVERETT BACON ............... Treasurer
C. C. NABRIT ...................... Secretary
CLAYTON R. YATES ............... Secretary of the Corporation
OFFICERS OF ADMINISTRATION

Rufus Early Clement, Ph.D., D.C.L., LL.D., L.H.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.
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,
Yvonne Southall Bankston, A.B. ........ Secretary, School of Education
Bobbie Jean Barnes ........ Secretarial Assistant,
Carrrie Washington Bell, A.B. .... Secretary to the Dean,
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,
Dorothy S. Bennett, B.S. .... Secretary, School of Education
Grace Minter Bickers* .......... Secretarial Assistant,
G. Cletus Birchette, A.M........... Comptroller
Berta Brown .................. Secretary to the Faculty,
Marian G. Brown, B.A. .......... Secretary, Phylon Office
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 Ebanks, B.S. .... Secretary to the Dean,
Ethel Sheftall Forbes ........ Manager, University
Margie N. Hall, B.S. ........... Secretary, Science Institute
Theolia J. Hammonds, A.B. .......... Postmistress
Bernice Harper .......... Secretary, Field Work Department,
Geneva E. Harrell .......... Secretary to the Registrar
Barbara Pace Hunt .......... Secretarial Assistant,

* Part of the year.
YVONNE ARNOLD KING ................ Assistant, Publicity Office
BETTY S. LEONARD, B.S. .......... Secretary to the Dean, School of Library Service
JULIA P. McCrary ............ Assistant, University Book Shop
RUTH McDowell, B.A. ........ Secretary, Reading Clinic
DOROTHY G. Moore, B.S. .... Assistant, Office of the Bursar
NOBBIE H. Morgan ........ Secretary for Student Records, School of Social Work
MILDRED F. Moss, B.S .... Assistant, Office of the Bursar
PINKIE E. Porter ............ Secretary, Purchasing Office
W. BETTY SCRUGGS, B.S. ..... Secretary to the Faculty, The Graduate School
LUCILE MACK STRONG, A.B. ... Bursar
GERONE HENDALE TAYLOR, A.B. Assistant Registrar
MATTIE R. TILLMAN .......... Cashier
WILHELMINA WHATLEY ........ Secretary to the Dean, School of Social Work
MADELINE VIVIAN WHITE
Administrative Assistant to the Dean, School of Social Work
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
ROSLYN W. CLARK, A.B. ....................... Secretary to the Librarian
BINFORD H. CONLEY, B.A. ............. Librarian, Readers' Services
JOHN L. CURRY, M.S. in L.S. ..................... Librarian, General Reading Room
ETHEL BOWDEN HAWKINS, B.S. in L.S. ............ Assistant, Readers' Services
ANDREW J. MCLEMORE, A.B. ............ Acquisitions Librarian in Charge of Serials
ANNABELLE M. JARRETT, A.B. ............. General Assistant
SARAH K. MIDDLEBROOKS ............ Acquisitions Assistant
JEAN McCoy Moore, A.B. .............. Assistant Cataloger

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
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.

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.

ARTHUR C. BANKS, JR.  
Visiting Professor of Political Science  
B.S., St. John's University, 1939; M.A., New York University, 1945; Ph.D., Johns Hopkins University, 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, 1936; Student, School of Commerce, University of Chicago, Summers, 1933, 1934, 1935; 1934-1935.

HORACE MANN BOND  
Professor of Education  
A.B., Lincoln University, 1923; M.A., University of Chicago, 1926; Ph.D., University of Chicago, 1938.

LAURENCE E. BOYD  
Professor of Education  
B.S., Knox College, 1919; A.M., State University of Iowa, 1933; Ph.D., 1938.
HALLIE BEACHEM BROOKS  
Associate Professor of Library Service

BASIL E. BRUMMEL  
B.S.A., University of Texas, 1951. Department of Art, Spelman College.

BENJAMIN FRANKLIN BULLOCK  
B.S. in Agriculture, University of Minnesota, 1913; Student, University of Minnesota, Summer, 1914; Cornell University, Summer, 1919; Rutgers University, 1929-1930; A.M., Columbia University, 1931.

LEONTINE DOLORES CARROLL  
Assistant Professor, School of Library Service
A.B., Southern University, 1948; M.S.L.S., Atlanta University, 1954.

RUFUS EARLY CLEMENT  
President

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

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

SAMUEL DU BOIS 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 Chicago, 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 University, 1951; Certified Public Accountant, Georgia, 1955.

Sara Bond Davis
Instructor, School of Library Service
A.B., Knoxville College, 1932; B.S. in L.S., Atlanta University, 1954.

Gwendolyn M. Drayne
Diagnostician for the Reading Clinic
B.S., Albany State College, 1946; A.M., Atlanta University, 1956.

Akhilesh Dubey
Assistant Professor of Business Administration
B.S., Bihar University, India, 1952; M.S., Oklahoma A. and M. College, 1955; Ph.D., Ohio State University, 1958.

Oran Wendell Eagleson
A.B., Indiana University, 1931; A.M., 1932; Ph.D., 1935. Dean and Department of Psychology and Education, Spelman College.

Cecil Long Edwards
Instructor, School of Education
B.A., Spelman College, 1933; M.A., Atlanta University, 1949.

Joseph Golden
Associate Professor of Social Work

Linwood D. Graves
Professor of Education

ATLANTA UNIVERSITY

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.

JOSEPH C. HALL  Assistant Co-director of the Reading Clinic
B.S., Temple University, 1956; M.S., 1957.

CARL S. HARM  Associate Professor of Social Work
B.A., Ohio State University, 1932; M.A.S.W., 1943; Student, Western Reserve University School of Social Work, 1945.

GENEVIEVE ALSTON HILL  Professor of Social Work
A.B., Fisk University, 1941; M.S.S., Smith College School of Social Work, 1943; Social Work Interne, Institute for Psychological Medicine, Menninger Foundation, Summer, 1948.

WILLIAM BERNARD HOUSTON  Instructor of Mathematics
B.E.E., Georgia Institute of Technology, 1952; Ph.D., Massachusetts Institute of Technology, 1957. Department of Mathematics, Morehouse College.

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.
CATALOGUE

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

EDWARD M. KAHN  Social Services — 1932
LL.B., Brooklyn Law School of St. Lawrence University, 1914; City College, New York, N. Y.

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

ABRAM VENABLE LAWSON  Instructor, School of Library Service
B.A., University of Alabama, 1946; M.A. in L.S., Emory University, 1950.

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.

ELIZABETH ANNE LONG  Instructor, School of Education
B.A., University of Rochester, 1948.

MORGAN MAXWELL  Assistant Professor of Business Administration

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, 1853.

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.

JOHN D. REID  Associate Professor of Sociology
A.B., Morehouse College, 1947; M.A., Atlanta University, 1948; Ph.D., University of Chicago, 1956.

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

DOROTHY SCOFIELD  Instructor, School of Library Service
B.A., Centre College, 1933; B.S.L.S., Pratt Institute, 1937; M.A., Columbia University, 1937.

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

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

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

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

NATHANIEL P. TILLMAN  Professor of English

CHARLES WAHL,*  Professor of French
A.B., University of Toronto, 1932; A.M., Cornell University, 1938; Student, University of Toronto, Graduate School, 1938-1940; Ph.D., Yale University, 1950.

AMANDA FUHR WATTS  Assistant Professor of Social Work, Field Work Supervisor
A.B., Langston University, 1941; M.S.W., Atlanta University School of Social Work, 1947.

*Part of year.
CATALOGUE

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

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

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

ASA G. YANCEY
Human Growth and Development — 1959
B.A., Morehouse College; M.D., University of Michigan, 1941.

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

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

STAFF OF LABORATORY SCHOOL
First Semester 1958-1959 Only

BEULAH ABLES LEWIS, A.M.
Principal
VIVIAN REID BEAVERS
Sixth Grade
A.B., Fisk University, 1927; Student, 1929-1930; University of Georgia Extension School, Summers, 1934, 1935, 1936; Atlanta University, Summer, 1947.

HALLIE BEACHEM BROOKS
Library Supervisor
Certificate, Indiana State Public Library Training Course, 1924; A.B., Butler University, 1934; B.L.S., Columbia University, 1940; A.M. in L.S., University of Chicago, 1948; Student, 1949-1950.

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

CATHERINE N. HARRIS
Librarian
A.B., Spelman College, 1941; B.S. in L.S., Western Reserve University, 1943.
ANNA SMITH IDLETT  
Second Grade  
A.B., Morris Brown College, 1929; Student, Atlanta University, Summer, 1943.

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

BETTLE APLES 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  
Fifth 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.

PUBLIC SCHOOLS AND SUPERVISING TEACHERS PARTICIPATING IN THE ATLANTA UNIVERSITY STUDENT TEACHING PROGRAM 1958-59

SECONDARY LEVEL:

S. H. ARCHER HIGH SCHOOL

Mr. Arthur Richardson  Principal
Mrs. Nancy Billups Goudelock  Sponsor
Mr. Charles Mason  Supervising Teacher
Mrs. Janet B. LeFlore  Supervising Teacher

D. T. HOWARD HIGH SCHOOL

Mr. F. W. Sullivan  Principal
Mrs. Lillian Garnett  Sponsor
Mr. X. L. Neal  Supervising Teacher
CATALOGUE

H. M. TURNER HIGH SCHOOL

Mr. D. F. Davis ................................ Principal
Mrs. Lucile James ................................. Sponsor
Mrs. Eleanor Bradley ......................... Supervising Teacher
Mrs. Kathryn Brown ......................... Supervising Teacher

B. T. WASHINGTON HIGH SCHOOL

Mr. C. N. Cornell .......................... Principal
Mrs. Alverna Greene ....................... Sponsor
Miss Susie Cunningham ............ Supervising Teacher

ELEMENTARY LEVEL:

M. M. BETHUNE ELEMENTARY SCHOOL

Miss Dorothy Hornsby ............ Principal and Sponsor
Mrs. Marie Hamilton ............ Supervising Teacher

GENERAL INFORMATION

LOCATION

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

HISTORICAL SKETCH

1865 Beginning of work; Jenkins Street Church and Car-Box.
1866 Storrs School, and Asylum.
1867 Incorporation of "The Trustees of the Atlanta University."
1869 Formal Opening: Asylum in April, North Hall in October.
1869-1885 PRESIDENCY OF EDMUND ASA WARE.
1885-1886 Acting Presidency of Thomas N. Chase.
1886-1887 Acting Presidency of Horace Bumstead.
1887-1888 Acting Presidency of Cyrus W. Francis.
1888-1907 PRESIDENCY OF HORACE BUMSTEAD.
1907-1922 PRESIDENCY OF EDWARD TWICHELL WARE.
1922-1923 Acting Presidency of Myron W. Adams.
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. 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 op-
erated 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 pre-
pared for graduate work to complete the course requirements
for the master's degree in three summers. For further infor-
modation 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 Cata-
logue, published in 1929, gives a complete statement up to
that date concerning officers, teachers, graduates and ad-
vanced students. The History of Atlanta University, pub-
lished in 1929, gives a comprehensive account of the work of
the institution from its founding to the inauguration of grad-
uate 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. Helen M. Coulborn and Mrs. Lucy C. Grigsby
are acting editors and are 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 Atlanta University and affiliated institutions of higher learning in Atlanta; namely, Clark College, Gammon Theological Seminary, Morehouse College, Morris Brown College and Spelman College.

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. Library is open 73 hours per week— 8:00 A.M. through 6:00 P.M. Monday through Friday, and 8:00 A.M. through 4:00 P.M. on Saturday. All library materials are reviewed at the door upon leaving.

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 holding in 1946. The Countee Cullen Memorial Collection founded by Harold Jackman strengthens the resources through constant additions by gifts and purchases of materials on Art, Theatre, Music and Manuscripts. These 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 in-
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.

Trevor Arnett Library provides access to resources other than its own. In 1959, through the generosity of the General Education Board, A Union Catalog of library resources in the Atlanta University Center was organized in Trevor Arnett Library. This includes holdings of Clark, Morehouse, Morris Brown and Spelman Colleges and Gammon Theological Seminary. The library participates in the Atlanta-Athens Area Union Catalog located at Emory University in Atlanta, Georgia, and a very active interlibrary loan service is conducted for scholars of the University Center with libraries throughout the world.

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 of Atlanta University, records and papers of the Southern Regional Council and the Commission on Interracial 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 purchased of prize winning works during the Annual Art Exhibitions. Selected paintings of this collection 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 FACILITIES

By arrangement with the Board of Education of the City of Atlanta, the School of Education maintains a close relationship with the newly erected Oglethorpe School. This building incorporates the most modern arrangements and devices for elementary school teaching, including one way vision screens. Atlanta University students are permitted to use these facilities for laboratory purposes.

NURSERY SCHOOL

The Nursery School, opened by Spelman College in the fall of 1930 and for six years conducted in the Laura Spelman Rockefeller Memorial Building, is now housed in the building formerly occupied by the Leonard Street Orphans
Home immediately adjoining the Spelman College campus. Acquisition of this property has made it possible to care for one hundred children in the nursery school, and to enlarge considerably the work of the Atlanta University system in the fields of parent education, teacher training, observation, and research in child development.

The children enrolled in the nursery school range in age from eighteen months to five years, and are divided into activities groups according to their physical and mental development. In the building it is possible to provide separate classrooms, playrooms, and sleeping rooms for each of these groups. In addition to the several activities rooms, a large dining room provides for the serving of the morning orange juice and the noonday lunch. In the basement is a large playroom for use in damp or inclement weather. On the second floor are spacious, well-ventilated sleeping rooms and bathing facilities, and a balcony for sun-bathing. In addition, the building has ample offices, conference rooms, living quarters for the staff, a kitchen and service rooms. Out-of-doors is a well-equipped playground with sandboxes, slides, swings, and flower garden.

LABORATORIES

Science laboratories of Clark College, Morehouse College and Spelman College are available for use by University students registered for graduate courses in sciences. Constant additions are being made to the scientific equipment of the three colleges.

DORMITORIES

Two dormitories, Bumstead Hall for women and Ware Hall for men, provide accommodations for 400 students. These two buildings face Chestnut Street and stand in the grove of trees at the west end of the old campus. Each room is furnished; sheets and one blanket are provided by the University during the regular academic year, but not for the summer session. Attractive living rooms where students may lounge and read, reception rooms where they may receive callers, spacious dining rooms, modern kitchen and service rooms, are included in this group.
STUDENT HEALTH SERVICE

The University Student Health Service is available to all students. Through the cooperation of the Infirmary at Spelman College, modern methods of diagnosis and examination are available.

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

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

RELIGIOUS OPPORTUNITIES

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

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
1958

Oct.  16    Charter Day Celebration. Dr. Hollis F. Price, President of LeMoyne College.
          17    Dance Recital. Renate Harmon.
          21   Book Review Program. Alan Moorehead's Russian Revolution, reviewed by Dr. Howard Zinn, Professor of History, Spelman College.
          21   Lecture. Dr. George C. Kennedy, National Sigma Xi Lecturer. "Recent Studies at High Pressures and Implications Concerning the Crust of the Earth."

Nov.  2    Concert. Gloria Davy, Soprano.
          3    Lecture. David Rosolio, Civil Service Commissioner of Israel. "The Building of an Administration System for a Young, Underdeveloped Country."
          3    The Atlanta-Morehouse-Spelman Players in "The Importance of Being Earnest."
          11   Lecture. Dr. Lonnie Cross, Department of Mathematics, Atlanta University. "The Independence of the Associative Law."
          21   Forum. Dr. Rayford Logan, Department of History, Howard University. "The Impending Crisis in Africa."
          25   Lecture. Dr. William B. Houston, Department of Mathematics, Morehouse College. "Paving Stones."

Dec.  1    The Atlanta-Morehouse-Spelman Players in "Right You Are!"
          3    Book Review Program. Pasternak's Doctor Zhivago, reviewed by Dr. Richard K. Barksdale, Professor of English, Morehouse College.
          3    Lecture. Dr. Alfred S. Spriggs, Department of Chemistry, Clark College. "Preparation and Identification of Polymeric Sugars."
4 Forum. Dr. Walter Johnson, Professor of History, The University of Chicago. "Public Opinion and Foreign Policy."

11 Town Meeting. John H. Calhoun, former President of the Atlanta Branch, NAACP, Warren Cochrane, Executive Secretary, Butler Street YMCA, the Reverend Lamar Clements, Atlanta Christian Council, Miss Gail Kendrick, Miss Maxine Weston. "What Strategy for Desegregation in Atlanta?"

12 The Thirty-Second Annual Atlanta-Morehouse-Spelman Christmas Carol Concert.

1959

Jan. 12 Movie. Fernandel in "Le Mouton a Cinq Pieds."


25 Atlanta University Center Convocation. Harold Fleming, Executive Director of the Southern Regional Council.

Feb. 9 Movie. Maria Schell in "The Last Bridge."

10 Forum. Dr. Robert C. Weaver, State Rent Administrator for New York. "Our Changing Metropolitan Centers."

12 Town Meeting. Professor Tobe Johnson, Department of Political Science, Morehouse College, Everett Days, Miss June Gary, Mrs. Antoinette Graham. "Can Congress Govern?"


18 Morehouse College Founders Day.

22 Concert. William Warfield.

Mar. 1 Atlanta University Center Religious Emphasis Week. Dr.
4 Samuel L. Gandy, Dean of Lawless Memorial Chapel and Professor of Religion, Dillard University.

18 Book Review Program. Lederer and Burdick's *The Ugly American*, reviewed by Dr. Arthur C. Banks, Visiting Professor of Political Science, Atlanta University.

19 The Atlanta-Morehouse-Spelman Players in "The King and I."
24 Forum. Professor Stringfellow Barr, Princeton University.

29 Eighteenth Annual Exhibit of Paintings, Sculpture and Prints by Negro Artists. Open through April 25.

April 12 Spelman College Founders Day.

29 Book Review Program. Karon's *The Negro Personality*, reviewed by Dr. Paul I. Clifford, Registrar and Professor of Education, Atlanta University.

**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 — for students taking less than 9 hours ............................................................... 10.00  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 $50.00 are borne by the student.

** This fee is charged each semester or summer session in which the student receives consultation from his thesis adviser or advisers, or uses the facilities of the University in the execution of his research, provided no other tuition fees are paid to the University by the student during that semester or summer session.
Board and room per semester:

Single room ..................................... 270.00
Double room .................................... 223.00

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 15, October 12, November 9, December 7, January 11, February 8, March 7, April 4, and May 2.

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
ATLANTA UNIVERSITY

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 $54.00 per four weeks for a double room, and $60.00 per four weeks for a single room.

ESTIMATE OF EXPENSES

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition for the year</td>
<td>$350.00</td>
</tr>
<tr>
<td>Room and board</td>
<td>486.00 - 540.00</td>
</tr>
<tr>
<td>Fees (Matriculation, Health Service, Activities)</td>
<td>20.00</td>
</tr>
<tr>
<td>Laundry, pressing and incidentals</td>
<td>75.00</td>
</tr>
<tr>
<td>Textbooks and supplies</td>
<td>75.00</td>
</tr>
</tbody>
</table>

Total ........................................ $1,060.00

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.

All tuition scholarship awards are made on the basis of a student's enrolling for the minimum full-time load of twelve hours. Failure to register for twelve hours will cause the tuition scholarship grant to be reduced proportionately.

**LOANS UNDER THE NATIONAL DEFENSE EDUCATION ACT OF 1958**

Atlanta University will grant loans under The National Defense Student Loan Program to students who meet all the terms and conditions set forth in Title II of Public Law 85-864, designated as “The National Defense Education Act of 1958” and approved September 2, 1958, and in the Regulations promulgated by the Commissioner of Education.

“Student Application Forms for a National Defense Student Loan” must be secured from the Registrar of Atlanta University in order to make application for a loan under Title II of Public Law 85-864.
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 must 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.

PROGRAM FOR GRADUATE ASSISTANTS IN THE AREA OF READING

The program for graduate assistants in the area of reading is a working-scholarship plan made possible through funds from the Lilly Endowment, Incorporated, for the years,
1958 - 1961. Under this grant the stipend for nine months is $1200.00 for University expenses and a remainder payable to the student in nine monthly installments.

The program is designed to develop students who, in addition to advanced work in English or education, possess special competencies in the teaching of reading. The plan includes (1) a special program in reading, (2) graduate work in English or education, (3) research, and (4) apprenticeship under the direction of reading teachers in the respective colleges. In the latter instance the student is expected to work for a minimum of fifteen hours per week in the college reading program to which he is assigned.

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.
CATALOGUE

CANDIDACY FOR DEGREES

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

In order to become a candidate for a degree during any semester, including the summer, application for admission to candidacy must have been received by the end of the third week of the semester or summer session in which the requirements will be completed. The Registrar will certify all candidates to their respective schools within one month of the closing date for applications. Failure to have the degree conferred in the semester for which candidacy was filed voids the candidacy. Although a new application is required, the applicant will not be required to repeat the departmental qualifying examination for three years following the initial application for candidacy.

Applications for admission to candidacy must be made on the forms provided for the purpose. These forms may be obtained at the office of the Registrar and application must be on file on or before the date stated in the University calendar.

GENERAL REQUIREMENTS FOR MASTER'S DEGREE

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

Graduates of colleges whose requirements for admission and graduation are considerably below those for colleges of

1 Student working toward the master's degree must take the examination in English fundamentals during the first semester or summer of residence.
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 prepared for advanced study in his chosen field, the master’s degree will be granted on fulfillment of the following requirements:

1. The residence requirement for the Master’s Degree is one academic year, or three summer sessions of nine weeks except in the School of Social Work which offers a two-year program. The programs have been planned to permit students who have all the undergraduate prerequisites to complete the work in this period. Many students do this regularly.

A candidate for the master’s degree is not credited with “residence” if he enters a course scheduled for a semester or a summer session later than one week after the opening date. Withdrawal from a course before the close of the semester or summer school has the same effect.

2. The completion of at least twenty-four semester hours of graduate work at Atlanta University with 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 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 in the School of Education and in the Department of French in the School of Arts and Sciences 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 Depart­
mental 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 matricu­
lation (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 re­
main 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.
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**

In order to qualify for the M.S. degree in biology, a student must complete a minimum of twenty-six graduate hours: eight in General Physiology, six in Experimental Biology and the remaining twelve in any of the other courses listed below. A student must also demonstrate his ability to organize and carry through to completion a research project in an area of his interest. The results of the research are presented in the form of a thesis and in a seminar before the students and faculty members of the Department. The latter is equivalent to an examination.

In addition to twenty-four hours of biology, undergraduate prerequisites include 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 microtechnique. 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 determi-
nation; 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

Students majoring in chemistry for the master's degree are required to present as a prerequisite at least one year each of general, analytical, organic, and physical chemistry, and general physics. Mathematics through integral calculus is required. Students lacking any of these prerequisites may be admitted, but they must
remove the deficiencies in one of the undergraduate colleges of the Center.

Departmental requirements consist of the satisfactory completion of a minimum of thirty semester hours of graduate work, of which six hours must be in research, in addition to:

(1) A satisfactory thesis on a subject approved by the Chairman of the Department.

(2) A reading knowledge of French or German, as evidenced by passing an examination given by the University.

(3) Passing a final comprehensive examination, which may be either oral or written or both.

(4) Meeting all other general requirements of the University.

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, 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

For admission to the Department of Economics, a student should have received twelve hours of credit distributed among the following subjects: Economic Theory, Economic History, Economic Geography, Development of Economic Thought, Money and Banking, Statistics, Labor Problems, International Economics, and cognate fields. Of these twelve hours, six should have been completed in Economic Theory.

In order to qualify for the M.A. degree in economics, a student must complete a minimum of twenty-four hours for graduate credit, write a thesis, and pass a comprehensive oral examination.

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 eco-
nomics of income and employment and through the case method treats the wage and non-wage aspect of collective bargaining.

Three credits each semester.

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

Three credits each semester.

504-505. 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 — Mod-
ern English Grammar, Old English or the History of the English Language. In general, the student chooses his course in preparation for the comprehensive examinations at the end of his period of study.

401. ELEMENTS OF PHONETICS. A study of the mechanics of speech-sounds and the phonetic structure of English. To be taken before or with Old English or Middle English. 3 credits first semester.

403. OLD ENGLISH. A study of Old English grammar with readings. 3 credits first semester.

405. MODERN ENGLISH GRAMMAR. 3 credits.

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

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

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

424. VICTORIAN POETRY. A study of the poetry of the Victorian Age with Tennyson and Browning as the two greatest figures of the period, but including also the work of the other Victorian poets, like Mrs. Browning, Arnold, and Clough, and the Pre-Raphaelites, Rosetti, Morris and Swinburne. 3 credits second semester.

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

454. THE AGE OF POPE. A study of neo-classicism, with special emphasis on the writings of Pope. 3 credits first semester.

455. THE AGE OF JOHNSON. The non-dramatic literature of the latter half of the eighteenth century is studied. 3 credits second semester.

461-462. SHAKESPEARE. An intensive study of the important plays of Shakespeare. 3 credits each semester.
468. THE AGE OF DRYDEN. A study of Dryden and his major contemporaries. 3 credits second semester.

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

471. THE ENGLISH NOVEL. A study of the English novel of the eighteenth century. 3 credits first semester.

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

PROGRAM FOR GRADUATE ASSISTANTS IN THE AREA OF READING

Requirements for Students Pursuing the Master of Arts Degree in English

The program in English will be adapted to the students’ purposes and needs. In general, students will take eighteen (18) hours in the Department of English and the remainder in the area of reading. The specific requirements in the Department are:
English 405. Modern English Grammar 3
or
English 495. History of the English Language 3
English 477. American Literature from 1789 to 1865 3
English 400. The Teaching of English in Secondary Schools 3
Other courses to be selected with counsel of the adviser.

The remaining courses in reading are:

Education 493. The Teaching of Reading in Secondary Schools 3
Education 492. Reading Difficulties 3
Education 494. Clinical Procedures in Reading 3
Education 504. Apprenticeship in Reading I 1
Education 505. Apprenticeship in Reading II 1
Education 506. Apprenticeship in Reading III 1
Education 507. Psychological and Sociological Principles in the Teaching of Reading 3

Note: In special cases students in this Department may be granted the privilege of taking either Education 543., Statistics in Psychology and Education, or Psychological and Sociological Principles in the Teaching of Reading.

FRENCH

In addition to elementary and intermediate course of one year each, students beginning graduate work in French should have completed at least two more years of courses in French language and literature. In special cases a student with insufficient preparation may be admitted provisionally and allowed to complete his undergraduate preparation within the Atlanta University Center before proceeding with his graduate studies.

Generally in a graduate program leading to the Master's degree, students will be required to complete satisfactorily eight graduate courses (twenty-four semester hours), write a master's thesis, and pass a written and oral examination on the history of French literature.

As most graduate courses in the department are conducted in French, students enrolling for graduate work must be able to follow them and participate in class discussions in French. However, provision is made to help students who are deficient to attain this standard in a minimum of time.

155. FRENCH FOR GRADUATE STUDENTS. For students who have had two years college French or equivalent. A special course prepar-
ing students for their foreign language reading knowledge require­
ment. This class meets three hours weekly for one semester.

451-452. Advanced French Prose. A course in translation and com­
position 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 de­
velopment of the aims and methods of teaching foreign lan­
guages. 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 prin­
cipally with the dramatic works of Maeterlinck, Claudel, Jules
Romain, Cocteau, Giraudoux, Anouilh, Sartre and Camus, and
with the relation of the French theatre with that in other coun­
tries.

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. Pre­war, 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 characters 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

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 projective 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 Lebesque integration. Prerequisite: Foundations of Analysis or equivalent. 3 credits.


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

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

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


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

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

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 commu-
nism, 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 second semester.

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

3 credits second semester.

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

3 credits second semester.

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

3 credits second semester.

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

3 credits either semester.

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

3 credits first semester.

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

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

SOCIOLOGY AND ANTHROPOLOGY

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

485. **COMMUNICATION IN MODERN SOCIETY.** The problems of consensus and control in modern society; the formulation of public opinion; the techniques of opinion measurement and propaganda analysis.  
3 credits alternate years.

**POPULATION AND HUMAN ECOLOGY**

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

503. **HUMAN ECOLOGY.** Ecological aspects of human relations; the ecological processes within the human community.  
3 credits first semester.

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

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

**ANTHROPOLOGY**

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

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

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

431. **LANGUAGE IN CULTURE.** A course dealing with the interrelations of language and other aspects of culture. Attention will be given to the structures of non-European languages and to the light which these shed on logic and on our own language.  
3 credits first semester.
472. PROBLEMS OF AFRICA. A broad survey of Africa's physical and human resources, the political organization of the continent, its economic structures, and the problems of development deriving from these inter-related factors. 3 credits first semester.

473. PEOPLES OF AFRICA. A survey of the societies and cultures of African peoples primarily as they functioned prior to the establishment of European control in the continent. The impact of European culture upon African ways of life will be examined in terms of problems of change and development. 3 credits second semester.

474. RELIGION AND ART OF PRELITERATE PEOPLES. A course presenting the religious beliefs and practices of societies other than our own, with special emphasis on the secular theories of religion. 3 credits first semester.

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

SOCIAL ORGANIZATION

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

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

440. INDUSTRIAL SOCIOLOGY. The study of occupations, the work situation — the store, factory, business, etc., the factors affecting work behavior; emphasis on interrelationships between work behavior of individual and other aspects of his social behavior. 3 credits either semester.

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

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

539. SEMINAR IN SOCIAL ORGANIZATION. Theories and methods of studying social organization in modern society. 3 credits either semester.
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 and incorporated under the Laws of the State of Georgia in 1925. It became an integral part of Atlanta University in 1947.

Membership in the American Association of Schools of Social Work was granted in 1928 and the School became a charter member of the Council on Social Work Education which succeeded the American Association of School of Social Work in 1952.

The School's psychiatric training program was accredited in 1948; its group work sequence in 1949; and its medical social work sequence in 1955.

The School has its separate building on the Atlanta University Campus surrounded by the other colleges which, under the leadership of Atlanta University, are cooperating in the development of the Atlanta University Center.

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.
CATALOGUE

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

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

The Vocational Rehabilitation Program as a service for the disabled is emphasized in the instructional sequences of 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

### FIRST UNIT  
September 15 - January 23  
**Credit Hours**

<table>
<thead>
<tr>
<th>Theory</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Work I</td>
<td>2</td>
</tr>
<tr>
<td>Group Work I</td>
<td>2</td>
</tr>
<tr>
<td>Research I</td>
<td>2</td>
</tr>
<tr>
<td>Human Growth and Development I</td>
<td>4</td>
</tr>
<tr>
<td>Social Services I</td>
<td>2</td>
</tr>
</tbody>
</table>

**Field Work**

- Concurrent — 2 full days per week: 4

### SECOND UNIT  
January 26 through May 31

<table>
<thead>
<tr>
<th>Theory</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Work II or Group Work II</td>
<td>2</td>
</tr>
<tr>
<td>Community Organization I</td>
<td>2</td>
</tr>
<tr>
<td>Research II</td>
<td>2</td>
</tr>
<tr>
<td>Human Growth and Development II</td>
<td>2</td>
</tr>
<tr>
<td>Social Services II</td>
<td>2</td>
</tr>
</tbody>
</table>

**Field Work**

- Concurrent — 2 full days per week: 4

### THIRD UNIT  
June 1 - July 31

<table>
<thead>
<tr>
<th>Theory</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Work III (Medical, Psychiatric, Family, Child Welfare, Probation and Parole)</td>
<td>2</td>
</tr>
<tr>
<td>or Group Work III</td>
<td>2</td>
</tr>
<tr>
<td>or Community Organization II</td>
<td>2</td>
</tr>
<tr>
<td>or Human Growth and Development III</td>
<td>2</td>
</tr>
<tr>
<td>Physical and Mental Aspects of Illness or Personality Factors in Group Work and Community Organization</td>
<td>2</td>
</tr>
<tr>
<td>Social Services III</td>
<td>2</td>
</tr>
<tr>
<td>Social Work Administration</td>
<td>2</td>
</tr>
<tr>
<td>Thesis Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>
FIELD WORK PROGRAM

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

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

Field work agencies are selected by the Field Work Committee as extensions of the School’s educational training program. Agencies which accept a student training program in cooperation with the School are expected to meet criteria established by the Committee.
To assure the unity of field and classroom teachings, the Supervisors' Institute is held at the School annually at University expense during the time students are in field work placements.

Approximately three days are spent in discussing the mutuality of classroom and field work teaching and in conferring. This Institute permits field work supervisors and classroom faculty to understand each other's program and to share jointly the responsibility inherent in strengthening the student's training program.

This institute also provides an opportunity for all supervisors to obtain an intimate knowledge of the operation of the School, and 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 recommend a program of action.
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.

GRADE REQUIREMENTS

First Year, 25 hours of “B” or better credit are required.
Second Year, 28 hours of “B” or better credit are required.

This makes a total of 53 hours of “B” or better credit for the two years on the basis of 65 total credits.

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.

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

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

**Grades**

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

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

"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.
There is a student organization in the School. 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 1959 - 1960**

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. 15, 1959...... $175.00  
- Second Unit Tuition Payable Jan. 26, 1959...... 175.00  
- Third Unit Tuition Payable May 31, 1960...... *137.50

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

Fourth Unit Payable Sept. 16, 1959 (for October, November, December and January) ........... 175.00

Fifth Unit Payable Jan. 26, 1960 (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 6-1-59, 9-15-59, 2-1-60, 9-1-59, 3-1-60 .................. 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 ................................ 540.00
Double room ................................ 486.00

Board and room for Third Unit (June-July), per week ........................................ 13.50

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.

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 cer-
Certificate of scholarship standing, or a transcript of record until such indebtedness has been fully paid.

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

**Duplicate Transcript Fee**

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

**Refunds**

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

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

**Required Books and Supplies**

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

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

**Social Work Training Scholarships and Stipends Available During the School Year 1958-1959**

Several forms of student aid are available ranging from partial or full tuition or room, room and board, board and stipend to grants as high as $333.00 a month through certain government programs.

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

Albert Einstein Medical Center, York and Tabor Roads, Philadelphia, Pa.
Baltimore Urban Renewal & Housing Authority, Baltimore, Md.
Bureau of Child Care, Philadelphia, Pa.
Charlotte City Schools, Charlotte, N. C.
Child Care Service, Delaware Co. Institute District, Media, Pa.
Chicago Commons Association, Chicago, Ill.
Cook County Hospital, Chicago, Ill.
Family Court, Castle County, Wilmington, Del.
Federation of South End Settlements, Boston, Mass.
Fort Wayne State Hospital, Fort Wayne, Ind.
Friendly Inn Settlement, Cleveland, Ohio.
Irvington House, Irvington on Hudson, N. Y.
Leake and Watts Children’s Home, Yonkers, N. Y.
New York State Training School for Girls, Hudson, N. Y.
Metropolitan Atlanta Community Services, Atlanta, Ga.
Northville State Hospital, Northville, Mich.
St. Martha’s Settlement House, Philadelphia, Pa.

VETERANS ADMINISTRATION WORK STUDY PLANS

Work-study plans on the GS 7 scale of $2.40 per hour for a minimum of 35 hours per week are available for second year students placed in Installations of the Veterans Administration. The School currently has students placed in the following installations:

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.

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.
$1200 Fellowship

This fellowship granted the School by an anonymous donor is awarded to a student in the first year with high academic record and good potential for the social work field. Applications for this fellowship may be made to the Dean of the School.

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.
ATLANTA UNIVERSITY

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 possible 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.

SUPERVISORS AND AGENCIES PARTICIPATING IN FIELD INSTRUCTION

The following supervisors and agencies cooperated with the School in the supervision of students in field work during the school year 1958-59. 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 supervisors and agencies. These supervisors are considered faculty members because field work teaching is as much a part of the pedagogical system as classroom work.

      A.B., Morehouse College, 1949; M.S.W., Atlanta University School of Social Work, 1951.

Brisendine, Frances, Travelers Aid Society of Atlanta, Ga. — 1956.
      A.B., Women's College of the University of North Carolina, 1931; M.S.W., Tulane University School of Social Work, 1956; Summer School, New York School of Social Work, Columbia University, 1932.

Brittain, Charlie Lee, Cook County Hospital, Chicago, Ill. — 1958.
      A.B., Prairie View College, 1941; M.S.W., Atlanta University School of Social Work, 1952.

      B.S., New York University, 1948; M.A.S.A., Ohio State University, 1950.
Chavis, Theodore, Veterans Administration Hospital, Battle Creek, Michigan — 1957.
A.B., Talladega College, 1942; M.S.W., Atlanta University School of Social Work, 1951.

A.B., Clark College, 1942; M.S.W., Atlanta University School of Social Work, 1947; Third Year Certificate, New York School of Social Work, Columbia University, 1958.

A.B., Clark College, 1940; M.S.W., Atlanta University School of Social Work, 1942.

A.B., University of Syracuse, 1933; M.S.W., University of Buffalo School of Social Work, 1958.

Dennison, Martha, American Red Cross, Atlanta, Ga. — 1942-46, 1950.
B.A., Agnes Scott College, 1917; M.S.W., Vanderbilt University School of Social Work, 1948.

Duke, Robert, Veterans Administration Hospital, Montrose, N. Y. — 1955.
A.B., North Carolina College, 1942; M.S.W., Atlanta University School of Social Work, 1947.

B.A., Boston University College of Liberal Arts, 1952; M.S.W., Boston University School of Social Work, 1955.

B.S., Stevens Institute of Technology, 1946; M.A., Columbia Teachers' College, 1949; M.S.S.W., Boston University School of Social Work, 1956.

A.B., Hope College, 1952; M.S.W., Wayne State University, 1954; Advanced Study, 1957-58.

B.S., Temple University, 1939; M.S.W., University of Pennsylvania School of Social Work, 1946.
B.S., Women’s College of the University of North Carolina, 1935; M.S.W., New York School of Social Work, 1955.

Hall, Jeanette H., Grady Homes Community Girl’s Club, Atlanta, Ga. — 1957.
A.B., Morris Brown College, 1942; M.S.W., Atlanta University School of Social Work, 1944.

Humphreys, Emily T., Grady Memorial Hospital, Atlanta, Ga. — 1938–43, 1949, 1958.
A.B., Goucher College, 1926; M.S.W., Smith College School of Social Work, 1938.

A.B., Hunter College, 1945; M.S., New York School of Social Work, 1951.

A.B., Talladega College, 1931; M.S.W., Atlanta University School of Social Work, 1955.

Jones, Winifred H., Cook County Hospital, Chicago, Ill. — 1958.
A.B., Roosevelt University, 1947; M.S.W., Loyola University School of Social Work, 1952.

A.B., Virginia State College, 1945; M.S.W., Atlanta University School of Social Work, 1958.

Lev, Sarah, Northville State Hospital, Northville, Mich. — 1957.
B.A., Wayne University, 1954; M.S.W., 1956.

Lipschutz, Clarence, Chicago Commons Association, Emerson House, Chicago, Ill. — 1957.
B.S., Roosevelt University, 1948; Graduate Work in Human Development, University of Chicago, 1948–50; M.S.W., School of Social Work, State University at Detroit, 1953.

B.A., Knoxville College, 1944; M.S.W., Fordham University School of Social Work, 1947.
McHugh, Mary J., Veterans Administration Center, Dayton, Ohio — 1958.
R.N., Good Samaritan School of Nursing, 1947; B.S., College of Mount St. Joseph, 1947; M.S.W., National Catholic University of America, School of Social Service, 1953.


A.B., Dillard University, 1944; M.A., School of Social Service Administration, University of Chicago, 1946; Atlanta University School of Social Work, 1957.

B.A., Miami University, 1951; M.S.W., University of Pennsylvania, School of Social Work, 1953.

B.A., Spelman College, 1948; M.S.W., Atlanta University School of Social Work, 1952.

B.A., Goettingen, Germany and Lausanne University, Switzerland; M.S.W., School of Social Work, University of Pittsburgh, 1949.

A.B., University of Louisville, 1949; M.S.W., Kent School of Social Work, University of Louisville, 1951.

B.A., University of California at Los Angeles, 1952; M.S.S.W., New York School of Social Work, Columbia University, 1956.

B.S., Carleton College, 1936; M.A., University of Minnesota, 1942; Advanced Study, University of Michigan, 1956-57.
Sculthorpe, William B., Veterans Administration Hospital, Northport, L. I., N. Y. — 1958.

Shrider, Robert E., Bethlehem Community Center, Atlanta, Ga. — 1957.
B.S., Ohio State University, 1950; M.A., Social Group Work, Scarritt College, 1952.

A.B., Miles College, 1954; M.S.W., Atlanta University School of Social Work, 1956.

Thomas, Emma C., Grady Memorial Hospital, Atlanta, Ga. — 1958.
A.B., Spelman College, 1933; M.S.W., Atlanta University School of Social Work, 1948.

B.A., Spelman College, 1944; M.S.W., Atlanta University School of Social Work, 1946.

B.S., St. Louis University, 1953; M.S.W., George Warren Brown School of Social Work, Washington University, 1955.

Williams, Lucius, Veterans Administration Hospital, Tuskegee, Ala. — 1956.
B.S., Fort Valley College, 1941; M.S.W., Atlanta University School of Social Work, 1948; Third Year, George Warren Brown School of Social Work, 1956.

B.A., Columbia University School of General Studies, 1951; M.S.W., New York School of Social Work, 1952.
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. Hill, Mrs. Westerfield

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. Hill, Mrs. Westerfield

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. Hill

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. Hill

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. Hill

550. **Social Group Work I.** This course is designed to provide social work students with the basic knowledge, attitudes, skills and methodology underlying the practice of social group work. It places emphasis upon social group work as one of the processes in social work and its commitment for the provision of social service in whatever setting it is practiced. 2 credits.

Mrs. Logan

551. **Social Group Work II.** In this course methods utilized by the social worker in providing services are emphasized. The worker's role in program development and in helping individuals both within and outside of the context of the group is stressed. 2 credits.

Mrs. Logan

555. **Social Group Work III.** In this course social group work students will consider methods of total agency program development. The philosophy and methods of staff development and supervision of volunteers are discussed. Attention is given to the use of social group work in multi-disciplinary facilities with emphasis placed on the role of social group workers and its relationship to other disciplines within these facilities. 2 credits.

Mrs. Logan

557. **Social Group Work Seminar.** This seminar is designed to provide social group work students with the opportunity to refine their understanding of the practice of Social Group Work. Content is based primarily upon material submitted by the students. 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.  
Mr. Harm, 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. Hill 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, homeostatis and psychopathology (neurotic syndromes, character disturbances, et cetera). 3 credits. Mrs. Hill 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. Mrs. Logan, 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.

Mr. Young and Miss Adams

701. SOCIAL SERVICES II. This course deals primarily with the development of public welfare programs since 1935. Its content includes an analysis of social welfare programs designed to meet specific problem areas of individual, child welfare and family need. The implications of law as a resource in social adjustment will also be discussed.

2 credits.

Mrs. Watts, 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. The development and administration of programs in the control and prevention of illness, including curative and treatment resources are reviewed. The Vocational Rehabilitation Program, its structure, function and the role of social work are emphasized.

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. Hill
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. 1 credit.

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.

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

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

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

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.
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. 3 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' 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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Principles and purposes of cataloging and the function of the catalog in library service. 3 credits.

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

441. Modern Book Publishing. 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. 3 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. 2 credits.

451. Methods and Problems of Reading. Course seeks to define the types of processes involved in reading and considers the objectives of 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 PURPOSE AND PROGRAM OF THE SCHOOL OF EDUCATION

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  B. Secondary Education
   1. Instruction  1. Instruction
   2. Administration  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.

LABORATORY SCHOOL FACILITIES

By arrangement with the Board of Education of the City of Atlanta, the School of Education sustains a close relationship to the newly erected Oglethorpe School. A national prize-winner for architectural excellence, this building incorporates the most recent devices for elementary school teaching, including observational posts equipped with “one-way” vision glass.

The School of Education also enjoys cordial relationships with other local and State administrative bodies, facilitating opportunities for observation and research.
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.

According to a rule of the Georgia State Department of Education and the State Board of Education, all full-time teachers and school workers shall earn only two courses (six semester hours) during a school year. The courses should be earned at the rate of one course per semester with a maximum of two courses from September to June. A penalty for those earning excess credit shall be withholding the certificate for a year.

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 graduates of colleges of approved standing who present satisfac-
tory evidence of character and other qualifications. The applicant's record must show promise of ability to do graduate work, and must include a sufficient degree of concentration in the field in which he proposes to work to satisfy both the Committee on Admission and the faculty of the School of Education. Admission is by vote of the Committee on Admission.

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 German.)
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 Development, 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. Students who are working toward a degree must take the English Fundamentals examination during the first semester in which they register in the University.

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 credit toward a Master's degree 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.

*Not more than 12 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.


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

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<thead>
<tr>
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<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>430</td>
<td>Basic Principles of Guidance Services</td>
<td>3</td>
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<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>
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<tr>
<td>553</td>
<td>Psychologic Appraisal of the Individual</td>
<td>3</td>
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<tr>
<td>554</td>
<td>Occupational and Other Information Services for Counselors</td>
<td>3</td>
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<td>555</td>
<td>Counseling Internship</td>
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CATALOGUE

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

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<tr>
<td>547</td>
<td>Research Seminar</td>
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<tr>
<td>497</td>
<td>Survey of Trends and Resources in Elementary Education</td>
<td>3</td>
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<tr>
<td>560</td>
<td>Elementary Curriculum Planning and Evaluation</td>
<td>3</td>
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</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

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

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

30
SPECIAL PREPARATION IN HEALTH

418 The Teaching of Health.................................. 3
419 Selection and Evaluation of Health Materials........ 3
420 Organization of Community Health and Hygiene
  — The total School Health Program.................... 3
466 Better Community Living................................ 3

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COURSES LEADING TO THE M.A. DEGREE IN SECONDARY EDUCATION

<table>
<thead>
<tr>
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<tr>
<td>550</td>
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<tr>
<td>453</td>
<td>Statistics in Psychology and Education</td>
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<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>
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<td>Electives*</td>
<td>6-3</td>
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COURSES LEADING TO THE M.A. DEGREE IN SECONDARY EDUCATION WITH SPECIAL PREPARATION IN SCIENCE

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<td>547</td>
<td>Research Seminar</td>
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<td>498</td>
<td>Science in the Secondary School</td>
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<td>499</td>
<td>Teaching of General Science</td>
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<tr>
<td>500</td>
<td>Teaching Biological Science</td>
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<td></td>
<td>OR</td>
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<tr>
<td>502</td>
<td>Teaching Physical Science</td>
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<td>OR</td>
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<tr>
<td>503</td>
<td>The Consultant in Science</td>
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<td>OR</td>
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<tr>
<td>466</td>
<td>Better Community Living</td>
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* 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.
### Courses Leading to the M.A. Degree in Education with Special Preparation in the School as a Social Institution

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<td>547</td>
<td>Research Seminar</td>
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<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>
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<tr>
<td>506†</td>
<td>Social Theory</td>
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<tr>
<td>401†</td>
<td>Population</td>
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<tr>
<td>504†</td>
<td>The City</td>
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</tbody>
</table>

** See description of courses under History Department.

† Course descriptions under Department of Sociology.

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

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<td>429</td>
<td>Principles of Secondary Education</td>
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<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>
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</tr>
<tr>
<td>549</td>
<td>The School in the American Social Order</td>
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<td></td>
<td>** OR **</td>
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<tr>
<td>466</td>
<td>Better Community Living</td>
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** See description of courses under History Department.

† Course descriptions under Department of Sociology.
### Courses Leading to the M.A. Degree in Elementary Administration

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<tr>
<td>453</td>
<td>Statistics in Psychology and Education</td>
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<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>
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</tr>
<tr>
<td>560</td>
<td>Elementary Curriculum Planning and Evaluation</td>
<td>3</td>
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<tr>
<td>430</td>
<td>Principles and Practices of Educational and Vocational Guidance</td>
<td>3</td>
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<tr>
<td>527</td>
<td>Seminar in School Administration</td>
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<tr>
<td>511</td>
<td>Supervised Field Experiences</td>
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<td></td>
<td>Elective</td>
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<tr>
<td>426</td>
<td>Principles of School Administration</td>
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</tbody>
</table>

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

<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>
</tr>
<tr>
<td>453</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
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<td>547</td>
<td>Research Seminar</td>
<td>1</td>
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<tr>
<td>428</td>
<td>Organization and Administration of Secondary Schools</td>
<td>3</td>
</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>
<td>3</td>
</tr>
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<td>Seminar in School Administration</td>
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<td>511</td>
<td>Supervised Field Experiences</td>
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<td>426</td>
<td>Principles of School Administration</td>
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**Total:** 30
### Program for Graduate Assistants in the Area of Reading

Requirements for Students Pursuing the Master of Arts Degree in Education

**Specific Requirements Are:**

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<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tr>
<td><strong>Education 550</strong></td>
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<td>Foundations of Education</td>
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<tr>
<td><strong>Education 551</strong></td>
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<td>Human Growth and Development</td>
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<td><strong>Education 453</strong></td>
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<td>Statistics in Psychology and Education</td>
<td>3</td>
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<tr>
<td><strong>Education 560 or 561</strong></td>
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<td>Elementary or Secondary Curriculum Planning and Evaluation</td>
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<tr>
<td><strong>Education 547</strong></td>
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<tr>
<td>Research Seminar</td>
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<tr>
<td><strong>Education 490</strong></td>
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<td>Language Arts in the Elementary School</td>
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<tr>
<td><strong>Education 492</strong></td>
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<tr>
<td>Reading Difficulties</td>
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<tr>
<td><strong>Education 494</strong></td>
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<tr>
<td>Clinical Procedures</td>
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<tr>
<td><strong>or</strong></td>
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<tr>
<td><strong>Education 501</strong></td>
<td></td>
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<tr>
<td>Reading Laboratory or Clinic</td>
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<tr>
<td><strong>Education 504</strong></td>
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<td><strong>Education 505</strong></td>
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<td>Apprenticeship in Reading II</td>
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<td><strong>Education 506</strong></td>
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<td><strong>Education 507</strong></td>
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<tr>
<td>Psychological and Sociological Principles in the Teaching of Reading</td>
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</table>
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.
# 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: 

Total: 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: 

Total: 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: 

Total: 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 ..............................

**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 OF INSTRUCTION

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

ADMINISTRATION AND SUPERVISION

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

3 credits either semester.

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

3 credits first semester.

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

431. Initial Principals' Workshop. (Equivalent to 427 and 428.) The Workshop for principals is designed to provide a period of intensive in-service preparation for the principalship of either the elementary school or the secondary school or both. It is designed to provide comprehensive and intensive training through individual and group projects, readings in related literature, reviews of pertinent research, individual reports, panel discussions, staff presentations, and the projections of programs of action for the local situations of the principals in the group. The Workshop will implement, functionalize, and enrich the usual work of such courses as: Organization and Administration of the Elementary School and the Organization and Administration of the Secondary School. The areas of work covered in the Workshop are: (a) the over-all philosophy, objectives, and techniques of the organizational and administrative processes of the public school, (b) the curricular patterns of the school, (c) the instructional activity, (d) the supervisory activity of the principal, (e) auxiliary services program, (f) pupil-personnel accounting, (g) business practices and accounting procedures of the school, (h) the co-curricular activities program, (i) public relations program, and (j) the problem of human relationships. (Offered only in the summer.) 6 credits.

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

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

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

552. Workshop for Jeannes Supervisors. Individual and group guid­
ance 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, or­
ganizational 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 Super­
vising 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 enrollee 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 demonstration school, a study of the development of the philosophy upon which modern classroom procedures are based, and guidance in seeing how the needs of children in local school situations may be analyzed for the purpose of developing appropriate classroom procedures. Special attention will be given to the development of curriculum units of instruction.

3 credits first semester.

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

3 credits second semester.

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

3 credits each semester.

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

405. Child Development. 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 second semester.

408. Behavior Problems. Students are guided in making a scientific approach to the identification, diagnosis, prognosis, and reconditioning of behavior problems which are frequently manifested by children and adolescents. Extensive use is made of case studies and other pertinent literature. 3 credits second semester.

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 preventative 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.
453. Statistics in Psychology and Education. This course is a study of the applications of statistical techniques to psychological and educational problems. 3 credits first semester.

454. Administration and Interpretation of Psychometric Instruments. A study of the detailed problems of administration and the use and interpretation of group and individual mental and educational tests. Prerequisite: Elementary Statistics. 3 credits second semester.

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.

READING

504. APPRENTICESHIP IN READING I. The purposes of supervised experiences and systematic discussion periods is to introduce the student to diagnostic and teaching procedures operative in the college reading programs. Special attention is given to interpretation of tests and other evaluative instruments, examination of reading materials, and techniques of developing specific reading skills. 1 credit.

505. APPRENTICESHIP IN READING II. The purposes of the supervised experiences and seminar are (1) to guide the student in plans for and teaching of reading classes and (2) to aid him in identifying and delimiting problems which may be developed into acceptable research designs. 1 credit.

506. APPRENTICESHIP IN READING III. This is an advanced seminar which gives the student continued guidance in his assistanceship and specific help in the collection and treatment of data needed in the preparation of a thesis. 1 credit.

507. PSYCHOLOGICAL AND SOCIOLOGICAL PRINCIPLES IN THE TEACHING OF READING. This course relates the nature of reading to the learning process and to certain societal influences which may enhance or hamper growth in reading. Prerequisites: Education 491 or 493 and Education 494. 3 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.

SECONDARY SCHOOL INSTRUCTION

400. ENGLISH IN THE SECONDARY SCHOOL. A study of the materials and modern methods in teaching of secondary school English. 3 credits second semester.

429. THE INSTRUCTIONAL PROGRAM OF THE SECONDARY SCHOOL. This course is required of all students with major interests in secondary education. Special 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, laboratory, demonstration techniques, visual aids, testing and evaluation, education of the teacher, and reference sources. 3 credits.

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

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

510. APPRENTICESHIP IN TEACHING IN ELEMENTARY AND SECONDARY SCHOOLS. See course 510 under Elementary Education.
6 credits each semester.

EDUCATION 556. Problems of Teaching and Observation in the Secondary School. This course is primarily designed for students who
wish to raise the 4-year provisional certificate to the 4-year professional certificate. The course serves in lieu of student teaching and is available to only those students who have:

a. A minimum of one (1) year of paid teaching experience.
b. Completed ALL of the general education requirements.
c. Completed ALL of the teaching field specialized education requirements.
d. Completed ALL of the professional education requirements in the professional sequence up to student teaching.
e. Received the personal approval to enroll in the course from the official representative of the University in charge of the course.

The experiences of this course are concerned with considerable observation and some student teaching at the secondary school level. The workshop ways of teaching and learning are essential aspects of the course experiences. Students who enroll in this course must arrange their schedules so as to provide a minimum of two consecutive hours (8:30 a.m. - 12:45 p.m.) for field experiences in an Atlanta Public High School offering summer courses. Large group sessions as well as small group sessions during the afternoon hours are regular phases of the course. Students are also required to complete successfully the particular methods course in the subject matter area in which they desire professional certification. The opportunities for enrollment in this course are limited to the teaching fields in which the cooperating Atlanta Public High School is offering summer courses. This course is in operation five days each week for nine weeks.

(Summer only.) Six semester hours.

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 accreditation, of which at least sixty hours shall have been completed in the following:

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

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

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<td>Principles of Accounting</td>
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<td>Theory of Accounts</td>
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<td>Business Economics</td>
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One year candidates may not be required to follow this program but they must have had these courses, or their equivalent, before admission to the School of Business.

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

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<td>Business Law</td>
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<td>Business Law</td>
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<td>Business Finance</td>
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<td>Labor Problems</td>
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<td>Electives</td>
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Electives: Nine hours of elective work will be agreed upon between the faculty and student, the aim being to insure a major of sufficient substance and breadth to enable the student to do a creditable study in his field of concentration.

In the year in which a student expects to receive his degree, and after satisfying all work requirements, permission will be granted to begin work not later than the second semester of this year, upon a thesis or report upon some subject in the student's field of concentration approved by the faculty of the School of Business.

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

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.
COURSES OF INSTRUCTION

PRODUCTION

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

Three credits each semester.

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

Three credits each semester.

MARKETING

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

Three credits each semester.

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

Three credits first semester.

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

Three credits second semester.

FINANCE

440-441. MONEY AND BANKING. The principles of money and banking with specific reference to their functions in the present organization of economic society. Money and its attendant economic problems; credit, the banking process and the banking system; foreign and domestic exchange, the business cycle, the history of banking both in this country and the more important countries of Europe. Prerequisite: Elementary Economics.

Three credits each semester.

442. BUSINESS FINANCE. The corporate system; simpler forms of business organization; the principles and problems of corporate
financial organization; reorganization, and control; adjustments of management and investor requirements. Principles of Accounting is a prerequisite or may be taken concurrently.

Three credits first semester.

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

Three credits second semester.

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

Three credits second semester.

CONTROL

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

A non-credit course.

461. Principles of Accounting. A course dealing with accounting from the theoretical and practical points of view at elementary and intermediate levels. The use of journals and ledgers is taught. Instruction is given in the preparation, analysis and interpretation of profit and loss statements, balance sheets, and other reports commonly used in modern business establishments. Three lectures and six hours' laboratory a week.

Three credits first semester.

462. Theory of Accounts. The subject matter is divided broadly into three sections—elementary, advanced, and special theory. Each accounting appearing in an ordinary balance sheet and income account is thoroughly discussed with respect to content and
treatment, and the relation which accounting bears to law, finance and economics is constantly emphasized. Prerequisite: Accounting 461 or equivalent. Three lectures and six hours' laboratory a week.

Three credits second semester.

463. Cost Accounting. A study of basic cost principles, control and cost of manufacturing cost elements, job-order cost systems, standard costs and budgets, and executive and managerial uses of costs. The course is developed to demonstrate that cost accounting for distribution, and for management of non-processing business units and non-profit enterprises is as essential a part of cost accounting as manufacturing costs. Prerequisite: Principles of Accounting and Introductory Economics.

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 engagements. 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 complete audit.

Three credits second semester.

561-562. Advanced Accounting. This course is designed to meet the needs of students who expect to practice accounting professionally, or who are preparing for positions as corporation auditors, comptrollers, or cost accountants. Lectures will be given covering the entire field of advanced accounting. The student, however, will be required to study text material, and do practice and laboratory work in the particular field of his specialty. Prerequisite: Approval of instructor.

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 familiarized 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 development of complete programs according to managerial needs presented in case problems including the selection of machines for the volume and type of work required, the wiring of control panels, 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 formulate 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 prenatal and embryonic stages of a small business. Various accounting aids, financial plans, market surveys and managerial talents are examined to show how they contribute to the successful launching of a small new enterprise. The student is required to plan the organization of a small business as a project in the course. During the course the ramifications of the present tax laws and other general legal concepts, including the law of patents, are considered.

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 2, 1958
SCHOOL OF ARTS AND SCIENCES
MASTER OF ARTS

ALFRED LEO MORRIS* .................................... Economics
A.B., Morehouse College, 1957.

LAVERNE BROWN BEAVERS ............................. English
A.B., Virginia Union University, 1937.
Thesis: An Analysis of the Prose Style of John Steinbeck.

EMMA FRENCHIE CAMPBELL ............................ English
B.S., Jackson College, 1955.
Thesis: Naturalism in the Novels of Frank Norris.

FINLEY CALVIN CAMPBELL* ............................ English
A.B., Morehouse College, 1956.
Thesis: John Dos Passos and the “System”: An Analysis of Social Criticism in U.S.A.

BENJAMIN FRANKLIN MILLER* ......................... English
A.B., Morehouse College, 1954.
Thesis: Mysticism in Richard Crashaw’s Steps to the Temple and Carmen Deo Nostro.

WOODROW WILSON GALLASHAW* ...................... History
A.B., Allen University, 1939.

JOSPHAT NJUGUNA KARANJA .......................... History
A.B. (Honours), Delhi University, 1956.
Thesis: The Impact of European Ideas and Institutions on the Indigenous Culture of the Kenya Region.

THOMAS DANIEL BARNES .............................. Sociology
A.B., Tougaloo College, 1952.

* Requirements completed as of January 25, 1958.
CATALOGUE

ROBERT DEE SPRINGER .................................. Sociology
A.B., Clark College, 1957.
Thesis: The Social Characteristics and Behavioral Patterns of an All-Negro Golf Club in the City of Atlanta, Georgia.

ROBERT THREAT* ...................................... Sociology
Thesis: An Analysis of a Discussion Group.

MASTER OF SCIENCE

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

WILLIAM SEABROOK COOPER .......................... Mathematics
B.S., Morehouse College, 1957.

JOHN EDWARD HALL* .................................. Mathematics
B.S., Clark College, 1955.
Thesis: "Peirce's Quintuple Algebra."

CHARLES SANDERS JOHNSON, JR. ....................... Mathematics
B.S., Morehouse College, 1949.
Thesis: On the Solution of Polynomial Equations of Degree N.

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

SCHOOL OF SOCIAL WORK

MASTER OF SOCIAL WORK

MARJORIE ANITA ALEXANDER
A.B., Clark College, 1953.
Thesis: The Use of Program Activity in the Adjustment of Children with Rheumatic Disorders.

* Requirements completed as of January 25, 1958.
ELIZABETH RUCKER ALLEN  
B.S., Tennessee Agricultural and Industrial State University, 1952.  
Thesis: The Operation of the Clinical Team in the Intensive Treatment Unit at Northville State Hospital.

FRANCES CLYBURN AVERY  
Thesis: Factors Contributing to the Readmission of Alcoholic Patients to the Veterans Administration Hospital, Northport.

JOSEPHINE SARA ANN BAKER  
A.B., Talladega College, 1956.  

VELMA DELORES BANKS  

ROBERT WALTON BROWN  
A.B., Lincoln University (Missouri), 1956.  
Thesis: The Relationship of Male Schizophrenic Patients with Their Fathers.

JAMES CLINTON COOPER, JR.  
B.S., Savannah State College, 1956.  

ETHEL COLEMAN DAVENPORT  
Thesis: The Role of the Medical Social Worker in the Rehabilitation of Paraplegics.

JUDY C. DENSON  
B.S., Alabama State College, 1952.  

EVELYN ZENOBIA EDWARDS  
A.B., Clark College, 1947.  
Thesis: A Study of the Work Therapy Program at Northville State Hospital, Northville, Michigan.
JANE OMEGA EGGLESTON  
A.B., Virginia Union University, 1956.  
Thesis: A Descriptive Study of Children Admitted to Receiving Hospital with a Diagnosis of Malnutrition.

COUNTESS TWITTY FISHER  
A.B., Dillard University, 1949.  

VIRGINIA MARIE FLEMING  
B.S., Livingstone College, 1956.  
Thesis: Factors Associated with the Acceptance and Use of Casework Service by Relatives of Out-Patients.

CHARLESDANNA TEKEDRA GALLOWAY  

PATRICIA DELORES GAVIN  
A.B., Livingstone College, 1956.  
Thesis: The Use of Case Conferences to Facilitate Treatment in a State Training School.

RUTH LUCILLE GILLIAM  
B.S., North Carolina College at Durham, 1950.  

JAMES ARTHUR GOODMAN  
A.B., Morehouse College, 1956.  
Thesis: A Study of Group Therapy with Spouses of Alcoholic Patients in an Outpatient Clinic.

WILLIAM IRA GORE, JR.  
A.B., Morehouse College, 1954.  
Thesis: Treatment of the Offender in a Psychiatric Outpatient Facility: Baro Civic Center Clinic.

JUNE MAXINE GREGORY  
A.B., Fisk University, 1956.  
EMMA JEAN HODGE
  A.B., Roosevelt College, 1952.
  Thesis: Effects on Parental Understanding Following an Experiment in Group Intake.

BARBARA JEAN INGRAM

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

CATHERINE LATIMER LARKINS
  A.B., South Carolina State College, 1934.

DENNIS PENDLETON LEE
  Thesis: Rise and Development of the Mental Hygiene Clinic, Savannah, Georgia.

ARCHIE BELLE BETHEA LEWIS
  A.B., Allen University, 1954.

JEAN SHARON MCCLAIN
  A.B., Talladega College, 1956.
  Thesis: The Role of the Program Worker at Irvington House.

FLOYD WILLIAM MCCORMICK
  A.B., Morris Brown College, 1952.
  Thesis: The Social Worker's Role on an Open Ward for Chronically Ill Neuropsychiatric Patients.

ISRAEL HENRY MILTON
  B.S., Bethune-Cookman College, 1951.
  Thesis: The Role of Settlements and Neighborhood Centers in Serving Teen-Age Groups.
CATALOGUE

MARThA LENA MOORE
A.B., Morris Brown College, 1940.

JACQUELYN BILLIE NORMAN
A.B., Talladega College, 1955.

ANN ROBERTS ROBINSON
Thesis: The Role of the Social Worker in Trial Visit Preparation with Schizophrenic Patients.

MYRTLE JANICE RUSHING
A.B., Lincoln University (Missouri), 1957.
Thesis: A Descriptive Study of the Orientation Program for Patients at Northville State Hospital.

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

FREDRICKA LILA TEER
A.B., University of Illinois, 1956.
Thesis: Group Work with Physically Handicapped Children at Bird S. Coler Memorial Hospital.

EGBERT HERRON THOMPSON II
A.B., Florida Agricultural and Mechanical University, 1952.
Thesis: The Effectiveness of Tranquilizing Medication as an Aid to Patients in Their Community Adjustment.

NAOMI BLANCHIE TURNER
A.B., Clark College, 1956.
Thesis: Factors Associated with Alcoholic Patients Being Transferred from Acute Intensive Treatment Service to Continuous Treatment.

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

MARJORIE LOUISE WELLMON
A.B., Clark College, 1955.
HELENE WRIGHT WEST  
B.S., Tennessee Agricultural and Industrial University, 1956.  
Thesis: Criteria for the Selection of Neuropsychiatric Veterans for Family Care.

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

DORIS JONES WILSON  
A.B., Southern University, 1956.  
Thesis: The Use of the Orientation Period in Diagnosis at a State Training School.

MARION MOORE WORDLAW  
A.B., Kentucky State College, 1956.  
Thesis: A Study of the Social Services Offered on the Female Psychiatric Ward, Receiving Hospital, Detroit, Michigan.

SCHOOL OF LIBRARY SERVICE  
MASTER OF SCIENCE IN LIBRARY SERVICE

MAYRENE BEASLEY BATES  
A.B., Tennessee Agricultural and Industrial State University, 1955.  

LOUISE DOUGLASS CARR  
A.B., Benedict College, 1941.  

TALLULAH KING COGSWELL  
A.B., Savannah State College, 1934.  
Thesis: A Study of the Fiction and Non-Fiction Borrowed by the Adult Patrons of the Carnegie Public Library, Savannah, Georgia.
CALVERTA ELMORA DAVIS
B.S., South Carolina State College, 1953.
Thesis: A Survey of the Public Library Service Offered to Negroes in Greenville County, South Carolina.

ORA DELL HAMILTON*
B.S., Florida Normal College, 1948.

MAL JAMES HARRIS*
B.S., Agricultural and Technical College of North Carolina, 1948.
Thesis: The Organization of Cataloging Activities in a Selected Group of Public Libraries in North Carolina.

ALICE AURELIA HOLLY

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

MARY BRIDGES SOUTHALL
A.B., Clark College, 1939.

SCHOOL OF EDUCATION
MASTER OF ARTS

VIVIAN REID BEAVERS*
A.B., Fisk University, 1923.
Thesis: A Follow-up Study of the Graduates of the Oglethorpe Laboratory School, Atlanta University, Atlanta, Georgia, 1947-1951.

* Requirements completed as of January 25, 1958.
FLORINE LOUISE POPE BUSSEY
A.B., Clark College, 1938.
Thesis: Selected Factors in School Adjustment or Mal-adjustment of Eleven Pupils in the Atlanta Public School System.

MARGARET RIDLEY DYER*
B.S., Wayne University, 1948.
Thesis: Academic Achievement with Respect to Mental Ability of Pupils of Departmentalized and Non-Departmentalized Schools.

ETIM AKPAN ESSIEN
A.B., Morehouse College, 1956.
Thesis: Some Differences Between Fraternity and Non-Fraternity Men in a Liberal Arts College.

HERBERT LEE EVANS*
A.B., Allen University, 1934.

MARGARET JUANITA GANNAWAY*
B.S., Savannah State College, 1942.
Thesis: Relationship of Past and Present Achievement Tests Performances of Fifth Grade Pupils to Their Present Levels of Intelligence.

MARJORIE BRUTON GOSIER
B.S., Morris Brown College, 1951.
Thesis: Personality and Reading Comprehension of Pupils with Higher and Lower Levels of Intelligence.

WELCOME EMERSON MASON*
A.B., Paine College, 1950.
Thesis: The Thinking of Selected Groups of the Population on the Educational Program of a Selected Negro School.

SAMUEL BERRY PRIDE*
A.B., Johnson C. Smith University, 1916.
Thesis: An Analytical Study of the Level of Achievement of Twenty-five Sixth Grade and Twenty-five Seventh Grade Pupils of the Jenkins County Training School for the School Year 1955-1956.

* Requirements completed as of January 25, 1958.
OTHELLO SURRENCY*
B.S., Savannah State College, 1950.
Thesis: A Study of Factors in Absenteeism in the Schools of Pierce County, Georgia.

EVELYN PRISCILLA WALTHALL
A.B., Clark College, 1934.
Thesis: A Diagnosis of the Reading Abilities of Sixth Grade Pupils.

MAURICE ISORA MITCHELL WILLIAMS
Thesis: Improvement of Listening Through Special Methods and Techniques.

JOHN BURL WILLINGHAM*
A.B., Morehouse College, 1941.

SCHOOL OF BUSINESS ADMINISTRATION
MASTER OF BUSINESS ADMINISTRATION

TALMADGE ANDERSON*
B.S., Savannah State College, 1953.

JULIUS BROWN BAILEY
A.B., Morehouse College, 1950.

ROY LEE BOLTON
A.B., Clark College, 1954.

MACK LEE DAVIDSON, JR.
A.B., Johnson C. Smith University, 1955.

* Requirements completed as of January 25, 1958.
WILLIAM HENRY DUNN, JR.
A.B., Morris Brown College, 1953.

TA-NIEN LIN
A.B., National Taiwan University, Taipei, Taiwan, 1957.

EDDIE MEREDITH, JR.
A.B., Morehouse College, 1957.

RICHARD ROSS
B.S., Florida Agricultural and Mechanical University, 1953.

RACHEL ANN VINCENT
A.B., Tougaloo College, 1949.
Thesis: Inventory Valuation and the Lifo Controversy.
DEGREES CONFERRED
AUGUST 7, 1958

SCHOOL OF ARTS AND SCIENCES
Master of Arts

ABDULLA ABDURAHMAN ...................................... Economics
A.B., University College (Addis Ababa, Ethiopia), 1954.
Thesis: Postscript on War Inflation, 1939-46.

CORNELIUS WALTER CARTER ............................ Economics
A.B., Morehouse College, 1957.
Thesis: Hawtrey Versus Hansen: A Comparison of
Some Business Cycle Theories with Particular Emphasis on the Monetary Theories.

STELLA E. JOHNSON .................................... English
A.B., Tougaloo College, 1932.
Thesis: The Friendship of Carlyle and Emerson.

JOHN WESLEY MILES .................................... English
A.B., Morehouse College, 1939.

LOTTIE GREENE REID .................................... English
B.S., Savannah State College, 1945.
Thesis: Pessimism in the Novels of Thomas Hardy.

WILLIE HOSLEY CHRISTIAN ............................ Mathematics
A.B., Miles College, 1954.

JAMES LANCE LOTT .................................... Mathematics
A.B., Morehouse College, 1957.
Thesis: On Boolean Algebra and Its Applications to Logic.

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

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WILLIE HAROLD SMITH .................... Political Science

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

CORDelia MATHIS McPHERSON ................ Social Science
A.B., Clark College, 1949.
Thesis: Value Conflict Among College Freshmen.

Edythe Kathryn Graham Barfield .......... Sociology
Thesis: Social Differentiation and Stratification among Negroes in a Southern City.

Barbara Jean Boston ...................... Sociology
A.B., Southern University, 1957.

Ethel Jones Brooks ....................... Sociology

Janetta Equilla Brown ..................... Sociology
A.B., Southern University, 1957.

Sherman E. Dix .................. Sociology
A.B., Tennessee Agricultural and Industrial State University, 1956.
Thesis: The Negro Baptist Minister in Atlanta, Georgia: License and Mandate.

Gwendolyn Howard ....................... Sociology
Thesis: A Study of a Negro Church in a Contemporary Urban Community.
WILLIE JACKSON, JR. .................................. Sociology
A.B., Southern University, 1957.
Thesis: Levels of Identification of First and Second Year Students in the Atlanta University School of Social Work.

CLARENCE LEWIS .................................. Sociology
A.B., Clark College, 1953.

FRANCES AMMON McMILLAN PARKS ............... Sociology
A.B., Southern University, 1956.
Thesis: An Analysis of the W. Lloyd Warner School of Social Stratification.

JAMES FRANKLIN SCOTT ........................... Sociology
A.B., Clark College, 1957.

HUEY TAFT THOMAS, JR. .......................... Sociology
B.S., Alabama Agricultural and Mechanical College, 1953.
Thesis: Integration and Ethnic Membership in an Industrial Plant.

JAMES WALTER WHITEHEAD ....................... Sociology
A.B., Morehouse College, 1957.

Master of Science

JOHN OTIS DABNEY ................................ Biology
B.S., Morehouse College, 1954.
Thesis: The Effects of Large Doses of Viosterol (Irradiated Ergosterol) on the Blood Pressure of Rats.

GRACE ELIZABETH DORSEY ......................... Biology
B.S., Morgan State College, 1956.

ROBERT LEWIS RICKS .............................. Biology
B.S., Clark College, 1955.
Thesis: Observations on Testes of Male Hamsters Transplanted to Female Hosts.
CHARLES W. SMITH  ................................ Biology
B.S., Tougaloo College, 1951.
Thesis: Regeneration in the Spinal Cord of *Triturus Viridescens*.

FRONNIE MAE WHITEHURST  ....................... Biology
B.S., North Carolina College at Durham, 1956.

OSTEFIELD ANDERSON  ........................ Mathematics
B.S., Fort Valley State College, 1957.

CHARLOTTE ELOISE WALKER ELDER ............. Mathematics

SHIRLEY MATHIS McBay  ....................... Mathematics
A.B., Paine College, 1954.

OSSIE MALINDA SMITH  ........................ Mathematics

SCHOOL OF SOCIAL WORK

Master of Social Work

LEWIS THOMAS JORDAN
B.S., Fort Valley State College, 1946.
SCHOOL OF LIBRARY SERVICE

Master of Science in Library Service

WILMA JAYMES ANDERSON
A.B., Spelman College, 1950

ISAAC R. BARFIELD
A.B., Talladega College, 1950.

ARNETTA BENJAMIN
A.B., Bennett College, 1952.

YVONNE RANSOM CHURCHWELL
B.S., Prairie View Agricultural and Mechanical College, 1951.
Thesis: A Content Analysis of Non-Fiction Books for Young People which Depict the Religions of the World.

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

JACQUELINE PEOPLES HAMLIN
A.B., Fisk University, 1952.

WILLIE MAE BROADNAX PITTS
B.S., Agricultural and Technical College of North Carolina, 1948.

BERNICE Baten RABB
A.B., Allen University, 1941.
DOROTHY ANNE REECE
B.S., Paul Quinn College, 1949.

HOBSON THOMPSON, JR.
B.S., Alabama State College for Negroes, 1952.

SCHOOL OF EDUCATION

Master of Arts

AARON ADAMS
Thesis: The Tested Differences Between the Above Median and the Below Median Group of Seventh-Grade Pupils of the Lemon Street School, Marietta, Georgia, 1956-1957 Term.

CLEAOPHAS ALLGOOD
B.S., Fort Valley State College, 1951.

OLIOUS S. BEASLEY
B.S., Georgia State College, 1948.

EULA LEE BRANHAM
A.B., Clark College, 1950.
Thesis: An Analysis of the Status and Scholastic Performance of Twenty-five Pupils in a Multiple-Grade Classroom.

ETHEL J. BUTLER
B.S., Fort Valley State College, 1953.
Thesis: A Comparison of the Reading Ability and Expectancy Levels of a Group of Third Grade Pupils.
Winnie Louise Carswell  
B.S., Fort Valley State College, 1945.  
Thesis: A Comparison of the Relationships Between Levels of Intelligence and Achievement in Social Studies.

James Russell Collins  
B.S., Fort Valley State College, 1945.  
Thesis: Tested Differences and Correlations in Achievement Measured by “Teachers’ — Marks” and Standardized Test-Scores for Seventh Graders.

Huley Barry Dodson  
A.B., Clark College, 1950.  

Gwendolyn Earl  
A.B., Clark College, 1949.  

Irene Roberta Flanders  

John Thomas Gibson  
A.B., Clark College, 1944.  
Thesis: A Study of the Music Education Program in the Six Selected Schools of Fulton County, Georgia.

Doris McKenzie Green  
B.S., Fort Valley State College, 1951.  
Thesis: Tested Differences in the Achievement and Personality of Equivalent Groups of Rural and Urban Ninth Graders.

Raymond Morris Grier  
A.B., Morris Brown College, 1938.  
Thesis: Driver Education in the Atlanta Public High Schools.
CLEMMIE BARNES HATCHETT  
A.B., Claflin College, 1943.  
Thesis: Differences in School Achievement and Social Adjustment of Second, Third and Fourth Grade Pupils with and without Formal Preschool Training.

ANITA SHAW HOLLOWAY  
B.S., Spelman College, 1941.  
Thesis: Programs for Partially Seeing Children in the Public Elementary Schools of the United States.

LAURIE FRANCES JOHNSON  
A.B., Bennett College, 1942.  
Thesis: A Comparison of Certain Traits of Personal Adjustment for a Group of Male College Students Distinguished by High Scores of Psychological Masculinity and Femininity.

ELMA JEAN LAZENBY  
A.B., Paine College, 1951.  
Thesis: The Negro Public Schools in Columbia County, Georgia, 1940-1957.

BROOKER THOMAS LOCKETT  
A.B., Fisk University, 1948.  

WOODROW LOVE  
B.S., Fort Valley State College, 1951.  

ETHEL VERNELL MALLORY  
A.B., Clark College, 1948.  

MEXICO HEMBREE MICKELBURY  
A.B., Spelman College, 1938.  
ELLA ELIZABETH MONTGOMERY  
A.B., Clark College, 1953.  

INA BELL MOON  
B.S., Albany State College, 1948.  
Thesis: Opinions of Constituents of the Southside High School, Madison County, Comer, Georgia, with Regard to Program Offerings.

MARY IDA NEWBERRY  
A.B., Morris Brown College, 1945.  
Thesis: A Comparison of the Ratings on the Haggerty-Olson-Wickman Behavior Scale and the Mooney Problem Check List as Obtained by a Group of Problem Children and a Group of Non-Problem Children.

EVA MAE JOHNSON PERKINS  
B.S., Albany State College, 1947.  

DORIS ARNELL ROBERTS  
B.S., Savannah State College, 1953.  
Thesis: Comparison of Factors Associated with Failures in Grade I of the Annie E. Daniels Elementary School, Sylvania, Georgia, 1956-57.

ETHEL LAVERA THOMAS  
B.S., Fort Valley State College, 1947.  

MAGGIE MITCHELL WALKER  
A.B., Morris Brown College, 1944.  

NETTIE CALHOUN WASHINGTON  
B.S., Fort Valley State College, 1942.  
Thesis: Reading Abilities and Reading Interests of Fourth Grade Pupils.
VIRGINIA TILLMAN WHATLEY
A.B., Spelman College, 1944.
Thesis: Levels and Stages of Reading Development Compared with Mental Ability.

ALICE B. WIDEMAN
B.S., Claflin College, 1948.

SCHOOL OF BUSINESS ADMINISTRATION

Master of Business Administration

QUIESTER CRAIG
A.B., Morehouse College, 1957.

HAMILTON GLOVER
A.B., Morehouse College, 1957.

MILTON S. HURST
A.B., Talladega College, 1956.

RALPH LOVEJOY JOHNSON
B.S., Morgan State College, 1957.

WILEY ABRON PERDUE
A.B., Morehouse College, 1957.
RALPH JAMES ROSS  
B.S., Morgan State College, 1957.  

DONALD GEORGE WEBSTER  
A.B., Morehouse College, 1951.  

SUMMARY OF DEGREES CONFERRED IN 1958

DEGREES IN COURSE

<table>
<thead>
<tr>
<th>Degree</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tbody>
<tr>
<td>A.M.</td>
<td>38</td>
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<td>M.S.</td>
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<td>M.B.A.</td>
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<tr>
<td>TOTAL</td>
<td>75</td>
<td>94</td>
<td>169</td>
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</tbody>
</table>
REGISTER OF STUDENTS
1958-1959
SCHOOL OF ARTS AND SCIENCES

Biology

ARRINGTON, JOSEPH\(^1\)  ...................................... Atlanta
B.S., Morehouse College, 1958.

COLES, CLEO PHILLIP  ..................................... Atlanta
B.S., Morehouse College, 1958.

COOPER, EDWIN LOWELL  ..................................... Houston, Texas
B.S., Texas Southern University, 1957.

EAGLESON, LOUISE JOHNSON\(^2\)  ...................................... Atlanta

GREEN, EDWIN ALFRED  ..................................... Atlanta
B.S., Morehouse College, 1954.

HAMMONDS, OTIS T.\(^1\)  ..................................... Birmingham, Ala.
A.B., Lincoln University, Pennsylvania, 1956.

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

KEY, HARVEY\(^1\)  ............................................. Birmingham, Ala.
B.S., Johnson C. Smith University, 1954.

LEFLORE, WALKER BECK  ..................................... Atlanta
B.S., Saint Augustine's College, 1948; M.S., Atlanta Uni-
versity, 1955.

McEWEN, ELAINE JULIA  ..................................... Atlanta

McKELVEY, MARY ELIZABETH  .................................. Greenville, S. C.

MITCHELL, ROSALYN VICTORIA  .................................. Atlanta

PLUMP, ADOLPHUS WIMBS  ..................................... Birmingham, Ala.
B.S., Morehouse College, 1957.

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

TWIGGS, LEWIS HAROLD, JR. ........................................ Memphis, Tenn.
B.S., Morehouse College, 1958.

WHITE, WILLIAM, JR.1 ........................................ Sumter, S. C.

CHEMISTRY

ARRINGTON, CLEON CURTIS ..................................... Four Oaks, N. C.
B.S., Morehouse College, 1958.

ESSIEN, ETIM AKPEN .................................... Ikot Ekpene, Nigeria
B.S., Morehouse College, 1956; A.M., Atlanta University, 1958.

GREENE, FRANK COLEMAN .................................. Memphis, Tenn.
B.S., Morehouse College, 1958.

McCRAY, WILLIAM HENDERSON .......................... High Point, N. C.
B.S., Morehouse College, 1958.

QUAME, BABINGTON ADARE .......................... Bekwai-Ashenti, Ghana
B.S., Knoxville College, 1957.

VAN CATTLE, FREDERIC ALBERT .......................... Charlotte, N. C.
B.S., Morehouse College, 1957.

ECONOMICS

AYATEY, SIEGFRIED BIAMOND .......................... Alavanyo-Deme, Ghana
A.B., Philander Smith College, 1958.

BURNS, THOMAS SAMUEL ................................ Monroe, N. C.
A.B., Johnson C. Smith University, 1958.

DODD, GEORGE WILLIAM .......................... Atlanta
B.S., West Virginia State College, 1952.

HARRIS, LAMAR, JR. ...................................... Hapeville

NKHEREANYE, LAURENT TELLO MOTSOASELE .................. Ficksbury, South Africa
A.B., Delhi University (India), 1957.

OKORIE, SAMUEL ACHINIVU ................................ Ovin, Nigeria
A.B., Lincoln University, Pennsylvania, 1958.

OLIVE, THADDEUS, JR. .......................................... Atlanta
A.B., Morehouse College, 1954.

1 First Semester only.
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<tr>
<td>Haynes, Johnnie Mae</td>
<td></td>
<td>B.S., Fort Valley State College</td>
<td>Columbus, Ohio</td>
<td>1947</td>
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<tr>
<td>Hill, Cason Louis</td>
<td></td>
<td>A.B., Morehouse College</td>
<td>Atlanta, Georgia</td>
<td>1953</td>
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<tr>
<td>Howard, Dorothy Anne</td>
<td></td>
<td>A.B., Clark College</td>
<td>Columbus, Georgia</td>
<td>1957</td>
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<td>Johnson, George T.</td>
<td></td>
<td>A.B., Morehouse College</td>
<td>Atlanta, Georgia</td>
<td>1954</td>
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<td>M.S. in L.S., Atlanta University</td>
<td>1957</td>
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<td>McCoy, Gloria Coachman</td>
<td></td>
<td>A.B., Morris Brown College</td>
<td>Atlanta, Georgia</td>
<td>1944</td>
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<td>Perdue, Barbara Anne</td>
<td></td>
<td>A.B., Morris Brown College</td>
<td>Atlanta, Georgia</td>
<td>1955</td>
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<tr>
<td>Rucker, Mary Elizabeth</td>
<td></td>
<td>A.B., South Carolina State College</td>
<td>Anderson, South Carolina, South Carolina State College</td>
<td>1958</td>
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<tr>
<td>Smith, Jean Larue Blackshear</td>
<td></td>
<td>A.B., Spelman College</td>
<td>Atlanta, Georgia</td>
<td>1957</td>
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<td>Suber, Billye Jewel</td>
<td></td>
<td>A.B., Texas College</td>
<td>Houston, Texas</td>
<td>1958</td>
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<td>Williams, Eulis H.</td>
<td></td>
<td>A.B., Morehouse College</td>
<td>Gary, Indiana</td>
<td>1958</td>
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<td>Williams, Zelma Lamar</td>
<td></td>
<td>A.B., Morris Brown College</td>
<td>Toccoa, Georgia</td>
<td>1957</td>
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**French**

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<th>Name</th>
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<tr>
<td>Alston, Delores Elizabeth</td>
<td></td>
<td>A.B., Morgan State College</td>
<td>Baltimore, Maryland</td>
<td>1957</td>
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<tr>
<td>Crockett, Barbara LaVerne</td>
<td></td>
<td>A.B., North Carolina College at Durham</td>
<td>Raleigh, North Carolina, Durham, North Carolina College at Durham</td>
<td>1958</td>
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<tr>
<td>Elder, Helen Muckle</td>
<td></td>
<td>A.B., Morris Brown College</td>
<td>Atlanta, Georgia</td>
<td>1947</td>
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1 First Semester only.
2 Second Semester only.
CATALOGUE

GEER, SARA MARIE\(^1\) ........................................ Atlanta

HORTON, CLARICE MARION\(^2\) .............................. Atlanta
A.B., Talladega College, 1955.

SANDERS, VIVIAN DELores .......................... Dalzell, S. C.
A.B., Clark College, 1958.

WOOTEN, BOBBIE VERSIE LEE .......................... Houston, Tex.
A.B., Texas Southern University, 1958.

HISTORY

DAVIS, WALTER, JR.\(^1\) ..................................... Cordele
A.B., Johnson C. Smith University, 1957.

SMITH, ROLAND BEAMON\(^2\) .............................. Little Rock, Ark.
A.B., Morehouse College, 1929.

MATHEMATICS

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

Bowie, DorothY Ross .................................. Atlanta
A.B., Spelman College, 1951.

Brewer, Gracie Colystia\(^3\) .................................. Iron City
B.S., Fort Valley State College, 1958.

Chandler, Gene Paul\(^2\) .................................. Atlanta

Harris, Willie Samuel\(^1\) .................................. Atlanta
A.B., Morehouse College, 1952.

Haywood, Arthur Lee .................................. Springfield, O.
B.S., Savannah State College, 1948.

Jackson, Calvin W.\(^1\) .................................. Atlanta
B.S., Morehouse College, 1952.

Jett, Arthur Victor .................................. Atlanta
B.S., Morehouse College, 1958.

Long, Juanita Mitchell .................................. Atlanta
A.B., Clark College, 1955.

\(^1\) First Semester only.
\(^2\) Second Semester only.
\(^3\) Deceased.
MILLER, REUBEN ARLINGTON\(^2\) ........................ Deerfield Beach, Fla. B.S., Florida Agricultural and Mechanical University, 1956.


PHELPS, SAMUEL AUGUSTUS IV ........................ Elberton A.B., Morehouse College, 1958.

ROBINSON, HERMAN EUGENE\(^2\) ........................ Atlanta A.B., Morehouse College, 1958.

SMITH, OSSIE MALENDAS .............................. Atlanta A.B., Spelman College, 1954; M.S., Atlanta University, 1958.

SMITH, SYLVESTER THEODORE\(^2\) ........................ Donalsonville B.S., Morehouse College, 1959.


WILLIAMS, RICHIE DEAN .............................. Atlanta B.S., Fort Valley State College, 1943.


Wong, Yuen-Fat .............................. Hong Kong, China B.S., National Taiwan University, 1958.

POLITICAL SCIENCE

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

SOCIOLOGY

ALLISON, ANDREW J.\(^1\) .............................. Atlanta A.B., Clark College, 1951.


CANNON, JOHN HENRY .............................. Atlanta A.B., Clark College, 1953.

DELAPÉR, WILFORD EARL ........................ Houston, Tex. A.B., Dillard University, 1957.

\(^1\) First Semester only.
\(^2\) Second Semester only.
DICKERSON, ADOLPHUS SUMNER .................................. Atlanta
A.B., Clark College, 1943.

HARRISON, IRA ENELL ........................................... Syracuse, N. Y.

JONES, ALFRED RUSSELL* ........................................ Atlanta

JONES, WILLIAM HERMAN ....................................... Chamblee
A.B., Concordia Theological Seminary, 1944.

O'QUINN, LeROY WATTS2 ........................................ Jackson, Miss.
B.S., Jackson College for Negro Teachers, 1956.

RICKS, WILLIE .................................................... Atlanta
A.B., Clark College, 1956.

SHIPP, JAMES RALPH ............................................. Conyers

THOMPSON, GLORIA STENE ..................................... Benton, La.
A.B., Southern University, 1958.

SOCIAL SCIENCE

JOHNSON, KATHRYN MARLENE2 ................................ Atlanta

JONES, LARRY ALVIN ............................................ Atlanta
A.B., Clark College, 1958.

SPECIAL STUDENT

ARNOLD, SHIRLEY RUTH2 ........................................ Athens

SCHOOL OF SOCIAL WORK

ALEXANDER, ELIZABETH VANNOY ......................... Nashville, Tenn.
B.S., Tennessee Agricultural and Industrial State University, 1950.

ALEXANDER, GRACIE LEE ...................................... Danville, Va.

AMAH, JOSEPH JACKSON ........................................ Enugu, Nigeria

1 First Semester only.
2 Second Semester only.
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<th>Name</th>
<th>Degree</th>
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<tr>
<td>Austin, Robert Calvin</td>
<td>A.B.</td>
<td>Knox College</td>
<td>Bluefield, W. Va.</td>
<td>1958</td>
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<tr>
<td>Battles, Adam Jr.</td>
<td>B.S.</td>
<td>Alabama Agricultural and Mechanical College</td>
<td>New Market, Ala.</td>
<td>1957</td>
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<td>Braye, Marian Adele</td>
<td>A.B.</td>
<td>Howard Institute</td>
<td>Tuskegee, Ala.</td>
<td>1958</td>
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<tr>
<td>Brooks, Mary</td>
<td>B.S.</td>
<td>Tuskegee Institute</td>
<td>Auburn, Ala.</td>
<td>1951</td>
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<td>Brown, Annie Elizabeth</td>
<td>A.B.</td>
<td>Normal College</td>
<td>Pine Bluff, Ark.</td>
<td>1957</td>
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<td>Carter, Theodore Lovejoy</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Rome</td>
<td>1955</td>
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<td>Carter, Edward Luther</td>
<td>B.S.</td>
<td>Tuskegee Institute</td>
<td>Valdosta</td>
<td>1950</td>
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<td>Chisholm, Dorothy</td>
<td>B.S.</td>
<td>Tennessee Agricultural and Industrial State</td>
<td>Tuskegee, Ala.</td>
<td>1955</td>
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<td>Coleman, Josephine Gordia</td>
<td>B.S.</td>
<td>Langston University</td>
<td>Langston, Okla.</td>
<td>1958</td>
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<td>Cunningham, Mary Elizabeth</td>
<td>A.B.</td>
<td>Smith University</td>
<td>Asheville, N. C.</td>
<td>1958</td>
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<td>Cutchin, Frances Haywood</td>
<td>A.B.</td>
<td>Saint Augustine's College</td>
<td>Raleigh, N. C.</td>
<td>1963</td>
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<td>Daniels, Robert Earl</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Thomasville</td>
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<td>Dobard, Helen Cooper</td>
<td>A.B.</td>
<td>Dillard University</td>
<td>Houston, Tex.</td>
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<td>Duren, Donald Gray</td>
<td>B.S.</td>
<td>North Carolina Agricultural and Technical College</td>
<td>Winston-Salem, N. C.</td>
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<td>Edwards, Cleo, Jr.</td>
<td>B.S.</td>
<td>North Carolina College at Durham</td>
<td>Atlanta</td>
<td>1956</td>
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1 First Semester only.
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<th>Name</th>
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<tr>
<td>Franklin, Willette R.</td>
<td>Tuskegee Institute, Ala.</td>
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<td>Alabama State College, 1944.</td>
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<td>Galewski, Joel</td>
<td>Brooklyn, N. Y.</td>
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<td>A.B.</td>
<td>New York University, 1953.</td>
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<td>Gordon, Schelysture Anne</td>
<td>Atlanta</td>
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<td>A.B.</td>
<td>Fisk University, 1956.</td>
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<td>Guest, Marjorie Bennett</td>
<td>Tampa, Fla.</td>
<td></td>
<td>B.S.</td>
<td>Virginia State College, 1952.</td>
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<td>Hamm, Beverly Marie</td>
<td>Atlanta</td>
<td></td>
<td>A.B.</td>
<td>Spelman College, 1958.</td>
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<td>Hicks, Gloria Deloris</td>
<td>Ferriday, La.</td>
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<td>A.B.</td>
<td>Southern University, 1958.</td>
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<td>Hill, Vernetta E.</td>
<td>Chicago, Ill.</td>
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<td>B.S.</td>
<td>George Williams College, 1939.</td>
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<td>Hines, Joyce Reed</td>
<td>Tuskegee Institute, Ala.</td>
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<td>James, August Julius</td>
<td>New Orleans, La.</td>
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<td>A.B.</td>
<td>Dillard University, 1956.</td>
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<td>Jeffers, Camille King</td>
<td>Atlanta</td>
<td></td>
<td>A.B.</td>
<td>University of Illinois, 1934.</td>
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JOHNSON, EUGENIA E. L. ....................... Los Angeles, Calif.  
A.B., Tennessee Agricultural and Industrial State University, 1952.

JOHNSON, FREDERICK ANDREW¹ ............................. Cordele 

JOHNSON, HENRY ....................................... Elberton 

JOHNSON, JOYCE LAWSON .............................. Gary, Ind.  
B.S., Agricultural, Mechanical and Normal College, Pine 
Bluff, Ark., 1955.

KENCY, DOROTHY RUTH ................................... Atlanta 
A.B., Clark College, 1958.

KENDRICK, GAIL EVELYN .................................. Atlanta 
A.B., Ohio Wesleyan University, 1958.

KING, DORIS TEMPLE ..................................... Richmond, Va. 
B.S., Bluefield State College (West Virginia), 1946.

KNIGHT, JOSEPH FRANK ..................................... Wilson, N. C.  

LEE, JOSEPH LAWRENCE ...................................... Atlanta 
A.B., Clark College, 1945; Th.M., Columbia Theological 
Seminary, 1958.

LEFTWICH, EFFIE CALLAHAN .................................. Corpus Christi, Tex.  
A.B., West Virginia State College, 1934.

MACK, BETTY ANN ........................................... Crenshaw, Miss.  

MACK, JOHN WESLEY ........................................ Darlington, S. C.  

MATTHEWS, JUANITA MARIE .................................. Tuskegee, Ala.  
A.B., Howard University, 1957.

MAULL, LOUISE THORNE ...................................... Washington, D. C.  
A.B., Morgan State College, 1951.

MORRIS, ELTON ............................................ Hudson, N. Y.  
B.S., Agricultural and Technical College of North Carolina, 1954.

¹ First Semester only.
CATALOGUE

MORRIS, SONDRA JEAN ................................ Chicago, Ill.  

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

MOSBY, FRANCES L. ..................................Plainfield, N. J.  
B.S., Tennessee Agricultural and Industrial State Univer­sity, 1955.

MOSLEY, SARA JEAN ................................ Monessen, Pa.  
A.B., Clark College, 1958.

MOSS, HAZETTA ........................................ Atlanta  
A.B., Clark College, 1958.

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

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

PARHAM, JOHNNY EUGENE, JR. ............................. Atlanta  

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

PRICE, MARGARET LEE ................................ Brooklyn, N. Y.  
B.S., Hampton Institute, 1958.

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

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

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

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

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

SILLS, JAMES HORACE ................................ Philadelphia, Pa.  

SKINNER, BERTHA IONA .............................. Atlanta  
A.B., Paine College, 1957.
STEELE, EULALA LOUISE ....................................... Tuskegee Institute, Ala.

STEWART, MARILYN ROSE ................................... New Orleans, La.
A.B., Dillard University, 1958.

STRINGER, ZOLLIE SYNLCAIRE ................................ Troy, Ala.
A.B., Morehouse College, 1957.

TAYLOR, RACHEL KELLER* ................................... Tuskegee, Ala.
A.B., South Carolina State College, 1944.

TOPPIN, HELEN .............................................. Bronx, N. Y.
A.B., College of the City of New York, 1956.

TURNER, GLADYS TRESSIE .................................... Pine Bluff, Ark.
A.B., Agricultural, Mechanical and Technical College, Pine
Bluff, Ark., 1957.

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

WHITEHEAD, DOLLIE GLOVER ................................ Macon

WHITEHEAD, JAMES WALTER ................................... Bronx, N. Y.
A.B., Morehouse College, 1957; A.M., Atlanta University, 1958.

WILCOX, ROCHELLE E. ........................................ Macon
B.S., Bluefield State College (West Virginia), 1957.

WILLIAMS, CORLYCE LEWTONYA ............................... Waycross

SCHOOL OF LIBRARY SERVICE

AMEY, ALYCIA JEANETTE ..................................... Atlanta
A.B., Clark College, 1958.

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

BALLARD, ROBERT MELVIN* ................................... Atlanta

BEDELL, SARAH THOMAS ...................................... Montgomery, Ala.
B.S., Alabama State College, 1952.

* First Semester only.
* Second Semester only.
CATALOGUE

BENNETT, MATTIE ELLIS .......................... Baton Rouge, La.
A.B., Leland College, 1940.

BLAKENEY, LEWIS HENRY ...................... Charlotte, N. C.
B.S., Morehouse College, 1958.

BLAYTON, REIDA BELL .......................... Atlanta
A.B., Bennett College, 1955.

BOND, JULIA WASHINGTON ..................... Atlanta
A.B., Fisk University, 1929.

BRANHAM, EULA LEE .......................... Dalton
A.B., Clark College, 1950.

BRONNER, THEODORA MCKINNEY2 ............... Atlanta
A.B., Spelman College, 1942; B.S. in L.S., Atlanta University, 1949.

BUGGS, JOSIE MAE .......................... Lake Charles, La.
B.S., Grambling College, 1949; M.Ed., Texas Southern University, 1958.

BURNETT, HELEN LOUISE ...................... Columbus
A.B., Johnson C. Smith University, 1943.

BUTLER, SARAH ELIZABETH1 .................. Sandersville
B.S., Savannah State College, 1948.

CARDWELL, ELFRIDA HENRIETTA ............... Morristown, Tenn.
A.B., Howard University, 1956.

CHILDS, LeROY CARTER1 ..................... Carrollton
B.S., Agricultural and Technical College of North Carolina, 1947.

CONLEY, BENFORD HARRISON .................. Atlanta
A.B., Morehouse College, 1953.

COTTRELL, CONSTANCE OLIVIA2 .............. Atlanta
A.B., Clark College, 1955.

DAUGHERTY, THOMASIANA GLORIA2 .......... Atlanta
A.B., Clark College, 1948.

DAY, VIRGINIA DANSBY2 ...................... Atlanta
B.S., Savannah State College, 1952.

DUNSON, VALLIE ROSSER1 .................... Hoganville
B.S., Savannah State College, 1944.

1 First Semester only.
2 Second Semester only.
EBANKS, JESSIE BENTLEY ................................ Atlanta
B.S., Savannah State College, 1947.
Elder, Janelle ........................................... Knoxville, Tenn.
A.B., Knoxville College, 1958.
FORCE, MIRIAN A.¹ ...................................... Atlanta
B.S., Fort Valley State College, 1952.
GARNER, ANNIE MAE .................................... Greenwood, Miss.
Jackson College for Negro Teachers, 1952.
GAYMON, NICHOLAS EDWARD ............................ Atlanta
A.B., Morehouse College, 1956.
GILBERT, HELEN EVELYN ............................... Augusta
A.B., Paine College, 1954.
GOULD, ALCYNA EXSON ................................. Jacksonville, Fla.
A.B., Florida Agricultural and Mechanical University, 1949.
GREGORY, LOIS REBECCA .............................. Clarksburg, W. Va.
A.B., New York University, 1953.
HAYWOOD, SYLVIA NADENE ............................. Los Angeles, Calif.
B.S., Savannah State College, 1958.
JOHNSON, ANNETTE ELIZABETH ...................... Savannah
B.S., Savannah State College, 1958.
JONES, BETTY JEAN² ................................... Jamaica, N. Y.
A.B., Clark College, 1957.
JONES, JUANITA LOUISE .............................. Columbus
B.S., South Carolina State College, 1958.
JUNIER, ARTEMISIA JONES² ............................ Tuskegee, Ala.
B.S. in L.S., Atlanta University, 1948.
LANGSTON, CORINNE CURTIS¹ ........................ Macon
B.S., Fort Valley State College, 1947.
LARKIN, LOUISE HEMEREE¹ ............................ Atlanta
A.B., Spelman College, 1951.
LAWS, MELZETTA PETERSON ............................ Atlanta
A.B., Spelman College, 1943.
LO, KARL KWOK-BONG ................................. Hong Kong, China
Diploma, Chung Chi College (China), 1938.

¹ First Semester only.
² Second Semester only.
McIver, Annie Mae R. 2 .................................. Atlanta  
B.S., South Carolina State College, 1939.

McKiever, Hilda Hortense  .................................. Conway, S. C.  
B.S., South Carolina State College, 1958.

McLemore, Andrew Jackson 2 .................................. Atlanta  
A.B., Morehouse College, 1954.

McNeil, Lois Roquemore 2 .................................. Atlanta  
A.B., Morris Brown College, 1953.

Mickelbury, Mexico Hembre 1 .................................. Atlanta  

Muldrow, Howard Bruce 2 .................................. Newark, N. J.  
A.B., Lincoln University, Pennsylvania, 1953.

Odom, Montee Peters 1 .................................. Atlanta  
B.S., Alabama Agricultural and Mechanical College, 1951.

Owens, Johnnie J. ..................................... Roberta  
B.S., Savannah State College, 1939; A.M., Atlanta University, 1954.

Randall, Dolores Jean ........................................ Jacksonville, Fla.  
A.B., Johnson C. Smith University, 1958.

Singley, Elijah .................................................. Bessemer, Ala.  
A.B., Miles College, 1958.

Stafford, Mae Dora ............................................. Atlanta  
B.S., Clark College, 1947.

Steward, Essie Stephens 2 .................................. Atlanta  
A.B., Clark College, 1949.

Thompson, Margaret B. 1 ..................................... Atlanta  
B.S., Allen University, 1949.

Underwood, Mable L. 2 ........................................ Barnesville  
B.S., Fort Valley State College, 1949.

Williams, Helen Elizabeth ....................................... Timmonsville, S. C.  

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

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

SCHOOL OF EDUCATION

ADAMS, MARY J. 1 ................................. Atlanta
A.B., Clark College, 1934.

ADAMS, NELLIE WRIGHT ......................... Atlanta
A.B., Morris Brown College, 1957.

ADAMS, RUTH DELORES 2 ............................ Atlanta
B.S., Morris Brown College, 1957.

AKRIDGE, VIRGINIA H. 1 ............................. Atlanta

ALLEN, MAMIE C. ................................. Wadley
B.S., Savannah State College, 1946.

ANDERSON, ELIZABETH W. 2 ........................ Atlanta
B.S., Morris Brown College, 1950.

ANDERSON, MARIAN L. 1 ............................ Atlanta
A.B., Clark College, 1957.

ARNOLD, MARGARET L. ............................ Atlanta
B.S., Clark College, 1954.

ARNOLD, MARY ELIZABETH 1 ....................... Milledgeville
B.S., Fort Valley State College, 1954.

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

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

ATWATER, GLADYS ROGER .......................... Cedartown
B.S., Fort Valley State College, 1956.

AUSTIN, LAURA R. 1 .............................. Milledgeville
B.S., Savannah State College, 1958.

AUSTIN, OSCAR S. 1 .............................. Milledgeville

BALL, MARY LUE .................................. Atlanta

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

BANKS, M. ERNESTINE ............................ Atlanta

1 First Semester only.
2 Second Semester only.
BANKS, Ossie Mae
A.B., Clark College, 1957.

BARKSDALE, Everett
B.S., Winston-Salem Teachers College, 1955.

BARKSDALE, Gladys
A.B., Morris Brown College, 1944.

BARKSDALE, Martha R.
A.B., Morris Brown College, 1957.

BARLOW, Helen Ann

BARNES, Grover L.
B.S., Fort Valley State College, 1952.

BARTON, Rosa R.
B.S., South Carolina State College, 1933.

BASS, Alfred W.
B.S., Savannah State College, 1953.

BEASLEY, Harrison, Jr.
B.S., Fort Valley State College, 1950.

BEAVERS, LaVerne B.
A.B., Virginia Union University, 1937; A.M., Atlanta University, 1958.

BEAVERS, Vivian E.
A.B., Fisk University, 1956.

BECKOM, John H.
A.B., Paine College, 1952.

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

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

BELL, Johnnie Mae Dixon
A.B., Allen University, 1948.

BELL, Larkin R.
A.B., Clark College, 1955.

1 First Semester only.
2 Second Semester only.
Bennett, Dorothy S. .................................. Atlanta
B.S., Hampton Institute, 1946.

Benson, Arthur M. .................................. Sparta
B.S., Tuskegee Institute, 1948.

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

Boatwright, Juliette M. .................................. Atlanta

Boo, Willie Bell .................................. Spartanburg, S. C.
A.B., Benedict College, 1948.

Boogin, James D. .................................. Bessemer, Ala.
A.B., Morehouse College, 1952.

Bolton, Edna Couch .................................. Atlanta
A.B., Paine College, 1946.

Bottoms, Elizabeth L. .................................. Atlanta

Boyd, Betty L. .................................. Atlanta
A.B., Talladega College, 1938.

Branham, Louise H. .................................. Atlanta
A.B., Morris Brown College, 1943.

Brannon, Naomi R. .................................. Milledgeville
B.S., Fort Valley State College, 1954.

Brawner, Dora Dell .................................. Atlanta
A.B., Fort Valley State College, 1949.

Bray, Elvira Chubb .................................. Cave Spring
B.S., Fort Valley State College, 1955.

Brewster, Helen M. .................................. Atlanta
A.B., Morris Brown College, 1933; M.Ed., Atlanta University, 1947.

Bridges, Jeanette .................................. Atlanta
A.B., Clark College, 1940.

Bridges, Neil A. .................................. Atlanta
A.B., Clark College, 1936.

---

1 First Semester only.
2 Second Semester only.
BRISCOE, EDWARD R. ..................................... Atlanta
A.B., Morris Brown College, 1933; A.M., Atlanta University, 1957.

BRONNER, LENA E. ..................................... Atlanta
A.B., Spelman College, 1933; M.Ed., Atlanta University, 1948.

BROOKENS, OPAL S. ..................................... Atlanta
B.S., Morris Brown College, 1951.

BROOKES, ETHEL MAE .................................. Cedartown

BROOKES, MARYNELL .................................. Atlanta
A.B., Clark College, 1958.

BROWN, EARL L. ..................................... Atlanta
B.S., Prairie View Agricultural and Mechanical State College, 1952.

BROWN, FLORIA E. .................................. Milledgeville
B.S., Fort Valley State College, 1949.

BROWN, JACQUELINE T. .................................. Atlanta
A.B., Clark College, 1955.

BROWN, SAMUEL E. .................................. Milledgeville
B.S., Agricultural and Technical College of North Carolina, 1948.

BRUMFIELD, GLADYS L. .................................. Atlanta
B.S., Clark College, 1949.

Burch, douglas e. pedro ................................ Atlanta
A.B., Morehouse College, 1954.

BURNSIDE, MARY H. .................................. Atlanta
A.B., Talladega College, 1929.

BURRELL, CALVIN ..................................... Rome
B.S., Allen University, 1957.

Burse, Mildred L. ..................................... Atlanta

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

1 First Semester only.
2 Second Semester only.
BUSSEY, FLORENCE L. .................................. Atlanta
A.B., Clark College, 1938; A.M., Atlanta University, 1958.

BUTTE, BESSIE M. .................................. Milledgeville
B.S., Fort Valley State College, 1958.

BYRD, ENOLA ........................................ Belzoni, Miss.
B.S., Tougaloo Southern Christian College, 1951.

Caldwell, Georgia Floyd2 .................................. Waverly Hall
B.S., West Virginia State College, 1944.

Callaham, Ethel W. .................................. Spartanburg, S. C.
A.B., Livingstone College, 1942.

Campbell, Georgia M. .................................. Spartanburg, S. C.
B.S., Tuskegee Institute, 1940.

Campbell, Opal S. .................................. Atlanta

Canady, Lillian2 ........................................ Atlanta

Cannon, Barbara Edwards2 .................................. Atlanta
A.B., Clark College, 1954.

Cantrell, Francine .................................... Atlanta
A.B., Clark College, 1957.

Carter, George H. .................................. Atlanta
A.B., Morehouse College, 1957.

Carter, Mary Lois2 .................................. Atlanta

Caruthers, Helen Post .................................. Atlanta
A.B., Spelman College, 1935.

Cash, Rial L., Jr. .................................. Atlanta
A.B., Morehouse College, 1956.

Cash, Rubye S. .................................. Atlanta
B.S., Spelman College, 1949.

Chatman, Abbie L. .................................. Milledgeville
B.S., Savannah State College, 1954.

1 First Semester only.
2 Second Semester only.
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<th>School</th>
<th>Degree</th>
<th>Year</th>
<th>Location</th>
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<tr>
<td>CHUBB, LOUISE BATEY</td>
<td>Cave Spring</td>
<td>B.S.</td>
<td>1957</td>
<td>Fort Valley State College</td>
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<tr>
<td>CLAGETT, CAMMIE F.</td>
<td>Spartanburg, S. C.</td>
<td>B.S.</td>
<td>1937</td>
<td>South Carolina State College</td>
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<tr>
<td>CLARK, FANNIE MYRLIN</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>1949</td>
<td>Clark College</td>
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<tr>
<td>CLAY, AUGUSTUS L., JR.</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>1953</td>
<td>Clark College</td>
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<td>CLAY, ZATHERS C.</td>
<td>Rome</td>
<td>B.S.</td>
<td>1953</td>
<td>Fort Valley State College</td>
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<tr>
<td>CLEMENTS, CARRIE L.</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>1951</td>
<td>Morris Brown College</td>
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<td></td>
<td></td>
<td>A.M.</td>
<td>1954</td>
<td>Columbia University</td>
</tr>
<tr>
<td>COBB, ARTHUR L.</td>
<td>Atlanta</td>
<td>B.S.</td>
<td>1951</td>
<td>Morris Brown College</td>
</tr>
<tr>
<td>COCHRAN, CHARLES P.</td>
<td>Monroe</td>
<td>B.S.</td>
<td>1945</td>
<td>Fort Valley State College</td>
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<tr>
<td>COLE, ROBERT V.</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>1951</td>
<td>Prairie View Agricultural and Mechanical State College</td>
</tr>
<tr>
<td>COLEMAN, DOROTHY S.</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>1942</td>
<td>Morris Brown College</td>
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<td>COLEMAN, SARA G.</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>1945</td>
<td>Clark College</td>
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<tr>
<td>COLES, LOUISE D.</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>1932</td>
<td>Atlanta University</td>
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<td>COLLIER, HAZELINE</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>1950</td>
<td>Clark College</td>
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<tr>
<td>COLLINS, ROBERT L., JR.</td>
<td>Atlanta</td>
<td>B.S.</td>
<td>1953</td>
<td>Morehouse College</td>
</tr>
<tr>
<td>CONLEY, JOYCE ONEIDA</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>1957</td>
<td>Spelman College</td>
</tr>
<tr>
<td>COOK, SARAH E.</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>1947</td>
<td>Clark College</td>
</tr>
</tbody>
</table>

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

Cooper, Annie M. 2 ...................................... Atlanta
A.B., Morris Brown College, 1942.

Crawford, Ruth Minor 2 .................................. Atlanta

Crowder, Mary Louise 1 .................................. Atlanta
B.S., Spelman College, 1944.

Cunningham, Agnes S. 1 .................................. Woodruff, S. C.
A.B., Benedict College, 1954.

Cunningham, Paul C. 1 .................................. Woodruff, S. C.
A.B., Benedict College, 1954.

Cureton, Naomi K. 1 ..................................... Atlanta
A.B., Clark College, 1941.

Daniel, Annie M. 1 ...................................... Milledgeville
B.S., Savannah State College, 1954.

Daniel, Thomas Farris .................................. Atlanta
B.S., Savannah State College, 1952.

Daniels, Katie M. 1 ...................................... Atlanta
A.B., Morris Brown College, 1941.

Davis, Bettye Cornelia 2 .................................. Atlanta
B.S., Allen University, 1955.

Dawkins, Delia M. 1 ...................................... Spartanburg, S. C.
B.S., Allen University, 1950.

Dawson, Alvin Allen ....................................... Atlanta
B.S., Morehouse College, 1952.

Deero, Anna Mae .......................................... Columbus
A.B., Campbell College, 1949.

Dennis, Luther William 2 .................................. Atlanta
A.B., Morehouse College, 1950.

Derico, Robert L .......................................... Manchester
A.B., University of Wisconsin, 1956.

DeShazor, Emma Arnold 1 .................................. Atlanta
A.B., Claflin College, 1940.

Dodd, Jean C. 1 .......................................... Atlanta
B.S., Morris Brown College, 1954.

1 First Semester only.
2 Second Semester only.
DONEGHY, SHIRLEY ELISER ........................................... Shreveport, La.  
B.S., Grambling College, 1958.

DORSEY, MATTIE M. 2 .................................. Atlanta  

DUDLEY, ERMA SELPH 2 .................................. Atlanta  
A.B., Bishop College, 1947.

DYSON, THEODORE C. 1 ................................... Waycross  
A.B., Clark College, 1955.

ECHOLS, MAVE LANDESS 1 .................................. Atlanta  
A.B., Clark College, 1941.

EDWARDS, MINNIE E. 1 ................................... Atlanta  
A.B., Morris Brown College, 1938.

ELLIOTT, FRANK C., JR. 2 ................................... Atlanta  
B.S., Savannah State College, 1947.

ELLIS, ERNEST ............................................ Atlanta  
A.B., Clark College, 1956.

EMMANUEL, EVELYN J. ................................... Atlanta  
A.B., Clark College, 1941.

EPPS, ALMA P. 2 ............................................ Macon  
B.S., Winston-Salem Teachers College, 1948.

EVANS, TRESSIE W. 1 ....................................... Milledgeville  
B.S., Fort Valley State College, 1952.

FANNIN, ANNE WINFREY 2 .................................. Atlanta  
B.S., Tennessee Agricultural and Industrial State University, 1942; A.M., New York University, 1955.

FARMER, ARVELLA L ........................................... Atlanta  
B.S., Savannah State College, 1956.

FIELDS, JACQUELYN YVONNE ................................ Atlanta  

FIELDS, RUTH PATRICIA .................................... Huntsville, Ala.  
A.B., Clark College, 1958.

FIELDS, SYLVIA M. 1 ........................................... Atlanta  
A.B., Spelman College, 1928.

1 First Semester only.
2 Second Semester only.
FINCH, ELIZABETH J. ................................. Atlanta
A.B., Clark College, 1944.

FISHER, JUDITH G. ................................. Atlanta

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

FLANDERS, FRANKIE W. ............................. Atlanta
B.S., Spelman College, 1939.

FLUELLEN, HELEN M. ............................. Smyrna
A.B., Morris Brown College, 1952.

FORD, DORIS COOPER .............................. Atlanta
B.S., Spelman College, 1943.

FORTSON, CARVER JACKSON ......................... Columbus
B.S., Morehouse College, 1957.

FOSTER, ELVA T. ................................. Atlanta

FOSTER, MILDRED COFFEE ......................... Milledgeville
B.S., Albany State College, 1957.

FOUCH, DEBORAH SMITH ............................ Atlanta
A.B., Clark College, 1955.

FRAZIER, EULON MARIE .......................... Madison
B.S., Savannah State College, 1956.

FREDERICK, GEORGIA ............................. Cedartown
B.S., Fort Valley State College, 1956.

FRENCH, HATTIE F. ............................... Milledgeville
A.B., Paine College, 1957.

FURCON, PARRIE L. ............................... Atlanta
B.S., Morris Brown College, 1957.

FUTCH, SYLVESTER ............................... Vidalia
B.S., Savannah State College, 1950.

GAINES, JAMES KENNETH .......................... Atlanta
A.B., Morehouse College, 1957.

GAINES, SADIE BOLDEN .......................... Atlanta
B.S., Howard University, 1945.

1 First Semester only.
2 Second Semester only.
GARY, EMERY IRVING\textsuperscript{2} ..................................... Atlanta

GASTON, GRETA R.\textsuperscript{1} ..................................... Atlanta
A.B., Spelman College, 1953.

GAULDELOCK, NANCY J.\textsuperscript{2} ..................................... Atlanta
B.S., Alabama State Teachers College, 1948; A.M., Atlanta
University, 1955.

GAY, BIRDIE SPIVEY\textsuperscript{2} ..................................... Atlanta
A.B., Morris Brown College, 1939.

GEORGE, MARY F. ........................................ Macon
B.S., Fort Valley State College, 1949.

GEORGE, WILBUR\textsuperscript{2} ..................................... Atlanta
B.S., Tuskegee Institute, 1949.

GEORGE, WILLIE MAE\textsuperscript{1} ..................................... Atlanta
A.B., Morris Brown College, 1942.

GILHAM, ELISE FORTSON ........................................ Atlanta

GOODWIN, MABLE PINKSTON\textsuperscript{2} ................................ Macon
B.S., Fort Valley State College, 1950.

GOSS, KATIE M.\textsuperscript{1} ..................................... Atlanta
A.B., Clark College, 1940; A.M., New York University, 1958.

GRANT, EDWARD JAMES\textsuperscript{1} ..................................... Albany
A.B., Morehouse College, 1925.

GRAY, ANNA MAXWELL ........................................ Atlanta

GRAYSON, MARY C.\textsuperscript{1} ..................................... Atlanta
B.S., Alabama State College, 1951.

GREEN, JULIUS F. ........................................ Atlanta
A.B., Morris Brown College, 1952.

GREEN, MABLE M.\textsuperscript{1} ..................................... Atlanta

GREENE, COURTLAND S.\textsuperscript{1} ..................................... Atlanta
A.B., Morehouse College, 1938.

\textsuperscript{1} First Semester only.
\textsuperscript{2} Second Semester only.
GROOMES, RUBY G. 1 ............................. Atlanta
A.B., Rust College, 1942.

GUESS, GLADYS 1 ..................................... Atlanta
B.S., Morris Brown College, 1956.

GUY, JEROME PIERCE 2 ............................. McDonough
B.S., Albany State College, 1954.

HAGLER, RENA J. 1 ................................. Islandton, S. C.
B.S., South Carolina State College, 1955.

HALL, ALMA MAE 1 ............................. Spartanburg, S. C.
A.B., South Carolina State College, 1958.

HALL, ANNIE MAE .................................... Fort Valley
B.S., Savannah State College, 1939.

HARDEN, MATTIE P. 1 ................................ Milledgeville
B.S., Fort Valley State College, 1955.

HARGROVE, MARY E. .................................. Atlanta
B.S., Clark College, 1957.

HARMON, DORIS JACKSON 2 .......................... Atlanta
A.B., Clark College, 1954.

HARRIS, CATHERINE N. 1 ............................ Atlanta
B.S. in L.S., Western Reserve, 1943.

HARRIS, ELIZABETH J. 1 ............................. Milledgeville
B.S., Fort Valley State College, 1954.

HARRIS, SANONA D. 1 .................................. Atlanta
A.B., Morris Brown College, 1937; A.M., New York Uni­
versity, 1955.

HART, HAZEL M. 1 .................................... Atlanta
A.B., Morris Brown College, 1944.

1 First Semester only.
2 Second Semester only.
HATHAWAY, FLORA MAE .................................. Atlanta

HAWKINS, ERSKINE DELANO .......................... Birmingham, Ala.

HAWKINS, LOIS B. .................................. Atlanta
A.B., Morehouse College, 1937.

HAYWARD, EDNA MARIE JARRETT ............. Atlanta

HECTOR, VERA ........................................ Atlanta
A.B., Clark College, 1937.

HENDERSON, BOBBIE JEANNE .............. Newnan
A.B., Clark College, 1957.

HENDERSON, DAISY J. .............................. Atlanta
A.B., Shaw University, 1946.

HENDRICKS, THOMAS J. .............................. Atlanta
A.B., Morehouse College, 1948.

HICKS, GWENDOLYN HORTON .............. Atlanta
A.B., Spelman College, 1951.

HIGHTOWER, ROBERT LEE .............................. Atlanta
A.B., Morehouse College, 1935.

HILL, BERNICE MAXINE ............................. Atlanta
B.S., Morris Brown College, 1950.

HILL, JENNIE B. ................................. Cedartown
B.S., Fort Valley State College, 1956.

HILL, JENNIE LEE .................................. Marietta
A.B., Clark College, 1953.

HILL, JESSIE T. ................................. Columbus, S. C.
A.B., Benedict College, 1948.

HILL, MARY LUCY .................................. Milledgeville
B.S., Morris Brown College, 1958.

HOLLOWAY, ELIZABETH Y. .......................... Atlanta

HOLMES, DAISY LEE .................................. Athens
A.B., Benedict College, 1934.

1 First Semester only.
2 Second Semester only.
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<th>Name</th>
<th>Degree</th>
<th>Institution</th>
<th>Location</th>
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<tr>
<td>Holt, Ora Edna</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
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<td>Hood, Evelyn H.</td>
<td>A.B.</td>
<td>Faine College</td>
<td>Atlanta</td>
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<td>Hood, Mary Henrietta Roper</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>Cedartown</td>
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<td>Hornsby, Kline Weaver</td>
<td>B.S.</td>
<td>Samuel-Huston College</td>
<td>Atlanta</td>
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<td>Howard, Gwendolyn</td>
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<td>Spelman College</td>
<td>Atlanta</td>
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<td>B.S.</td>
<td>Fort Valley State College</td>
<td>Montezuma</td>
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<td>Humphrey, Addye M.</td>
<td>A.B.</td>
<td>Morris Brown College</td>
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<td>Humphries, Mary A.</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>Milledgeville</td>
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<td>Hunt, Shirley Jean</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Atlanta</td>
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<td>Hunt, Yvonne P.</td>
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<td>Spelman College</td>
<td>Atlanta</td>
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<td>Hunter, Willie Caesar</td>
<td>B.S.</td>
<td>Morehouse College</td>
<td>Atlanta</td>
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<td>Ingram, William Henry</td>
<td>B.S.</td>
<td>Morehouse College</td>
<td>Macon</td>
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<td>Jackson, Annie L.</td>
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<td>Jackson, Curtis J.</td>
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<td>Morehouse College</td>
<td>Atlanta</td>
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<td>Jackson, Ella Mae</td>
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<td>Clark College</td>
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<td>Jamerson, Florence V.</td>
<td>B.S.</td>
<td>Clark College</td>
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1 First Semester only.
2 Second Semester only.
JAMES, FRED G.\(^2\) ............................................. Atlanta
B.S., Claflin College, 1950.

JAMES, JETHRO ............................................. Atlanta
A.B., Clark College, 1951.

JELLINS, MIRIAM H. ........................................... Atlanta

JENKINS, JEROME A.\(^2\) ...................................... Atlanta
A.B., Morehouse College, 1953.

JOHNSON, BETTYE PETERSON\(^2\) ............................ Vidalia

JOHNSON, CLEOPATRA WHITTINGTON\(^2\) ...................... Atlanta
A.B., Spelman College, 1953; M.S. in L.S., Atlanta University, 1955.

JOHNSON, DOROTHY P.\(^1\) ...................................... Atlanta
B.S., Clark College, 1945.

JOHNSON, EDWARD ............................................. Atlanta
A.B., Morehouse College, 1956.

JOHNSON, HENRY ADIS ......................................... Valdosta

JOHNSON, JEFFERSON\(^2\) ........................................ Rome
B.S., Knoxville College, 1951.

JOHNSON, LAURA G.\(^1\) ........................................... Milledgeville
B.S., Fort Valley State College, 1957.

JOHNSON, MABEL G. ............................................. Atlanta
B.S., Alcorn Agricultural and Mechanical College, 1942.

JOHNSON, MILDRED H.\(^1\) ...................................... Atlanta
B.S., Spelman College, 1953.

JOHNSON, REESE A. ............................................. Atlanta

JOHNSON, RUBY A.\(^1\) ............................................. Atlanta
A.B., Clark College, 1943.

JOHNSON, WALTER ALFRED ..................................... Cartersville
A.B., Morehouse College, 1951.

\(^1\) First Semester only.
\(^2\) Second Semester only.
JONES, GEORGIA T. ......................................Newnan
B.S., Fort Valley State College, 1941.

JONES, GRETCHEN S. 1 ..................................... Atlanta
A.B., Saint Augustine's College, 1935.

JONES, VERA ............................................. Athens
B.S., Morris Brown College, 1953.

KELLY, CHRISTINE M. 1 .................................... Atlanta
B.S., Fort Valley State College, 1947.

KELLY, EMogene CLARK 2 .................................. Atlanta

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

KEMP, DORIS A. 1 .......................................... Atlanta
A.B., Morris Brown College, 1944.

KENDRICKS, HELEN 1 ...................................... Atlanta
A.B., Clark College, 1956.

KILLIAN, DARLYNE A. 1 .................................. Atlanta

KNOWLES, JULIETTE V. ................................... Atlanta
A.B., Clark College, 1954.

KNOX, ETHEL FINLEY 2 .................................... Summerville
A.B., Clark College, 1954.

LADSON, WILLIE H. 2 ...................................... Atlanta
B.S., Cheyney State Teachers College (Pennsylvania), 1940.

LANDERS, AMANDA E. 1 .................................. Milledgeville

LAWRENCE, HAZEL J. ...................................... Eatonton
B.S., Fort Valley State College, 1950.

LAWRENCE, VIOLA H. 1 ................................... Milledgeville
B.S., Fort Valley State College, 1946.

LAWSON, EDWARD H. 1 .................................... Atlanta
A.B., Morehouse College, 1939.

LEE, ELLABENA D. 1 ...................................... Milledgeville
B.S., Fort Valley State College, 1951.

1 First Semester only.
2 Second Semester only.
Lee, Hattie B. 1 ........................................ Milledgeville
B.S., Fort Valley State College, 1948.

Leonard, Gwendolyn .................................... Atlanta
A.B., Bennett College, 1954.

Lester, Nina B. 1 ....................................... Atlanta
A.B., Clark College, 1948.

Lewis, Barbara Anne ................................... Atlanta

Lewis, Elaine F. 1 ...................................... Atlanta

Lewis, Viola V. 1 ........................................ Atlanta
A.B., Clark College, 1955.

Logan, Charlotte Carolyn 2 ............................. Atlanta

Love, Christine B. ...................................... Atlanta
A.B., Clark College, 1953.

Lymas, Jerry N. 1 ........................................ Union City, S. C.
B.S., South Carolina State College, 1951.

Lynch, Louise L. B. 1 .................................... Waycross
B.S., Savannah State College, 1947; M.Ed., Tuskegee Institute, 1957.

McCormbs, Mabel 1 ...................................... Mount Carmel, S. C.
A.B., Allen University, 1948.

McCrary, Clara Belle .................................... Gainesville
A.B., Clark College, 1956.

McCree, Ethel I. 1 ....................................... College Park
B.S., Clark College, 1953.

McCree, Rowena B. 1 .................................... Atlanta
B.S., Savannah State College, 1945.

McDonald, James Lee 2 .................................. Atlanta
A.B., Morehouse College, 1953.

McDonald, Lillian G. 1 .................................. Atlanta
B.S., Howard University, 1947.

1 First Semester only.
2 Second Semester only.
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<td>McGee, Shirley</td>
<td>1958</td>
<td>Spelman College</td>
<td>A.B.</td>
<td>Chipley</td>
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<td>McJimpsey, Annie Maude</td>
<td>1930</td>
<td>Allen University</td>
<td>B.S.</td>
<td>Spartanburg, S.C.</td>
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<td>McKinney, Lavada Stokes</td>
<td>1944</td>
<td>Spelman College</td>
<td>A.B.</td>
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<td>McPherson, Cornelia Mathis</td>
<td>1958</td>
<td>Clark College</td>
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<td>McPherson, Roscoe</td>
<td>1953</td>
<td>Tuskegee Institute</td>
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<td>Fairfield, Ala.</td>
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<td>Mabry, Olive R. Jackson</td>
<td>1947</td>
<td>Savannah State College</td>
<td>B.S.</td>
<td>Macon</td>
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<td>Madison, Julia A.</td>
<td>1947</td>
<td>Fisk University</td>
<td>A.B.</td>
<td>Atlanta</td>
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<td>Mangham, Dolores W.</td>
<td>1942</td>
<td>Talladega College</td>
<td>A.B.</td>
<td>Atlanta</td>
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<td>Manning, James Leonard</td>
<td>1955</td>
<td>Albany State College</td>
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<td>Quitman</td>
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<td>Mapp, Dorothy M.</td>
<td>1952</td>
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<td>Martin, Annie Ruth</td>
<td>1955</td>
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<td>Martin, Eloise Mello</td>
<td>1949</td>
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<td>Atlanta</td>
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<td>Martin, Jamie Gaither</td>
<td>1950</td>
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<td>Martin, Martha E.</td>
<td>1951</td>
<td>Fort Valley State College</td>
<td>B.S.</td>
<td>Cedartown</td>
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<td>1958</td>
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<td>Monrovia, Liberia</td>
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<td>Mathews, Mable G.</td>
<td>1951</td>
<td>Clark College</td>
<td>A.B.</td>
<td>Atlanta</td>
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<td>Mays, Lillian N.</td>
<td>1941</td>
<td>Morris Brown College</td>
<td>A.B.</td>
<td>Atlanta</td>
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1 First Semester only.
2 Second Semester only.
MEACHAM, JUANITA W. 1
A.B., Morris Brown College, 1953.

MERKERSON, JOHN WESLEY 2
A.B., Morris Brown College, 1941.

MILES, JOHN WESLEY 2
A.B., Morehouse College, 1939.

MITCHELL, EDDIE L. 1
B.S., Alabama State College, 1938.

MONROE, BESSIE MARCHMAN
B.S., Clark College, 1952.

MOORE, DOROTHY GLADYS
B.S., Morris Brown College, 1956.

MOORE, GUSIE DAVISON
A.B., Atlanta University, 1930; A.N., 1948.

MOORE, RUBY SMITH 1
B.S., Morris Brown College, 1958.

MORGAN, EDDYE MAUDE
B.S., Morris Brown College, 1948.

MOSLEY, KATHERINE GAFFNEY 1
B.S., Bennett College, 1950.

Moss, MILDRED F.
B.S., Southern University, 1951.

MURRAY, CAROLYN W. 1

NEAL, XONOPHON LAMAR 2
B.S., Morehouse College, 1931; Ph.C., Meharry Medical Colle­
lege, 1927; M.S., Atlanta University, 1943.

NELMS, WILLIE MAUDE 1
A.B., Morris Brown College, 1952.

NELSON, ERNESTINE 2
B.S., Spelman College, 1951.

NEWSOME, ALVA E. 1

1 First Semester only.
2 Second Semester only.
NORMAN, JOAN BLONDELL ................................. Atlanta
A.B., Clark College, 1953.

NUNNALLY, LAURA M. 1 .................................. Atlanta
A.B., Clark College, 1940.

ODOM, FRANK THURMAN .................................. Atlanta
A.B., Clark College, 1953.

O'NEAL, JOHN T. ........................................ Madison
A.B., Clark College, 1936; M.Ed., Atlanta University, 1954.

OWENS, ODELL, JR. 1 .................................. Cedartown
B.S., Morehouse College, 1948.

OWENS, PARALEE M. 1 .................................. Whitney, S. C.
A.B., Benedict College, 1954.

PACE, GLORIA ELAiNE 1 .................................... Atlanta
A.B., Clark College, 1947.

PARKER, RUTH J. 1 ........................................ Macon
B.S., Fort Valley State College, 1950.

PARKMAN, JOHN HENRY 1 ................................. Atlanta
A.B., Clark College, 1950.

PARKS, NICIE BELLE ...................................... Cedartown

PEEK, CARTER 1 ........................................... Atlanta

PEN, EMMA PERDUE 1 ................................ Atlanta
B.S., Morris Brown College, 1943.

PENNINGTON, LUCY SIMMONS ............................. Atlanta
A.B., Morris Brown College, 1944.

PERKINS, RHODA DEAN 2 .............................. Atlanta
B.S., Tuskegee Institute, 1945.

PERTEET, SUE J. .......................................... Griffin

PETERSON, ROSETTA HICKS ................................ Atlanta

PETTYE, NELLA MAE ..................................... Macon

1 First Semester only.
2 Second Semester only.
CATALOGUE

PHelps, ANNIE LEE B.\(^1\) ........................................ Milledgeville
B.S., Fort Valley State College, 1954.

PHILSON, LOISTINE B.\(^1\) ................................. Spartanburg, S. C.
A.B., Benedict College, 1952.

PIERCE, NAOMI HARRIS\(^2\) .............................. Atlanta

POTTER, SADYE WATSON\(^2\) .............................. Atlanta
A.B., Atlanta University, 1930.

POUNDS, HATTIE BAZELLE .................................. Athens
A.B., Talladega College, 1942.

PRESSLEY, HAYNES\(^2\) .................................... Atlanta
B.S., Morehouse College, 1951.

PRESTON, EURIS ........................................... Rome
A.B., Morris Brown College, 1953.

PRINCE, OLIVER GILBERT\(^2\) .............................. Atlanta
B.S., Tennessee Agricultural and Industrial State University, 1949; A.M., New York University, 1951.

PROCTOR, EMMITT LEOCASTA\(^2\) .......................... Atlanta
B.S., Morehouse College, 1949.

QUATTLEBAUM, BENJAMIN\(^1\) ............................ Eatonton
B.S., Savannah State College, 1952.

RAGSDALE, ETHEL W.\(^1\) ................................. Atlanta

RANDOLPH, JOANN LAVERNE ............................ Atlanta
A.B., Clark College, 1955.

RANSOM, ALONZA R.\(^1\) .................................. LaGrange
A.B., Clark College, 1951.

RAY, CHRISTINE H.\(^1\) .................................. Milledgeville
A.B., Fort Valley State College, 1955.

REEVES, EVELYN\(^1\) .................................... Milledgeville
B.S., Savannah State College, 1955.

REEVES, JACOB M.\(^1\) ................................ Milledgeville
B.S., Agricultural and Technical College of North Carolina, 1918.

\(^1\) First Semester only.
\(^2\) Second Semester only.
Ridley, Bernice B.\(^1\) ........................................ Macon
B.S., Fort Valley State College, 1951.

Ridley, Emmanuel Frank\(^1\) ................................ Macon
A.B., Morris Brown College, 1938.

Robinson, Aurelia Doris ........................................ Macon

Robinson, Evelyn Ross ........................................ Atlanta
A.B., Atlanta University, 1930; A.M., Atlanta University, 1949.

Robinson, Evie H. Price\(^2\) ................................ Atlanta
A.B., Morris Brown College, 1940; M.Ed., Tuskegee Institute, 1957.

Robinson, Johnny Henderson .................................. Atlanta

Rogers, Anna Grimes ........................................ Atlanta
A.B., Spelman College, 1944.

Rogers, Garland\(^1\) ........................................ Inman, S. C.
B.S.A., South Carolina State College, 1934.

Rogers, Gertrude C. W.\(^1\) ................................ Inman, S. C.
A.B., Claflin University, 1956.

Rowe, Thelma J. ........................................ Cedartown
B.S., Fort Valley State College, 1947.

Rucker, Dorothy O.\(^1\) ....................................... Gainesville
B.S., Savannah State College, 1944.

Rucker, Hazel\(^2\) ........................................ Atlanta
A.B., Morehouse College, 1933; M.Ed., Atlanta University, 1945.

Saxon, Marie Freeman\(^2\) .................................... Atlanta
A.B., Claflin College, 1937; A.M., Atlanta University, 1938.

Sayles, Lena Dunn\(^2\) ........................................ Atlanta
A.B., Tuskegee Institute, 1930; M.S.W., Atlanta University, 1948.

Scott, Constance G.\(^3\) .................................... Atlanta

Scott, Emma Howard\(^4\) .................................... Atlanta
A.B., Clark College, 1949.

\(^1\) First Semester only.
\(^2\) Second Semester only.
SEARCY, MARY LEE .......................................Atlanta
       B.S., Albany State College, 1954.

SHELTON, RICHARD J.1 .....................................Atlanta
       A.B., Morehouse College, 1926.

SHERARD, MARGARET A.1 ..................................Atlanta
       A.B., Clark College, 1946.

SHORTS, HELEN CUFF2 .....................................Atlanta
       A.B., LeMoyne College, 1934; A.M., Atlanta University, 1954.

SIMMONS, ETHEL D.1 ...................................Campton
       B.S., Albany State College, 1950.

SIMS, FRANK2 ........................................... Atlanta
       A.B., Clark College, 1959.

SINGLETON, DORSEY LEROY1 .................................Charleston, S. C.
       A.B., Allen University, 1951.

SKRINE, LUCIUS L.1 .................................... Covington
       B.S., Fort Valley State College, 1954.

SMALL, WILLIAM ARTHUR ..................................Atlanta
       B.S., Albany State College, 1954.

SMITH, DEBORAH CHRISTINE2 .................................Atlanta
       B.S., Morris Brown College, 1953.

SMITH, EDWARD L.1 ...................................... Atlanta
       B.S., Tennessee Agricultural and Industrial State College, 1952.

SMITH, GLORIA2 ......................................... Miami, Fla.
       B.S., Bennett College, 1958.

SMITH, IRMA RUTH .........................................Atlanta
       A.B., Clark College, 1954.

SMITH, MARY RUTH ........................................Atlanta
       B.S., Clark College, 1954.

SMITH, RICHARD C.1 .................................. Spartanburg, S. C.
       B.S.A., South Carolina State College, 1941.

SMITH, ROSA D. ......................................... Spartanburg, S. C.
       B.S., South Carolina State College, 1940.

1 First Semester only.
2 Second Semester only.
SMITH, WILLIAM AUGUSTUS ............................. Atlanta

STEPHENS, DANIEL COLUMBUS ............................. Atlanta
A.B., Morehouse College, 1858.

STEPHENS, JOHN L ........................................ Atlanta
A.B., Morehouse College, 1951.

STOVALL, VIRGINIA B. G. ............................. Stephens
B.S., Fort Valley State College, 1953.

STRONG, EUNICE  ...................................... Atlanta

SUTTON, NELSON ERNESTINE ............................. Atlanta
B.S., Spelman College, 1951.

TATUM, RUBY ........................................ Atlanta
A.B., Clark College, 1940.

TAYLOR, OLGA WILLIAMS ................................. Atlanta
A.B., Morehouse College, 1932; A.M., Atlanta University, 1940.

TERRY, LEILA M.  ...................................... Atlanta
A.B., Morris Brown College, 1952.

TERRY, LIZZIE McREYNOLDS ............................. Atlanta
A.B., Morris Brown College, 1957.

THOMAS, ALBERTA E.  .................................. Atlanta
A.B., Spelman College, 1938.

THOMAS, ALICE ......................................... Spartanburg, S. C.
B.S., South Carolina State College, 1957.

THOMAS, ANNETTE W.  .................................. Atlanta
B.S., Albany State College, 1954.

THOMAS, ANTHONY JAMES ................................. Atlanta
A.B., Morris Brown College, 1957.

THOMAS, JAMES E ....................................... Macon
A.B., Morehouse College, 1928.

THOMAS, MAMIE JACKSON  ................................ Atlanta
A.B., Clark College, 1941.

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<td>Atlanta</td>
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<td>Atlanta</td>
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<td>Turner, Mattie Ruth</td>
<td>B.S.</td>
<td>Savannah State College, 1950.</td>
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<td>Wainwright, Raymond A.</td>
<td>A.B., A.M.</td>
<td>Clark College, 1939; New York University, 1957.</td>
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<td>Wakefield, Janie K.</td>
<td>A.B.</td>
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<td>A.B., A.M.</td>
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<td>Fort Valley State College, 1942; Atlanta University, 1958.</td>
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<td>A.B., A.M.</td>
<td>Spelman College, 1944; Atlanta University, 1958.</td>
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<td>WHITE, Ida Belle</td>
<td>B.S.</td>
<td>Savannah State College</td>
<td>Rome</td>
<td>1958</td>
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<td>WHITE, Richard T.</td>
<td>A.B.</td>
<td>Morehouse College</td>
<td>East Chicago, Ind.</td>
<td>1958</td>
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<td>WIGGINS, Pearl G.</td>
<td>A.B.</td>
<td>Benedict College</td>
<td>Spartanburg, S. C.</td>
<td>1950</td>
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<td>WILLIAMS, Arthur L.</td>
<td>A.B.</td>
<td>Lincoln University (Pennsylvania)</td>
<td>Bristol, Tenn.</td>
<td>1941</td>
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<td>WILLIAMS, Charles Howard</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>Milledgeville</td>
<td>1942</td>
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<td>WILLIAMS, Emily Mae</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Newnan</td>
<td>1958</td>
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<td>WILLIAMS, Fairfax Fuller</td>
<td>B.S.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1953</td>
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<tr>
<td>WILLIAMS, Gertrude Blossom</td>
<td>B.S.</td>
<td>Tuskegee Institute</td>
<td>Atlanta</td>
<td>1943</td>
</tr>
<tr>
<td>WILLIAMS, Maurice Mitchell</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>Atlanta</td>
<td>1950; A.M., Atlanta University, 1958</td>
</tr>
<tr>
<td>WILLIAMS, Willie George</td>
<td>A.B.</td>
<td>Morehouse College</td>
<td>Atlanta</td>
<td>1950</td>
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<tr>
<td>WILLINGHAM, John Burl</td>
<td>A.B.</td>
<td>Morehouse College</td>
<td>Atlanta</td>
<td>1941; A.M., Atlanta University, 1958</td>
</tr>
<tr>
<td>WILLS, Lillian Evelyn</td>
<td>A.B.</td>
<td>Allen University</td>
<td>Decatur</td>
<td>1938</td>
</tr>
<tr>
<td>WILSON, Jeannette Bowman</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>Atlanta</td>
<td>1948</td>
</tr>
<tr>
<td>WITCHER, Georgia Marie</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>Cedartown</td>
<td>1951</td>
</tr>
<tr>
<td>WOODSON, Roland T.</td>
<td>B.S.</td>
<td>Jackson College for Negro Teachers</td>
<td>Hattiesburg, Miss.</td>
<td>1955</td>
</tr>
<tr>
<td>WRIGHT, Dorothy</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Atlanta</td>
<td>1951</td>
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</tbody>
</table>

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

WRIGHT, LOIS HODGES\textsuperscript{2} ........................................ Atlanta
A.B., Spelman College, 1942.

WRIGHT, ROSELLE W.\textsuperscript{2} ..................................... Atlanta
A.B., Clark College, 1941; A.M., New York University, 1957.

WYATT, GWENDOLYN W.\textsuperscript{1} ..................................... Atlanta
A.B., Morris Brown College, 1952.

WYATT, JESSE L.\textsuperscript{1} ........................................ Atlanta

YOUNG, LOIS OLETHA\textsuperscript{1} ...................................... Atlanta
A.B., Clark College, 1933.

ZACHARY, ANNE LAURA\textsuperscript{1} ..................................... Milledgeville
B.S., Savannah State College, 1953.

ZACHARY, JAMES LUTHER\textsuperscript{1} ..................................... Milledgeville
B.S., Savannah State College, 1953.

ZACHARY, LECERTHA W.\textsuperscript{1} .................................... Milledgeville
B.S., Fort Valley State College, 1949.

SPECIAL STUDENTS

CUNNINGHAM, GRACE\textsuperscript{1} ...................................... Atlanta

JACKSON, HELEN VANHOOK ................................................. College Park

JONES, EULA CUNNINGHAM\textsuperscript{1} .................................. College Park

JONES, EVA POLLARD\textsuperscript{2} ...................................... Summerville

ROSS, GWENDOLYN M.\textsuperscript{1} ...................................... Atlanta

SINKFIELD, PAULINE\textsuperscript{2} ........................................ Gay

WHEELER, ALVIN LEON\textsuperscript{2} ................................... Rome

SCHOOL OF BUSINESS ADMINISTRATION

ALLAIN, ANDREW P.\textsuperscript{2} ........................................ New Orleans, La.
A.B., Dillard University, 1957.

ALLISON, DAVID T.\textsuperscript{1} ........................................ Atlanta
A.B., Morris Brown College, 1951.

\textsuperscript{1} First Semester only.
\textsuperscript{2} Second Semester only.
<table>
<thead>
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<th>Name</th>
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<th>Institution/University</th>
<th>Year</th>
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<tbody>
<tr>
<td>Banks, Bernadine C.</td>
<td>Atlanta</td>
<td>A.B. Spelman College</td>
<td>1937</td>
<td></td>
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<tr>
<td>Blayton, Doris A.</td>
<td>Atlanta</td>
<td>A.B. Spelman College</td>
<td>1943; LL.B. John Marshall Law School of Chicago</td>
<td>1949</td>
</tr>
<tr>
<td>Bowie, Julius R.</td>
<td>Atlanta</td>
<td>B.S. Morehouse College</td>
<td>1957</td>
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<tr>
<td>Carr, Clarence E.</td>
<td>Pine Bluff, Ark.</td>
<td>B.S. Agricultural, Mechanical and Normal College</td>
<td>1958</td>
<td></td>
</tr>
<tr>
<td>Carter, Turner</td>
<td>Atlanta</td>
<td>A.B. Clark College</td>
<td>1954</td>
<td></td>
</tr>
<tr>
<td>Chappele, John H.</td>
<td>Oklahoma City, Okla.</td>
<td>B.S. Langston University</td>
<td>1953</td>
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<tr>
<td>Clark, Charles E.</td>
<td>Atlanta</td>
<td>A.B. Morehouse College</td>
<td>1952</td>
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<tr>
<td>Connally, Norris L.</td>
<td>Atlanta</td>
<td>A.B. Morehouse College</td>
<td>1948</td>
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<td>Davee, Mary L.</td>
<td>Atlanta</td>
<td>A.B. Clark College</td>
<td>1925</td>
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<tr>
<td>Ferguson, Thomas E.</td>
<td>Danville, Va.</td>
<td>A.B. Morehouse College</td>
<td>1958</td>
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<tr>
<td>Jain, Mahesh Chandler</td>
<td>Delhi, India</td>
<td>Bachelor of Commerce, University of Delhi (India)</td>
<td>1955</td>
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<tr>
<td>Johnson, Wesley L., Jr.</td>
<td>Atlanta</td>
<td>A.B. Morris Brown College</td>
<td>1957</td>
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<tr>
<td>Kofa, James K.</td>
<td>Monrovia, Liberia</td>
<td>A.B. Clark College</td>
<td>1957</td>
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<td>Atlanta</td>
<td>A.B. Clark College</td>
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<td>McCann, N. Jewel</td>
<td>Atlanta</td>
<td>B.S. Alabama State College</td>
<td>1951; M.S., Tennessee Agricultural and Industrial University</td>
<td>1955</td>
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<td>Mabry, John Benjamin</td>
<td>Atlanta</td>
<td>B.S. Clark College</td>
<td>1950</td>
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</table>

1 First Semester only.
2 Second Semester only.
MORGAN, HENRY OTIS\textsuperscript{1} .................................... Atlanta
A.B., Clark College, 1958.

ROBINSON, WILLIAM O. .................................... Atlanta
A.B., Morehouse College, 1952.

SADANA, SUREN NATH .................................... Delhi, India
A.B., Delhi University, 1954.

SHUMAKE, HILDRED W.\textsuperscript{1} .................................... Atlanta
B.S., Tennessee Agricultural and Industrial State University, 1949.

SOUTHALL, JOHN LEE .................................... Baltimore, Md.

STROTHER, NORFLEET H. .................................... Oxford, Miss.

WEAVER, DONALD CLAYTON\textsuperscript{2} .................................... Columbus, O.
A.B., Morehouse College, 1959.

WILLIAMS, ALBERT LOUIS .................................... Atlanta

WILLIAMS, JOSIE MAE .................................... Atlanta

WILLIAMS, REBECCA M. .................................... Woodburg, N. J.

\textbf{SPECIAL STUDENTS}

DAVIS, CURTIS SPENCE\textsuperscript{2} .................................... Atlanta

EVANS, ROBERT LEE\textsuperscript{2} .................................... Atlanta

GLOVER, THOMAS RUCKER\textsuperscript{2} .................................... Atlanta

GREEN, JAMES E.\textsuperscript{2} .................................... Atlanta

JONES, LEWIS C.\textsuperscript{2} .................................... Atlanta

KING, LEONARD\textsuperscript{2} .................................... Atlanta

MOODY, ROY L.\textsuperscript{2} .................................... Atlanta

NOLAND, WILLA R.\textsuperscript{1} .................................... Atlanta

\textsuperscript{1} First Semester only.
\textsuperscript{2} Second Semester only.
REID, MILDRED\(^1\) .......................................... Atlanta
ROBINSON, JAMES ALEXANDER, JR.\(^2\) ........................ Atlanta
SPEAR, ANDREW\(^2\) ........................................Atlanta
SPEAR, FRANKLIN\(^2\) ........................................Atlanta
TRAVIS, FRANK I.\(^2\) ........................................East Point
WILLIAMS, ANTONIO\(^2\) ......................................Atlanta
WILSON, ROBERT F.\(^2\) .....................................Atlanta
WORTHY, JAMES CLENTON\(^2\) ................................ Atlanta
ZACHERY, WILLIAM W.\(^2\) ..................................Atlanta

\(^1\) First Semester only.
\(^2\) Second Semester only.
# SUMMARY OF ENROLLMENT

## 1958-1959

### GRADUATE AND PROFESSIONAL SCHOOLS

<table>
<thead>
<tr>
<th>School</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>School of Arts and Sciences</td>
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<td>30</td>
<td>83</td>
</tr>
<tr>
<td>School of Social Work</td>
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<td>52</td>
<td>79</td>
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<tr>
<td>School of Library Service</td>
<td>9</td>
<td>44</td>
<td>53</td>
</tr>
<tr>
<td>School of Education</td>
<td>111</td>
<td>321</td>
<td>432</td>
</tr>
<tr>
<td>School of Business Administration</td>
<td>22</td>
<td>6</td>
<td>28</td>
</tr>
<tr>
<td>Special</td>
<td>17</td>
<td>9</td>
<td>26</td>
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<tr>
<td>Total</td>
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<td>462</td>
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### LABORATORY SCHOOL

<table>
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<th>Boys</th>
<th>Girls</th>
<th>Total</th>
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<tbody>
<tr>
<td>Elementary School</td>
<td>101</td>
<td>114</td>
<td>215</td>
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<tr>
<td>Kindergarten-Nursery (Spelman College)</td>
<td>23</td>
<td>36</td>
<td>59</td>
</tr>
<tr>
<td>Total</td>
<td>124</td>
<td>150</td>
<td>274</td>
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<tr>
<td>Total (Excluding Kindergarten-Nursery School)</td>
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### SUMMER SCHOOL — 1958

<table>
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<th>School</th>
<th>Men</th>
<th>Women</th>
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<tr>
<td>Graduate (All Schools)</td>
<td>416</td>
<td>868</td>
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<tr>
<td>Undergraduate</td>
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<td>203</td>
<td>437</td>
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<tr>
<td>Total</td>
<td>650</td>
<td>1,071</td>
<td>1,721</td>
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<table>
<thead>
<tr>
<th>School</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>45</td>
<td>57</td>
<td>102</td>
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<tr>
<td>Total Summer School Enrollment</td>
<td>695</td>
<td>1,128</td>
<td>1,823</td>
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<td>GRAND TOTAL (June 1, 1958 to June 1, 1959)</td>
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# GEOGRAPHICAL DISTRIBUTION OF ENROLLMENT

## 1958-1959

**Arts and Sciences, Social Work, Library Service, Education, Business Administration**

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<th>STATE OR GEOGRAPHICAL SUB-DIVISION</th>
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<td>1. Alabama</td>
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<td>3. California</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. Louisiana</td>
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<td>9. Maryland</td>
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<td>10. Mississippi</td>
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<td>11. New Jersey</td>
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<td>12. New York</td>
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<td>15. Oklahoma</td>
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<td>16. Pennsylvania</td>
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<td>17. South Carolina</td>
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<td>18. Tennessee</td>
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<td>19. Texas</td>
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<td>20. Virginia</td>
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<td>21. West Virginia</td>
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<tr>
<td>District of Columbia</td>
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<td>China</td>
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<td>Ghana</td>
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<td>India</td>
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<td>Liberia</td>
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<td>Nigeria</td>
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<td>South Africa</td>
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**TOTAL** | 701
## ENROLLMENT BY COLLEGES REPRESENTED

1958-1959

<table>
<thead>
<tr>
<th>NAME OF INSTITUTION</th>
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<tbody>
<tr>
<td>1. Agricultural, Mechanical and Normal College, Pine Bluff, Arkansas</td>
<td>3</td>
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<tr>
<td>2. Agricultural and Technical College of North Carolina</td>
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<td>3. Alabama Agricultural and Mechanical College</td>
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<tr>
<td>4. Alabama College</td>
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<tr>
<td>5. Alabama State College</td>
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<td>7. Alcorn Agricultural and Mechanical College</td>
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<td>8. Allen University</td>
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<td>10. Benedict College</td>
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<td>11. Bennett College</td>
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<tr>
<td>12. Bethune-Cookman College</td>
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<tr>
<td>13. Bishop College</td>
<td>1</td>
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<tr>
<td>14. Bluefield State College (West Virginia)</td>
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<tr>
<td>15. Cheyney State Teachers College (Pennsylvania)</td>
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<tr>
<td>16. Campbell College</td>
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<tr>
<td>17. Chung Chi College (China)</td>
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<tr>
<td>18. Claflin College</td>
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<td>19. Clark College</td>
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<td>20. College of the City of New York</td>
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<td>21. Concordia Seminary</td>
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<td>22. Delaware State College</td>
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<td>23. Delhi University (India)</td>
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<td>24. Dillard University</td>
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<td>Hampton Institute</td>
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<td>Huston-Tillotson College</td>
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<td>Jackson College for Negro Teachers</td>
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<td>34</td>
<td>Johnson C. Smith University</td>
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<td>Knoxville College</td>
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<td>Lincoln University (Pennsylvania)</td>
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<td>41</td>
<td>Livingstone College</td>
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<td>42</td>
<td>Louisville Municipal College</td>
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<td>43</td>
<td>Meharry Medical College (School of Nursing)</td>
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<td>44</td>
<td>Miles College</td>
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<td>Morehouse College</td>
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<td>NAME OF INSTITUTION</td>
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