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Atlanta University

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This is the General Catalogue of the University listing the general regulations and description of the work of the following:

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

A separate Catalogue is published for the Summer School.

Member of the Southern Association of Colleges and Schools.

The Graduate and Professional Schools of Atlanta University are accredited by the following:

American Library Association
Council on Social Work Education
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITY CALENDAR</td>
<td>4</td>
</tr>
<tr>
<td>BOARD OF TRUSTEES</td>
<td>7</td>
</tr>
<tr>
<td>OFFICERS OF ADMINISTRATION</td>
<td>8</td>
</tr>
<tr>
<td>THE FACULTY</td>
<td>12</td>
</tr>
<tr>
<td>GENERAL INFORMATION</td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td>22</td>
</tr>
<tr>
<td>Historical Sketch</td>
<td>22</td>
</tr>
<tr>
<td>The Atlanta University Center</td>
<td>24</td>
</tr>
<tr>
<td>The Ware Professorship Fund</td>
<td>25</td>
</tr>
<tr>
<td>Special Consideration for Veterans</td>
<td>25</td>
</tr>
<tr>
<td>Summer School</td>
<td>25</td>
</tr>
<tr>
<td>Publications</td>
<td>26</td>
</tr>
<tr>
<td>Trevor Arnett Library</td>
<td>27</td>
</tr>
<tr>
<td>Laboratory School</td>
<td>30</td>
</tr>
<tr>
<td>Nursery School</td>
<td>30</td>
</tr>
<tr>
<td>Laboratories</td>
<td>31</td>
</tr>
<tr>
<td>Dormitories</td>
<td>32</td>
</tr>
<tr>
<td>Student Health Service</td>
<td>32</td>
</tr>
<tr>
<td>Religious Opportunities</td>
<td>32</td>
</tr>
<tr>
<td>John Hope Lecture</td>
<td>32</td>
</tr>
<tr>
<td>Special Lectures, Concerts, Entertainments</td>
<td>33</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>35</td>
</tr>
<tr>
<td>Housing</td>
<td>37</td>
</tr>
<tr>
<td>Estimate of Expenses</td>
<td>37</td>
</tr>
<tr>
<td>Financial Aid for Students</td>
<td>38</td>
</tr>
<tr>
<td>The Atlanta University Fellowship Program</td>
<td>39</td>
</tr>
<tr>
<td>State Aid</td>
<td>42</td>
</tr>
<tr>
<td>Admission</td>
<td>48</td>
</tr>
<tr>
<td>Registration</td>
<td>48</td>
</tr>
<tr>
<td>Candidacy for Degrees</td>
<td>48</td>
</tr>
<tr>
<td>General Requirements for Master's Degree</td>
<td>49</td>
</tr>
<tr>
<td>General Requirements for Degree of Doctor of Philosophy</td>
<td>55</td>
</tr>
<tr>
<td>Maintenance of Standards</td>
<td>65</td>
</tr>
<tr>
<td>COURSES OF INSTRUCTION IN ARTS AND SCIENCES</td>
<td>67</td>
</tr>
<tr>
<td>SCHOOL OF SOCIAL WORK</td>
<td>100</td>
</tr>
<tr>
<td>SCHOOL OF LIBRARY SERVICE</td>
<td>124</td>
</tr>
<tr>
<td>SCHOOL OF EDUCATION</td>
<td>132</td>
</tr>
<tr>
<td>SCHOOL OF BUSINESS ADMINISTRATION</td>
<td>203</td>
</tr>
<tr>
<td>DEGREES CONFERRED IN JUNE, 1963</td>
<td>215</td>
</tr>
<tr>
<td>DEGREES CONFERRED IN AUGUST, 1963</td>
<td>229</td>
</tr>
<tr>
<td>SUMMARY OF DEGREES CONFERRED IN 1963</td>
<td>242</td>
</tr>
<tr>
<td>REGISTER OF STUDENTS</td>
<td>243</td>
</tr>
<tr>
<td>SUMMARY OF ENROLLMENT</td>
<td>295</td>
</tr>
<tr>
<td>GEOGRAPHICAL DISTRIBUTION OF ENROLLMENT</td>
<td>296</td>
</tr>
<tr>
<td>ENROLLMENT BY COLLEGES AND UNIVERSITIES REPRESENTED</td>
<td>298</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>June</td>
<td>8 Monday</td>
</tr>
<tr>
<td></td>
<td>9 Tuesday</td>
</tr>
<tr>
<td></td>
<td>10 Wednesday</td>
</tr>
<tr>
<td></td>
<td>12 Friday</td>
</tr>
<tr>
<td></td>
<td>13 Saturday</td>
</tr>
<tr>
<td></td>
<td>15 Monday</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16 Tuesday</td>
</tr>
<tr>
<td></td>
<td>17 Wednesday</td>
</tr>
<tr>
<td></td>
<td>19 Friday</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>4 Saturday</td>
</tr>
<tr>
<td></td>
<td>27 Monday</td>
</tr>
<tr>
<td></td>
<td>30 Thursday</td>
</tr>
<tr>
<td>August</td>
<td>6 Thursday</td>
</tr>
<tr>
<td></td>
<td>7 Friday</td>
</tr>
<tr>
<td>September</td>
<td>14 Monday</td>
</tr>
<tr>
<td></td>
<td>15 Tuesday</td>
</tr>
<tr>
<td></td>
<td>16 Wednesday</td>
</tr>
<tr>
<td></td>
<td>19 Saturday</td>
</tr>
<tr>
<td>October</td>
<td>1 Thursday</td>
</tr>
<tr>
<td></td>
<td>3 Saturday</td>
</tr>
<tr>
<td></td>
<td>5 Monday</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>October</td>
<td>Examination in foreign languages; required for the master's degree in</td>
</tr>
<tr>
<td>6 Tuesday</td>
<td>arts and sciences, library service, and education.</td>
</tr>
<tr>
<td>10 Saturday</td>
<td>Preliminary Examination in Education.</td>
</tr>
<tr>
<td>16 Friday</td>
<td>Charter Day.</td>
</tr>
<tr>
<td>19 Monday</td>
<td>Last day to file candidacy for work to be completed in January, 1965.</td>
</tr>
<tr>
<td>November</td>
<td>Thanking holiday.</td>
</tr>
<tr>
<td>26 Thursday</td>
<td>Thanksgiving holiday.</td>
</tr>
<tr>
<td>27 Friday</td>
<td>Classes resume, 8:00 a.m.</td>
</tr>
<tr>
<td>December</td>
<td>Christmas recess begins at end of scheduled classes.</td>
</tr>
<tr>
<td>19 Saturday</td>
<td>Christmas recess ends; classes resume at 8:00 a.m.</td>
</tr>
<tr>
<td>January</td>
<td>Semester examinations begin.</td>
</tr>
<tr>
<td>4 Monday</td>
<td>First semester closes. Last day to file theses for work completed in</td>
</tr>
<tr>
<td>18 Monday</td>
<td>January.</td>
</tr>
<tr>
<td>23 Saturday</td>
<td>Registration for second semester (undergraduate students).</td>
</tr>
<tr>
<td>25 Monday</td>
<td>Registration for second semester (graduate and undergraduate stu-</td>
</tr>
<tr>
<td>26 Tuesday</td>
<td>dents).</td>
</tr>
<tr>
<td>27 Wednesday</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>30 Saturday</td>
<td>Last day for second semester registration in the undergraduate col-</td>
</tr>
<tr>
<td>31 Sunday</td>
<td>leges.</td>
</tr>
<tr>
<td>February</td>
<td>University Center Convocation.</td>
</tr>
<tr>
<td>6 Saturday</td>
<td>Last day to register for second semester credit for graduate students and graduate exchange students.</td>
</tr>
<tr>
<td>8 Monday</td>
<td>Examination in English Fundamentals; required of all students in the University.</td>
</tr>
<tr>
<td>10 Wednesday</td>
<td>Examination in foreign languages; required for the master's degree in arts and sciences, library service, and education.</td>
</tr>
<tr>
<td>13 Saturday</td>
<td>Graduate Record Examination.</td>
</tr>
<tr>
<td>20 Saturday</td>
<td>Preliminary Examination in Education.</td>
</tr>
</tbody>
</table>

5
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>7 Sunday</td>
<td>University Center Religious Emphasis Week.</td>
</tr>
<tr>
<td>April</td>
<td>7 Wednesday</td>
<td>Examination in English Fundamentals; required of all students in the University.</td>
</tr>
<tr>
<td></td>
<td>15 Thursday</td>
<td>Spring recess begins at end of scheduled classes.</td>
</tr>
<tr>
<td>May</td>
<td>17 Monday</td>
<td>Last day to file theses for master's degrees to be conferred in June.</td>
</tr>
<tr>
<td></td>
<td>20 Thursday</td>
<td>Semester examinations begin.</td>
</tr>
<tr>
<td></td>
<td>20 Thursday</td>
<td>Final examination for candidates for master's degrees to be conferred in June.</td>
</tr>
<tr>
<td></td>
<td>23 Sunday</td>
<td>Commencement Day — Interdenominational Theological Center.</td>
</tr>
<tr>
<td></td>
<td>29 Saturday</td>
<td>Semester examinations end. Semester ends.</td>
</tr>
<tr>
<td></td>
<td>30 Sunday</td>
<td>Baccalaureate Services.</td>
</tr>
<tr>
<td></td>
<td>31 Monday</td>
<td>Commencement Day — Atlanta University and Spelman College.</td>
</tr>
<tr>
<td>June</td>
<td>1 Tuesday</td>
<td>Commencement Day — Morehouse College and Clark College.</td>
</tr>
<tr>
<td></td>
<td>2 Wednesday</td>
<td>Commencement Day — Morris Brown College.</td>
</tr>
<tr>
<td></td>
<td>7 Monday</td>
<td>Registration for Summer School.</td>
</tr>
<tr>
<td></td>
<td>8 Tuesday</td>
<td>Registration for Summer School.</td>
</tr>
<tr>
<td>August</td>
<td>9 Wednesday</td>
<td>Summer School Classes begin.</td>
</tr>
<tr>
<td></td>
<td>5 Thursday</td>
<td>Summer School Convocation.</td>
</tr>
<tr>
<td></td>
<td>6 Friday</td>
<td>Summer School closes.</td>
</tr>
<tr>
<td>1964</td>
<td></td>
<td><strong>FOUNDER'S DAY CELEBRATIONS</strong></td>
</tr>
<tr>
<td>October</td>
<td>16 Friday</td>
<td>Atlanta University.</td>
</tr>
<tr>
<td>1965</td>
<td></td>
<td>**          Morehouse College.</td>
</tr>
<tr>
<td>February</td>
<td>18 Thursday</td>
<td>Clark College.</td>
</tr>
<tr>
<td></td>
<td>24 Wednesday</td>
<td>Interdenominational Theological Center.</td>
</tr>
<tr>
<td>March</td>
<td>11 Thursday</td>
<td>Morris Brown College.</td>
</tr>
<tr>
<td>April</td>
<td>11 Sunday</td>
<td></td>
</tr>
</tbody>
</table>

*Last day to file candidacy for degrees to be conferred in June.*

*Spring recess begins at end of scheduled classes.*

*Last day to file theses for master's degrees to be conferred in June.*

*Spring recess ends at 8:00 a.m.*
BOARD OF TRUSTEES

1961-1964

J. CURTIS DIXON ................................ Atlanta, Georgia
TRUMAN K. GIBSON ................................ Chicago, Illinois
WILLIAM T. GOSSETT ...................... Bloomfield Hills, Michigan
LAWRENCE J. MACGREGOR .................. Chatham, New Jersey
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FLORENCE M. READ .......................... Claremont, California
HUGHES SPALDING, Jr. ..................... Atlanta, Georgia

1962-1965

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HARRY J. CARMAN .......................... New York, New York
RUFUS E. CLEMENT ........................ Atlanta, Georgia
CHARLES E. MERRILL, Jr. ................ Boston, Massachusetts
IRVING SALOMON .......................... Escondido, California
ELBERT P. TUTTLE ........................ Atlanta, Georgia
JOHN HERVEY WHEELER ..................... Durham, North Carolina
CLAYTON R. YATES .................... Atlanta, Georgia

1963-1966

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MARQUIS L. HARRIS ........................ Atlanta, Georgia
MARTIN L. KING ......................... Atlanta, Georgia
GARFIELD D. MERNER .................... San Francisco, California
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CHAUNCEY L. WADDELL ..................... New York, New York
WILLIAM R. WILKES .................... Atlanta, Georgia

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RUFUS E. CLEMENT .................................... Charles E. Merrill
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ALBERT E. MANLEY

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

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RUFUS E. CLEMENT ................................ President
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C. C. NABRIT .............................. Secretary
CLAYTON R. YATES .......................... Secretary of the Corporation
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President

PAUL INGRAHAM CLIFFORD, Ph.D.
Registrar and
Director of Summer Session

C. EVERETT BACON, B.S.
Treasurer

Gaynelle W. Barksdale, A.M. in L.S.
Acting Librarian

THOMAS D. JARRETT, Ph.D.
Dean of the Graduate School

WILLIAM S. JACKSON, Ph.D.
Dean, School of Social Work

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

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

HARDING B. YOUNG, D.C.S.
Dean, School of Business Administration
ADMINISTRATIVE ASSISTANTS

HARRIETT I. ADAMS ................................ Secretary
Placement Office
BOBBIE JEAN BARNES .......................... Secretarial Assistant,
Office of the Registrar
ADDIE CHRISTLER BATEY ...................... Cashier
CARRIE WASHINGTON BELL, A.B. .......... Secretary to the Dean,
The Graduate School
G. CLETUS BIRCHETTE, A.M. .................. Comptroller
LUCILE J. BOYKIN ................................ Switchboard Operator
BERTHA BROWN ................................ Secretary to the Faculty,
School of Social Work
BARBARA J. CATO, B.A. ...................... Secretary to the
Personnel Deans
CHARLESTINA B. CHARLTON, B.S. ....... Secretary,
National Defense Counseling and Guidance Institute
LUVENIA ETCHISON CLIFTON ................ Secretary to
the Faculty, The Graduate School
ERNESTINE MORELAND COMER, B.S. .... Secretary to
the President
KENNETH M. CROOKS, M.B.A.* .......... Assistant, Office of
the President
ELEANOR C. DEAN .......................... Secretary to the Dean,
School of Social Work
ETHEL SHEFTALL FORBES ................. Manager, University
Book Shop
DORIS MONCETIA FRAZIER, A.A. .......... Secretary to the Faculty,
School of Education
ANTOINETTE R. FREDERICK* .......... Secretary,
National Science Foundation
SADIE V. GEORGE .......................... Secretary to the Dean,
School of Education
THEOLIA J. HAMMONDS, A.B. ............ Postmistress
GENEVA E. HARRELL ......................... Secretary to the Registrar
GERTRUDE W. HICKS, A.B. ................ Secretary to the
Dean, School of Business Administration
ALICE J. HOLLEY, B.S. ..................... Cashier
MOTEA P. JACKSON ........................ I.B.M. Operator

*Part of the year.
NAVINCHANDRA M. JARECHA, B.C. .... Bookkeeper, Office of the Bursar
CHRISTINE H. KENNER, A.B. .... Secretary for Student Records School of Social Work
YVONNE ARNOLD KING .... Assistant, Publicity Office
SHIRLEY F. LEARRY, A.B. .... Secretary, Field Work Department, School of Social Work
CURTIS L. LEWIS, A.B. .... Secretarial Assistant Office of the Registrar
VIOLA FRANCES MATHEWS .... Secretary, Reading Clinic
JULIA P. McCrary .... Assistant, University Book Shop
LOVEREE L. McCrARY, B.S. .... Secretary, Office of the Bursar
NORAH McNIVEN .... Director of Publicity and Public Relations
MARGIE L. PORTER, A.B.* .... Secretary, National Science Foundation Institute
PINKIE E. PORTER .... Secretary, Purchasing Office
HELEN SEALS, B.A. .... Secretary, Office of the President
DORIS SHIELDS .... Clerical Assistant, Comptroller's Office
JOYCE B. SMITH* .... Secretary to the Dean, School of Library Service
WILEANA GRIMES SPEAR .... Secretarial Assistant, Office of the Registrar
JOSEPHINE B. SPEARS, B.S. .... Secretary, Office of the Dean, School of Social Work
LUCILE MACK STRONG, A.B. .... Bursar
GERONE HENDALE TAYLOR, A.B. .... Assistant Registrar
LESTER E. WALKER, Jr., A.B. .... Bookkeeper
VIRGINIA L. WALKER .... Assistant, Office of the Bursar
HARRIETTE E. WASHINGTON, B.S. .... Secretary, Phylon Office

LIBRARY STAFF

GAYNELLE WRIGHT BARKSDALE, A.M. in L.S. .... Acting Librarian Reference Librarian and Head, Reader's Services
JULIA W. BOND, A.B. .... Librarian, Assistant in Readers' Service

*Part of the year.
Bessie Drewery Briscoe, M.S. in L.S. Catalog Librarian and Head, Technical Services
Roslyn W. Clark, A.B. Secretary to the Librarian
Jean McCoy Davis, A.B., M.S. in L.S. Assistant Circulation Librarian
Jessie Mae Dickerson, B.S., M.S.L.S.* Assistant Cataloger
Theresa C. Dutch, A.B., M.S.L.S.* Assistant Cataloger
Nicholas E. Gaymon, M.S. in L.S. Acquisitions Librarian in Charge of Serials
Almeta Exson Gould, A.B., M.S.L.S. Librarian, in Charge of the Curriculum Materials Center
Ethel Bowden Hawkins, B.S. in L.S. Assistant Readers' Services
Annabelle M. Jarrett, A.B. General Assistant
Sarah K. Middlebrooks Acquisitions Assistant
Annette Hoage Phinazee, M.L.S., D.L.S. Librarian, Head of Special Services
Barbara P. Riley, M.S. in L.S. Librarian, Readers' Service

BUILDINGS AND GROUNDS
Benjamin Franklin Bullock, A.M. Grounds
Harold W. Johnston Buildings

BOARDING DEPARTMENT
Lyda McCree Kennedy, B.S. Dietitian
Josephine Dibble Murphy Hostess
Gertrude E. Anderson, A.B. Hostess

STUDENT PERSONNEL
Charlene F. Wharton, A.B., M.S.W. Dean of Women
Malcolm J. Dean, B.A., M.A. Dean of Men

POWER PLANT
John Baffin Shepherd Chief Engineer
Howard Lee Ray Engineer
Howard L. Wilson Engineer

*Part of the year.
THE FACULTY

In addition to the regular appointees to the University faculty, this list includes members of the faculties of Morehouse College, Spelman College, Clark College and Morris Brown College who teach undergraduate-graduate and graduate courses.

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

JAMES L. ANDERSON  
Education
A.B., Morehouse College, 1949; M.A., Atlanta University, 1950.

CLARENCE ALBERT BACOTE  
Professor of History
A.B., University of Kansas, 1926; A.M., University of Chicago, 1929; Ph.D., 1955.

MILDRED W. BARKSDALE  
Assistant Professor of Special Education
B.S., Jackson College, 1945; M.S., Indiana University, 1952; Ed.D., 1958.

RICHARD K. BARKSDALE  
Professor of English
A.B., Bowdoin College, 1937; A.M., Syracuse University, 1938; A.M., Harvard University, 1947; Ph.D., 1951.

JAMES J. BISHOP  
Assistant Professor of Chemistry

JESSE B. BLAYTON  
Carnegie 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.

WILEY SPEIGHTS BOLDEN  
Professor of Psychology

*Indefinite lease.
HORACE MANN BOND*  Professor of Educational Sociology
A.B., Lincoln University, 1923; M.A., University of Chicago, 1926; Ph.D., University of Chicago, 1936.

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

EDWARD JAMES BRANTLEY  Associate Professor of Guidance and Counseling

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

FREDERIC V. BROOKS  Lecturer, Business Administration
A.B., Atlanta University, 1932; C.L.U., American College.

HALLIE BEACHEM BROOKS  Associate Professor of Library Service

BENJAMIN FRANKLIN BULLOCK  Rural and Educational Sociology
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.

HUEY EDWARD CHARLTON  Associate Professor of Guidance and Counseling

JOHNNIE L. CLARK  Assistant Professor of Business Administration

CATALOGUE

RUFUS EARLY CLEMENT
President

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

PAUL INGRAHAM CLIFFORD
Professor of Educational Psychology
B.S. in Ed., Shippensburg (Penna.) State College, 1938; A.M., Atlanta University, 1948; Ph.D., University of Chicago, 1953.

SAMUEL DuBOISE COOK
Professor of Political Science
A.B., Morehouse College, 1948; M.A., The Ohio State University, 1950; Ph.D., 1954.

TILMAN C. COTHRAH
Ware Professor of Sociology
A.B., Arkansas A.M. & N. College, 1939; M.S., Indiana University, 1942; Ph.D., University of Chicago, 1949.

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

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

KRISHNA KANTA DAS
Professor of Business Administration

N. F. DAVIS
Professor of Business Administration
B.S., Lincoln University (Missouri), 1949; M.B.A., Washington University, 1952; Ph.D., Indiana University, 1960.
GWENDOLYN M. DRAYNE*  Diagnostician for the Reading Clinic

ORAN WENDELL EAGLESON  Professor of Educational Measurements
A.B., Indiana University, 1931; A.M., 1932; Ph.D., 1935. Dean and Department of Psychology and Education, Spelman College.

MORRIS L. EISENSTEIN  Associate Professor of Social Work
B.S., City College of New York, 1936; M.S., New York School of Social Work, Columbia University, 1947; Student, Columbia University.

LAFAYETTE FREDERICK  Professor of Biology
B.S., Tuskegee Institute, 1943; M.S., University of Rhode Island, 1950; Ph.D., Washington State University, 1952; Post-doctorate, University of Michigan Biological Station, Summer, 1961.

KATALIN Y. GALLIGAN  Instructor of French

JOSEPH GOLDEN  Professor of Social Work

LILLIAN S. GOLDEN*  Supervisor of Social Work
B.S., Temple University, 1939; M.S.W., Pennsylvania School of Social Work, 1946.

PEARL B. GOLDEN  Field Work Supervisor, School of Social Work

WILLIAM E. GORDON  Professor of Economics

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

GILBERT RUGG GREDLER  
Lecturer in Psychology  
A.B., University of New Hampshire, 1948; Ed.M., Boston  
University, 1950; Ph.D., University of Illinois, 1956.

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

MARGARET L. HALL  
Supervisor of Medical  
Social Work, School of Social Work  
B.A., Virginia State College, 1945; M.A., University of Chi­  
cago, 1947.

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

BENJAMIN F. HUDSON, JR.  
Professor of French  
B.A., Fisk University, 1946, M.A., University of Michigan,  
1947; Certificat, L'Institut de Phonétique, Université de  
Paris, 1952; Certificat, Ecole Supérieure de Préparation  
et de Perfectionnement des Professeurs de Français à  
l'Étranger, Université de Paris, 1952; Ph.D., University of  
Michigan, 1958.

KIMUEL ALONZO HUGGINS  
Professor of Chemistry  
A.B., Morehouse College, 1923; M.S., University of Chica­  
go, 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.

WILLIAM S. JACKSON  
Professor of Social Work  
B.S., West Virginia State College, 1937; M.S.S.W., New  
York School of Social Work, 1945; Ph.D., New York Uni­  
versity, 1954.
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.

MIRIAM H. JELLINS
Instructor, Reading Clinic

THESBA NATALIE JOHNSTON
Professor of Guidance and Counseling

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

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
Lecturer, Social Services
LL.B., Brooklyn Law School of St. Lawrence University, 1914; City College, New York, N. Y.

FRANCES W. LOGAN
Professor of Social Work
Field Work Supervisor, Group Work and Community Organization

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.
JAMES J. McSHANE  
Instructor in English  

LOUIS NEWMARK  
Lecturer,  
School of Social Work  
B.S., Lewis Institute, Chicago, 1932; M.S.W., University of Michigan, 1939.

WILLIAM MORRIS NIX  
Lecturer in Guidance and Counseling  
A.B., Morehouse College, 1939; A.M., Atlanta University, 1941; A.M., Columbia University, 1948. Director of Personnel, Morehouse College.

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

WILLIAM MORRIS NIX  
Lecturer in Guidance and Counseling  
A.B., Morehouse College, 1939; A.M., Atlanta University, 1941; A.M., Columbia University, 1948. Director of Personnel, Morehouse College.

LOUIS NEWMARK  
Lecturer, School of Social Work  
B.S., Lewis Institute, Chicago, 1932; M.S.W., University of Michigan, 1939.

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.

George Emerson Riley  
Professor of Biology  
A.B., Syracuse University, 1949; M.A., Oberlin College, 1950; Ph.D., University of Wisconsin, 1959.

Edythe L. Ross  
Assistant Professor  
School of Social Work  
A.B., Talladega College, 1939; A.M., University of Chicago School of Social Service Administration, 1949.

Hubert B. Ross  
Associate Professor of Anthropology  
B.A., Wesleyan University, Connecticut, 1939; A.M., Yale University, 1942; Ph.D., Columbia University, 1954.

William Rottersman  
Lecturer, School of Social Work  
B.A., University of Wisconsin, 1933; M.D., Rush Medical College, University of Chicago, 1937; Certified in Speciality of Psychiatry and Neurology, 1947.

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

BETTE GLENN SARPY  
Assistant Professor of Social Work  
A.B., West Virginia State College, 1947; MScSA, Western Reserve University, 1948.

VICTORIA M. SCOTT  
Associate Professor of Social Work  

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  
School of Social Work  
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  
A.B., Morehouse College, 1920; A.M., University of Wisconsin, 1927; Ph.D., 1940; Student, Cambridge University, England, Summer, 1934.

BASIL A. WAPENSKY  
Lecturer, Business Administration  
B.B.A., Emory University, 1947; M.B.A., University of Pennsylvania, 1948;

HORACE T. WARD  
Lecturer, School of Business Administration  
A.B., Morehouse College, 1949; M.A., Atlanta University, 1950; J.D., Northwestern School of Law, 1959.
AMANDA FUHR WATTS  
Associate Professor of Social Work, Field Work Supervisor  
A.B., Langston University, 1941; M.S.W., Atlanta University School of Social Work, 1947.

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

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

LUTHER S. WILLIAMS  
Instructor of Biology  
B.A., Miles College, 1961; M.S., Atlanta University, 1962.

QUINTON V. WILLIAMSON  
Lecturer, School of Business Administration  
A.B., Morehouse College, 1940.

YUEN-FAT WONG  
Assistant Professor of Mathematics  
B.S., National Taiwan University, 1958, M.S., Atlanta University, 1959; Student, Cornell University, 1958, 1959, 1960, 1961, 1962, 1963.

ASA G. YANCEY  
Lecturer, School of Social Work  
B.S., Morehouse College, 1937; M.D., University of Michigan, 1941.

HARDING BERNETT YOUNG  
Professor of Business Administration  
B.S., Arkansas A. M. and N. College, 1944; M.C.S., Boston University, 1948; D.C.S., Harvard University, 1955.

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ATLANTA UNIVERSITY

PUBLIC SCHOOLS AND SUPERVISING TEACHERS
PARTICIPATING IN THE ATLANTA UNIVERSITY
STUDENT TEACHING PROGRAM 1963-1964

ELEMENTARY LEVEL:
ENGLISH AVENUE ELEMENTARY SCHOOL
Mr. B. S. Burch .................................. Principal
Mrs. E. W. Anderson ............................ Sponsor
Mrs. Margaret D. Jackson .................... Supervising Teacher

SECONDARY LEVEL:
BOOKER T. WASHINGTON HIGH SCHOOL
Mr. J. Y. Moreland ............................. Principal
Mrs. A. S. Greene ................................ Sponsor
Mrs. Opal G. Chamlee ......................... Supervising Teacher

PUBLIC SCHOOLS AND SUPERVISING COUNSELORS
PARTICIPATING IN THE ATLANTA UNIVERSITY
COUNSELOR EDUCATION PROGRAM 1963-64.

SAMUEL HOWARD ARCHER HIGH SCHOOL
Mr. Arthur Richardson .......................... Principal
Mrs. Anne W. Fannin ............................ Counselor
Mr. Raymonde Odom ............................. Counselor

JOSEPH E. BROWN HIGH SCHOOL
Mr. Maxwell Ivey .................................. Principal
Mr. Bob Freeman ................................. Counselor

SOUTH FULTON HIGH SCHOOL
Mr. Frank S. McClarin .......................... Principal
Mr. Clarence O. Brown .......................... Counselor
Mrs. Alice H. Washington ..................... Counselor

WALTER F. GEORGE HIGH SCHOOL
Mr. James B. Green, Jr. .......................... Principal
Mr. Neil Gunter .................................. Counselor

HAMILTON HIGH SCHOOL
Mr. William H. Hatton .......................... Principal
Mrs. Ella E. Montgomery ....................... Counselor

C. L. HARPER HIGH SCHOOL
Mr. Kennon Thompson ............................ Principal
Mrs. Fredericka Hurley .......................... Counselor
Mr. Robert G. Warren .......................... Counselor
CATALOGUE

DAVID T. HOWARD HIGH SCHOOL
Dr. F. W. Sullivan .................................. Principal
Mr. Grady Anderson ................................. Counselor
Mr. Alfonza R. Goggins ............................ Counselor
Mrs. Flossie A. Jones ............................. Counselor

LUTHER JUDSON PRICE HIGH SCHOOL
Mr. R. E. Cureton .................................. Principal
Mrs. Eula Mae Cohen ............................... Counselor
Mrs. Gwendolyn C. Coleman ....................... Counselor
Mrs. Carrie M. Lacey ............................... Counselor
Mr. Ryburn Stephens ................................ Counselor

D. M. THERRELL HIGH SCHOOL
Mr. Clyde Warren .................................. Principal
Mrs. Kate Heaton .................................. Counselor

HENRY McNEAL TURNER HIGH SCHOOL
Mr. Daniel F. Davis ................................ Principal
Mr. Edward C. Norman ............................. Counselor
Mrs. Beulah J. Tipton ............................... Counselor
Mrs. Birdie Tyler .................................. Counselor

BOOKER T. WASHINGTON HIGH SCHOOL
Mr. J. Y. Moreland ................................ Principal
Miss Doris Andrews ................................ Counselor
Mr. C. C. George .................................. Counselor
Mrs. Mary E. Griggs ............................... Counselor

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 Storr's 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.
ATLANTA UNIVERSITY

1907-1922 Presidency of Edward Twichell Ware.
1922-1923 Acting Presidency of Myron W. Adams.
1929-1936 Presidency of John Hope.
1936-1937 Acting Presidency of Florence M. Read.
1937- Presidency of Rufus E. Clement.

Atlanta University, a non-sectarian institution, is one of the outgrowths of that earnest educational crusade which brought so many devoted teachers to the South in the sixties and seventies. While its formal work under its present name did not begin until 1869, it was chartered two years before that date, and its real work began as early as November of 1865. Its first normal class was graduated in 1873, and its first college class in 1876. The purpose of the founders of the Atlanta University, as declared in its charter, was the establishment and management of an institution for "the liberal and Christian education of youth."

Like all institutions of its character, the work of this institution began with students of low academic standing. Apparently, during the first year of its existence under its present name, only one student was of higher rank than first year in high school. As the work grew and general conditions became more favorable, the average academic standing of the student body became more advanced and in 1894 all work below the high school was discontinued. In 1925 the high school work also began to be discontinued, and the school year 1928-1929 opened with no students below freshman and junior normal classification.

On April 1, 1929, an arrangement was completed among Atlanta University, Morehouse College and Spelman College for the affiliation of the three institutions in a university plan, the graduate and professional work to be conducted by Atlanta University, the college work to be done by Morehouse College and Spelman College. On September 25, 1929, Atlanta University opened its first year on the new plan, and several undergraduate-graduate courses were offered which might give credit toward the master's degree. In 1930-31 the undergraduate courses were discontinued. All the resources of the institution are now being devoted to graduate work.

On September 1, 1947, the Atlanta University School of Social Work gave up its charter as a separate corporation and became an integral part of Atlanta University.
In recent years Clark College, Interdenominational Theological Center and Morris Brown College have become full partners in the affiliation agreement.

THE ATLANTA UNIVERSITY CENTER

In accordance with the affiliation agreement, the Board of Trustees of Atlanta University includes representatives of 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 Interdenominational Theological Center 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 affiliated institutions.

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 the colleges, offers each year a limited number of undergraduate-graduate courses. These 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 — six 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 ninety 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.
ATLANTA UNIVERSITY

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 Interdenominational Theological Center affiliated. Graduate students from approved colleges and universities may through summer school courses earn
credit toward the master's degree. Beginning with the 1946 summer session the Atlanta University Summer School has operated on a nine-week session plan. In accordance with this plan it is possible for graduate students to complete three-fourths of a semester's work and for one who is well prepared for graduate work to complete the course requirements for the master's degree in three summers. For further information write the Director of the Summer School.

PUBLICATIONS

These include the annual catalog, other numbers of the Atlanta University Bulletin and *Phylon*. *Phylon* and the Bulletins are published quarterly.

Occasional leaflets and pamphlets descriptive of our work and needs are issued from time to time. The General Catalogue, published in 1929, gives a complete statement up to that date concerning officers, teachers, graduates and advanced students. The History of Atlanta University, published in 1929, gives a comprehensive account of the work of the institution from its founding to the inauguration of graduate work in 1929. In connection with the studies in the curriculum, there were edited in 1933 by Mrs. Helen A. Whiting of the Atlanta University School of Education and published by Atlanta University, a series of three stories taken from Negro life entitled “Negro Folk Tales,” “African Folk Lore,” and “Ten Stories of Slave Adventure.”

From 1896 to 1917 a series of twenty monographs upon important phases of the Negro problem was published by the Atlanta University Press. The series was discontinued in 1917. In 1940, the Atlanta University Review of Race and Culture, which is published under the name of *Phylon*, was begun.

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—At-
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.

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, Interdenominational
Theological Center, Morehouse College, Morris Brown College and Spelman College.

The Library is open 78 hours per week — 8:00 A.M. through 10:00 P.M. Monday through Friday, and 8:00 A.M. through 4:00 P.M. on Saturday.

Resources of the Library include approximately 185,000 bound volumes, of which 18,000 are periodicals. Current periodicals received, numbering above 600, represent the subject fields of curricular interest as well as many general ones. Files of periodicals are being completed and new titles are being acquired to undergird the research programs of the University. The Carnegie Art Reference Set of approximately 2,000 prints, color facsimiles and photography is available. As a result of gifts from the Carnegie Corporation, the General Education Board, the Danforth Fund, and many friends, a center of research is gradually being built.

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 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 Chittendon Thayer of New York City, who has maintained a lifetime interest in Lincoln.

In 1962, the art gallery located in the Library was, by action of the Board of Trustees of Atlanta University, named for and dedicated to the memory of the late Catherine Hughes Waddell; this in recognition of the interest and the generosity of Mr. and Mrs. Chauncey Waddell in making many gifts of contemporary American art to Atlanta University.
Through a fund established by Mr. Lawrence J. MacGregor, Chairman of the Atlanta University Board of Trustees, three microfilm readers and files of newspapers on microfilm have been added to the Library Collection. Microfilms of other works are added each year. A thermofax machine for reproducing printed materials is located in the Secretary's office in the library. For a small fee members of the faculties and student bodies in the University Center may have materials reproduced.

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 Interdenominational Theological Center. 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 United States.

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 Non-Western Culture Collection 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 School of Library Service is housed in the library building. On the first floor of the new addition are located the School of Library Service Library, two classrooms and six offices for the School's faculty and staff. On the third floor, the School maintains one office and a classroom. The Reference Room is found on the second floor. 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 painted 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. Located in the basement are: the Curriculum Materials Center, an art gallery, housing the Atlanta University Permanent Art Collection, a library staff room, storage and delivery rooms, 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 the Catherine Hughes Waddell Gallery which houses the Atlanta University Permanent Art Collection. This collection has been acquired through gifts and the purchase of prize winning works during the Annual Art Exhibitions. Selected paintings of this collection hang on the walls of reading rooms in the Library and in the new art gallery.

The Curriculum Materials Center opened in September 1962. This collection contains public school textbooks, courses of study and curriculum bulletins from various city, county, and state departments of education throughout the United States. Standardized tests, units of work, and other curriculum materials, useful to persons interested in teacher education, are also in the collection.

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 assistants. 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.

The French Department is provided with a language laboratory equipped with 21 booths containing dual track tape recorders, head sets and microphones. These facilities are available for use by University students registered for graduate courses in French language and literature.

NEW BIOLOGY RESEARCH BUILDING

A new Biology Research Building, which was placed in full use during the 1962-1963 academic year, was built and equipped at a cost of a quarter of a million dollars. The building contains faculty research laboratories, laboratories for students doing graduate research, each accommodating four students, specialized laboratories and a large lecture room. This one story building designed by Toombs, Amisano and Wells, is so constructed that it will be possible to add two further stories as the need develops.
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 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

1963

Sept. 25 Non-Western Studies Lecture. Mr. G. Mennen Williams, Assistant Secretary of State for African Affairs.

Oct. 9 Non-Western Studies Lectures. Dr. Elliott P. Skinner, Columbia University, "Theories about Pre-Historic Societies: Africa."

14 French Film. "La Kermesse Heroique."


17 Atlanta-Morehouse-Spelman Players in "Jamaica" by Harburg and Saidy.


24 Lecture. Dr. Clarence E. Josephson, volunteer field representative for the Peace Corps.

30 Book Review Program. The Education of American Teachers by James B. Conant, reviewed by Dr. D. L. Boger, Morehouse College.

Nov. 5 Forum Lecture. Mr. Louis E. Lomax, author and lecturer.


7 Town Meeting. Dr. Martin Luther King, Jr., president, Southern Christian Leadership Conference.

11 French Film, "Le Colonel Chabert."


20 Book Review Program. Mr. Finley Campbell, Morehouse College. "African Literature." (sponsored jointly by Non-Western Studies Program.)

22 Lecture. M. Jacques Scherer, director, Institute of French Literature, Sorbonne University.
Dec. 2 Lecture. Mr. A. W. Lindert, contract coordinator, Research and Development Department, American Oil Company.

3 Forum Lecture. Dr. Arlin Turner, Duke University. “Problems of Literary Authorship in the South Since the Civil War.”

5 Town Meeting. Dr. Leslie Dunbar, executive director, Southern Regional Council, and Mr. James Forman, executive secretary, Student Non-Violet Coordinating Committee.

5 Atlanta-Morehouse-Spelman Players in “The Miracle Worker.”

9 French Film. “L’Ecole Buissonnière.”

13 The Thirty-Seventh Annual Atlanta-Morehouse-Spelman Christmas Carol Concert.

1964


15 Book Review Program. “The Paper Economy” by David T. Bazelon, reviewed by Dr. Harding B. Young, dean, School of Business Administration.

15 Art Exhibition, “Tropical Africa,” in cooperation with the Non-Western Studies Program and the Phelps-Stokes Fund.

Feb. 3 French Film. “Lettres de mon Moulin.”

11 Non-Western Studies and Forum Lecture. Dr. Prince Wilson.

13 Town Meeting.

Mar. 9 French Film. “Le Rouge et le Noir.”

11 Book Review Program. The Cold War and Income Tax by Edmund Wilson, reviewed by Mr. Basil Wapensky, lecturer, School of Business Administration.

19 Town Meeting.

19 Atlanta-Morehouse-Spelman Players.

Apr. 5 Opening of Annual Art Exhibition.

9 Town Meeting.

13 French Film. “Nous Sommes Tous des Assassins.”

15 Non-Western Studies Lecture. Dr. Sam Westerfield, deputy secretary of State for Economic Affairs, State Department.
29 Non-Western Studies Lecture. Dr. R. Taylor Cole, provost, Duke University.

May 7 Town Meeting.
7 Atlanta-Morehouse-Spelman Players.

TUITION AND FEES

Admission fee — payable within fifteen days of receipt of official letter of admission and not refundable ...

$ 10.00

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

$ 550.00

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

$ 25.00

Late registration fee (per semester)

$ 5.00

Activities fee for the year — payable at time of first registration

$ 10.00
— for students taking less than 9 hours

$ 5.00

Change of program fee — after registration

$ 1.00

Laboratory fee — per course per semester

$ 25.00
*Chemistry and biology research fee per semester

$ 25.00
*Thesis consultation fee

$ 25.00
Chemistry and biology breakage fee per semester

$ 5.00

Graduation fee

$ 15.00

Health service fee — payable each year at registration by all students living in University dormitories

$ 5.00

Board and room per year (nine months)

Single room — per semester

$ 270.00

Double room — per semester

$ 243.00

$ 540.00

$ 486.00

Tuition and fees, including laboratory fees, are due and payable at the beginning of each semester.

* 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 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.
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 8, April 5, and May 3.

The Dormitories including the boarding department, will be closed during the Christmas holidays, December 20, 1964 to January 3, 1965. No deductions will be made in the charge for board for any fraction of a week, nor for opening and closing weeks.

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.

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.

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.

ADMISSION FEE

During the regular academic year, all students upon admission to Atlanta University are required to pay an admission fee of ten ($10.00) dollars. The University advises the applicant not to send cash through the mails; it further instructs the applicant that no personal checks will be accepted. Within a period of fifteen days from the date of the official letter of admission signed by the Admission Officer, the student must forward the admission fee to the Office of the Bursar, Atlanta University, Atlanta 14, Georgia. Scholars, fellows, or assistants who do not pay the admission fee within the prescribed time limit will thereby void the stipend which has been tendered.
During the summer session, all students who are either admitted or re-admitted to the University will be required to pay the admission fee of ten dollars. The fee must be forwarded to the Office of the Comptroller, Atlanta University, Atlanta 14, Georgia within fifteen days of the date of the official letter of admission or re-admission signed by the Admission Officer.

In the case of both regular academic year and summer session students, admission will not be considered final until the student has paid the admission fee.

In all instances the admission fee will be credited toward the student's tuition and fees for the semester or summer for which admission or re-admission is granted. If for any reason the student does not register in the University during the semester or summer for which he had paid the admission fee, the total amount of the fee will be forfeited.

REFUNDS

Students who withdraw within the first month after registration will be reimbursed two-thirds of their tuition fee; during the next thirty days, one-third of the semester tuition will be refunded; there will be no refund after that period. Health and matriculation fees are not refundable.

HOUSING

Application for reservation of a room in the University Dormitory should be made as soon as the applicant has received his letter of admission. All applications should be accompanied by a room reservation fee of $10.00. This will be credited to the first month's room and board and is not refundable after registration day. In the event of cancellation of room reservations prior to registration day, a charge of $5.00 will be made. Room and board may be secured at the University Dormitories at the rate of $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 esti-
mate, exclusive of graduation fee and laboratory charges, will enable the student to form an idea of the yearly expenses.

Tuition for the year ................................ $550.00
Room and board .................................. 486.00 - 540.00
Fees (Admission, Matriculation, Health Service, Activities) .................. 30.00
Laundry, pressing and incidentals .................. 75.00
Textbooks and supplies ............................. 75.00

Total .........................................$1270.00

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

Insofar as funds will allow, 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.

THE ATLANTA UNIVERSITY FELLOWSHIP PROGRAM

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 gradu-
ate 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 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, Hawaii and Alaska (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 eli-
gible 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.

THE WALTER WHITE ALUMNI ASSOCIATION SCHOLARSHIP

The Atlanta University Alumni Association awards an annual scholarship of $500 to the best qualified student in the department of sociology who intends to make Race Relations a part of his life’s work. This scholarship is given in memory of the late Walter White, Class of 1916.

THE CATHERINE HUGHES WADDELL MEMORIAL SCHOLARSHIP

By action of the Board of Trustees of Atlanta University a memorial scholarship in honor of the late Catherine Hughes Waddell will be awarded annually to a deserving student. This scholarship will be in an amount to defray the recipient’s full tuition for the period of one academic year.

THE SOLOMON W. WALKER MEMORIAL SCHOLARSHIP

The Pilgrim Health and Life Insurance Company offers an annual tuition scholarship of $350 to a student in the field of Business Administration in memory of the late President of the Insurance Company, Dr. Solomon W. Walker.

THE ADRIENNE McNEAL HERNDON AWARDS

The income from a gift to Atlanta University by Mr. and Mrs. Truman K. Gibson, Class of 1905, is to be used annually for two prizes to be awarded to students from any of the institutions in the Atlanta University Center for excellence in dramatics and oratory. The prizes in the amounts of $100 and $50 will be given in honor of the late Mrs. Adrienne McNeal Herndon, one time director of dramatics in Atlanta University.

FINANCIAL SUPPORT FOR STUDENTS WHO ARE WORKING TOWARD THE Ph.D.

There are available eight University Fellowships which carry stipends of $2,500.00 a year. These Fellowships do not involve teaching or any other duties which the student is expected to perform for the University. Three of these Fellowships will be awarded to outstanding students who
are working toward the Ph.D. degree in biology and five will be available to outstanding students who are working toward the Ph.D. degree in guidance and counseling.

Each University Fellow will be granted a stipend of $2,500.00. The stipend will be paid during the nine-month academic year only, id. est., the Fellowship cannot be extended for the summer. The $2,500.00 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.

GRADUATE SCHOOLS OF NORTH AMERICA

RESOLUTION REGARDING SCHOLARS, FELLOWS, AND GRADUATE ASSISTANTS

The institutions named below have taken action to approve the following resolution:

In every case in which a graduate assistantship, scholarship, or fellowship for the next academic year is offered to an actual or prospective graduate student, the student, if he indicates his acceptance before April 15, will have complete freedom through April 15 to submit in writing a resignation of his appointment in order to accept another graduate assistantship, scholarship, or fellowship. However, an acceptance given or left in force after April 15 commits him not to accept another appointment without first obtaining formal release for the purpose.

It is further agreed by the institutions subscribing to the above Resolution that a copy of this Resolution should accompany every scholarship, fellowship and assistantship offer sent to a first-year graduate student before April 15th.

INSTITUTIONS SUPPORTING RESOLUTION

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**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.

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\(^1\) 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 THE MASTER’S DEGREE**

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

Graduates of colleges whose requirements for admission and graduation are considerably below those for colleges of highest standing, or of colleges whose standing is not well known to the administrative officers, and graduates of any college who have not 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.

\[^1\] Students working toward the master’s degree must take the examination in English fundamentals during the first semester or summer of residence.
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 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, German or Spanish 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.

Students who are working toward the degree of master of science in library service are required to possess knowledge of either French, German, or Spanish. This requirement may be met by one of the following: (1) transcript evidence of two years of college-level work in one language or by one year of college-level work in each of two languages; (2) passing the Atlanta University non-credit course for graduate students in either French or German; (3) passing the University examination in either French, German or Spanish.
3.1 A student in Arts and Sciences or in Education may elect to meet the foreign language reading requirement in French, German or Spanish either by sitting for an examination in French, German or Spanish 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.

A student whose undergraduate transcript reveals that he completed undergraduate foreign language courses five calendar years or more prior to his enrollment at Atlanta University will not be permitted to sit for the Foreign Language Reading Examination. Any student may have this rule waived by
presenting himself to the foreign language examiner and demonstrating, by translating orally from the foreign language, that he has the necessary knowledge and skills to pass the examination. All students who cannot meet this criterion will be required to take a 155 foreign language course for graduate students.

Part of the registration procedure for the Foreign Language Reading Examination includes a deposit of $5.00 in the Office of the Bursar of the University. If the student fails to appear at the examination, the deposit of $5.00 will be forfeited. If the student sits for the examination on the date indicated on the registration form, the deposit of $5.00 will be returned to him by the Bursar.

A student will not be permitted to sit for the Foreign Language Reading Examination more than two times. If a student fails the examination at the second sitting, he will be required to take a 155 foreign language course for graduate students.

The persons who have the responsibility of preparing and administering the Foreign Language Reading Examination are empowered to select the passages for each area of specialization.

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 The University will undertake no responsibility for offering a course or courses in Spanish for the benefit of students who desire to present Spanish as their foreign language.

3.5 Foreign Language Requirement for Foreign Students.

English will be accepted as the foreign language for foreign students if the language of the individual student is not English or if his primary language is not English.

The foreign student's proficiency in English will be tested by an examination comparable to that given in other language areas.

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. For the degree of Master of Science in Library Service, the thesis is optional and yields six semester hours credit.

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

Additional qualitative and specific requirements for the degree may be prescribed by any department or by any faculty of the Schools of the University. (Consult Departmental Announcements or the Catalogues of the Schools for special requirements for the degrees.)

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

Notice to All Foreign Students Who Are Applying for Admission to Atlanta University or Who Have Been Admitted to the University

PROFICIENCY IN THE ENGLISH LANGUAGE

All foreign students should know that the abilities to understand spoken and written English, to write, and to speak good English are necessary prerequisites for academic success at Atlanta University. Foreign students who have not developed these abilities to desirable degrees should not apply for admission to the University. One kind of evidence concerning these developed abilities which is required of all foreign applicants is a certificate properly signed by a Professor of English in the applicant's undergraduate institution. This certificate must indicate that the applicant can understand spoken and written English and that he or she can write and speak good English.

Foreign applicants should clearly understand that the lack of these kinds of proficiencies in the English language will present insuperable difficulties if they should attempt to matriculate at Atlanta University.

Applicants from foreign countries must understand that Atlanta University has neither the facilities nor the staff to teach English to foreign students after matriculation in the University.

FINANCIAL RESPONSIBILITY

All foreign students who have not been awarded scholarships must assume full financial responsibility for their education and maintenance while enrolled in Atlanta University. This will amount to approximately $1170.00 for an academic
year of nine months' duration. In addition, foreign students must be responsible for paying their travel expenses from their home countries to Atlanta and travel expenses from Atlanta to their home countries after graduation or withdrawal from the University.

Those foreign students who have been awarded University scholarships must be responsible for the difference between the amount of the scholarship and their total expenses. In most cases, scholarships are in the amounts of either $450.00 or $500.00 per academic year. The student must be responsible for either $720.00 or $670.00, depending upon the amount of the scholarship. All foreign students must clearly understand that under no circumstances can the University assume responsibility for financial assistance in excess of the stated amount of the scholarship, nor can the University act as a "sponsor" for a foreign student. All foreign students who are recipients of a scholarship must be responsible for their own travel expenses to and from Atlanta, Georgia.

GENERAL UNIVERSITY REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY (Ph.D.)

The program of doctoral studies is administered by the Graduate Council which has been appointed by the President of the University and which operates under the authority delegated to it by the University Senate and by the Board of Trustees of Atlanta University. The degree of Doctor of Philosophy is awarded in recognition of high achievement and ability in biology or in guidance and counseling and for the production of a dissertation which provides evidence of high degrees of research competence in one of these two fields. Each doctoral candidate must complete a minimum of seventy-two graduate semester hours and fulfill a minimum residence requirement of two consecutive semesters at the University. Over and above every other consideration, the degree of Doctor of Philosophy is awarded for high qualities of academic attainment. The mere fulfillment of quantitative requirements in terms of courses and hours and time in residence will not qualify a student to receive this degree. The general University requirements are:

I. ADMISSION REQUIREMENTS

a. A student applying for admission to the University for the purpose of pursuing studies leading toward
the Doctor of Philosophy degree must file with the Graduate Council.

1. A Declaration of Intent, formally stipulating an intention to work toward the doctorate in either biology or in counseling and guidance;

2. Letters of Recommendation from three (3) undergraduate professors in the candidate's major field and from two (2) graduate professors in the candidate's major field, if the candidate has pursued work on the graduate level;

3. Transcripts of all undergraduate and graduate work.

b. Each applicant for doctoral study must have:

1. A baccalaureate degree from a regionally accredited American institution or from a foreign institution of comparable quality;

2. A grade point average of 3.0 in previous undergraduate and graduate study;

3. A score on the Graduate Record Examination and/or on the Miller Analogies Test (or on some other test stipulated by the department of the student's major) acceptable to the Graduate Council and to the department in which the student intends to pursue doctoral study.

II. Admission to Candidacy

a. A student is admitted to candidacy by the Graduate Council upon application duly submitted and approved by both the chairman of the department of the student's major and the dean of the school concerned. As prerequisites for being considered for Admission to Candidacy, the student must have

1. Passed a Qualifying Examination administered by the department of his major;

2. Spent at least two consecutive semesters in residence at the University for purposes of doctoral study;

3. Demonstrated competence in two foreign languages (ordinarily French and German);

4. Formulated a dissertation subject that has been accepted and approved by the department of the
candidate's major and by the Dean of the School concerned. Upon approval of the subject, the candidate will be assigned a committee to supervise the dissertation.

b. An academic year must elapse between admission to candidacy and the awarding of the degree.

III. THE DISSERTATION

a. The candidate must complete a dissertation furnishing well-written evidence of the candidate's intellectual mastery of a specified area of original investigation and providing abundant proof of high skills in research and scholarship.

b. The candidate's dissertation committee shall include a Chairman, and at least two other faculty members.

c. The dissertation must be presented in four typewritten copies, at least six weeks before the time at which the candidate expects to receive his degree; and at least one week prior to the oral examination. The thesis shall be accompanied by two copies of an Abstract, not to exceed 600 words.

d. PUBLICATION: The Graduate Council requires microfilming as a satisfactory means of publication. The negative of the micro-film will be deposited with University Micro-Flms, Ann Arbor, Michigan. The abstracts will be published in Dissertation Abstracts. Students will pay the current price of $25.00 for this micro-film service, and an additional $5.00 if they wish the thesis copyrighted. (Prices will be adjusted according to current costs.)

IV. THE FINAL EXAMINATION

a. The final oral examination shall include a defense of the thesis.

b. The departments concerned shall determine whether a written examination will also be required.

c. The final examination shall be administered no later than four weeks before the Commencement at which the degree is to be conferred.

V. THE MINIMUM NUMBER OF GRADUATE SEMESTER HOURS REQUIRED AND THE MAXIMUM NUMBER OF TRANSFER CREDITS WHICH WILL BE ACCEPTED: The candidate must
spend at least three academic years beyond the baccalaureate degree in study toward the Ph.D.; one of these years must be in residence. The candidate must earn a minimum of seventy-two graduate semester hours credit before the Ph.D. can be awarded. A maximum of twenty-four graduate semester hours of transfer credits will be accepted.

VI. LENGTH OF TIME PERMITTED FOR COMPLETION OF WORK: The candidate must complete all work for the doctorate within five years of the date at which he is admitted to candidacy. This time may be extended, on application, by the Graduate Council.

SPECIFIC REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY (Ph.D.) IN BIOLOGY

In addition to the general University requirements for the degree of Doctor of Philosophy identified above, the following are the specific requirements of the Department of Biology:

1. PREREQUISITES AND ADMISSION REQUIREMENTS
   a. A satisfactory Graduate Record Examination Score.
   b. Inorganic Chemistry, Organic Chemistry and, under certain conditions, Physical Chemistry.
   c. One year of Mathematics with Calculus required under certain conditions.
   d. Two years of French or German.
   e. One year of Botany.

Any deficiencies of prerequisites must be made up before being admitted to candidacy.

2. REQUIREMENTS
   a. For persons holding the M.S. degree the courses taken shall be determined by the overall preparation of the student as determined by his application and supporting data. The major area of concentration may be either zoology or botany with a minor in either area or in chemistry.
   b. Foreign Language. — Examinations in French and German must be passed before the student can take the qualifying examination. Under certain conditions, another language may be substituted for one of these upon recommendation of the graduate committee.
   c. Qualifying Examination. — This examination must be passed before the student is admitted to candidacy.
   d. Research for the dissertation.
The Dissertation. — This will be a scholarly presentation of the research problem.

Final Examination. — The examination will be on the research and administered by a committee.

### 3. Approved Courses in Biology Leading to the Ph.D. Degree

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>467</td>
<td>Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>471</td>
<td>General Parasitology</td>
<td>4</td>
</tr>
<tr>
<td>472</td>
<td>Advanced Zoological Problems</td>
<td>3</td>
</tr>
<tr>
<td>521</td>
<td>Experimental Biology</td>
<td>4</td>
</tr>
<tr>
<td>545</td>
<td>Plant Morphology</td>
<td>4</td>
</tr>
<tr>
<td>547-548</td>
<td>Seminar in Biological Problems</td>
<td>0</td>
</tr>
<tr>
<td>563</td>
<td>Neurology</td>
<td>4</td>
</tr>
<tr>
<td>565</td>
<td>General Physiology</td>
<td>4</td>
</tr>
<tr>
<td>567</td>
<td>Plant Taxonomy</td>
<td>4</td>
</tr>
<tr>
<td>568</td>
<td>Plant Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>575</td>
<td>Plant Physiology</td>
<td>4</td>
</tr>
<tr>
<td>601-602</td>
<td>Cytology</td>
<td>6</td>
</tr>
<tr>
<td>610</td>
<td>Mycology</td>
<td>4</td>
</tr>
<tr>
<td>631</td>
<td>Experimental Embryology</td>
<td>4</td>
</tr>
<tr>
<td>633</td>
<td>Neuroembryology</td>
<td>3</td>
</tr>
<tr>
<td>635</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>638</td>
<td>Evolution and Origin of Life</td>
<td>3</td>
</tr>
<tr>
<td>651</td>
<td>Advanced Invertebrate Zoology</td>
<td>4</td>
</tr>
<tr>
<td>654</td>
<td>Protozoology</td>
<td>4</td>
</tr>
<tr>
<td>655</td>
<td>Comparative Animal Physiology</td>
<td>4</td>
</tr>
<tr>
<td>656</td>
<td>Mammalian Physiology</td>
<td>4</td>
</tr>
<tr>
<td>673</td>
<td>Growth and Metabolism in Plants</td>
<td>3</td>
</tr>
<tr>
<td>681</td>
<td>Quantitative Biology</td>
<td>4</td>
</tr>
<tr>
<td>683</td>
<td>Cytogenetics</td>
<td>3</td>
</tr>
<tr>
<td>686</td>
<td>History of Biology</td>
<td>3</td>
</tr>
<tr>
<td>690</td>
<td>Advanced Problems in Biology</td>
<td>3</td>
</tr>
<tr>
<td>695</td>
<td>Research</td>
<td>(credit determined by instructor)</td>
</tr>
</tbody>
</table>

**SPECIFIC REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY (Ph.D.) IN GUIDANCE AND COUNSELING**

The specific requirements of the Department of Guidance and Counseling for the degree of Doctor of Philosophy are presented below:

1. Admission Requirements
   a. Bachelor's degree from an accredited institution with a B or higher average.
b. Satisfactory performance on the Graduate Record Examinations, Aptitude and Advanced Tests.

c. Satisfactory performance on the Miller Analogies Test.

d. Recommendations of three (3) college faculty members who are acquainted with the applicant's academic ability.

e. Relatively high degrees of desirable qualities of personality and character.

f. Relatively high degrees of skill in social and interpersonal relationships.

g. High degrees of intellectual motivation.

h. Evidence of effective performance in the world of work.

2. REQUIREMENTS FOR ADMISSION TO CANDIDACY FOR THE PH.D. DEGREE

a. Completion of one full academic year of two successive semesters in residence during which the student must have been enrolled in at least twelve (12) semester hours work each semester.

b. Completion of forty-eight (48) graduate semester hours beyond the work for the master's degree.

c. Preliminary examination for the Ph.D. This examination will be equivalent to the written comprehensive examination for the master's degree.

d. Reading knowledge of French and German as demonstrated in an examination.

e. Acceptance of the student's prospectus for the Ph.D. dissertation.

f. Recommendation of the chairman of the department and the Dean of the school.

3. DISSERTATION REQUIREMENT

a. Completion of a dissertation which is a significant contribution to knowledge and a vehicle for the intellectual and professional growth of the student. The dissertation must be approved by the student's thesis committee which shall include a chairman and at least two other faculty members.

4. FINAL EXAMINATION

a. A written examination over the student's graduate work beyond the master's degree.
b. A final oral examination in defense of the doctoral dissertation.

5. COURSES OF INSTRUCTION AND RESEARCH LEADING TOWARD THE DEGREE OF DOCTOR OF PHILOSOPHY IN GUIDANCE AND COUNSELING

a. A student who holds the master's degree in guidance and counseling must earn forty-eight (48) graduate semester hours in work toward the doctorate. One who is working toward the degree of Doctor of Philosophy in Guidance and Counseling and who does not hold the master's degree in this field will be required to earn seventy-two (72) graduate semester hours before he can obtain the degree.

b. Holders of the master's degree in guidance and counseling must follow the quantitative distribution of required and elective courses in each of the six (6) areas of instruction identified below:

1) KNOWLEDGE OF THE SOCIAL ENVIRONMENT — Nine (9) Semester Hours
   a) Required — 3 Semester Hours; Electives — 6 Semester Hours

2) APPRAISAL OF THE INDIVIDUAL — THEORY AND PRACTICE — Twelve (12) Semester Hours
   a) Required — 12 Semester Hours; Electives — None

3) PERSONALITY ORGANIZATION AND DEVELOPMENT — Six (6) Semester Hours
   a) Required — 6 Semester Hours; Electives — None

4) COUNSELING THEORY AND PRACTICE — Twelve (12) Semester Hours
   a) Required — 6 Semester Hours; Electives — 6 Semester Hours

5) RESEARCH AND STATISTICS — Six (6) Semester Hours
   a) Required — 3 Semester Hours; Electives — 3 Semester Hours

6) PROFESSIONAL PROBLEMS OF THE COUNSELOR — Three (3) Semester Hours
   a) Required — 3 Semester Hours; Electives — None

c. Students who are working toward the degree of Doctor of Philosophy in Guidance and Counseling without having
earned the master's degree in this field must follow the quantitative distribution of required and elective courses in each of the six (6) areas of instruction identified below:

1) **Knowledge of the Social Environment** — Twelve (12) Semester Hours
   a) Required — 9 Semester Hours; Electives — 3 Semester Hours

2) **Appraisal of the Individual — Theory and Practice** — Fifteen (15) Semester Hours
   a) Required — 6 Semester Hours; Electives — 9 Semester Hours

3) **Personality Organization and Development** — Twelve (12) Semester Hours
   a) Required — 9 Semester Hours; Electives — 9 Semester Hours

4) **Counseling Theory and Practice** — Eighteen (18) Semester Hours
   a) Required — 12 Semester Hours; Electives — 6 Semester Hours

5) **Research and Statistics** — Six (6) Semester Hours
   a) Required — 6 Semester Hours; Electives — None

6) **Professional Problems of the Counselor** — Nine (9)
   a) Required — 9 Semester Hours; Electives — None

d. The Courses of Instruction and Research listed below with an index number of 1 are required courses for holders of the master's degree in guidance and counseling who are working toward the doctorate. An index number of 2 indicates an elective course for this group. An index number of 3 identifies a required course for students who are working toward the doctorate without having earned the master's degree in this field. Elective courses for this group of students are identified by an index number of 4.

1) Knowledge of the Social Environment — 30 Graduate Semester Hours are offered.
   a) Educ. 554 Occupational and Other Informational Services for Counselors2-3 — 3 Semester Hours
   b) Educ. 611 Community Social Agencies and Referral Services2-3 — 3 Semester Hours
c) Educ. 612 Social Class and Sub-Cultural Influences Upon Marriage and Family Life — 3 Semester Hours

d) Educ. 613 Vocational Development Theory — 3 Semester Hours

e) Educ. 690 Integrative Seminar in the Social and Behavioral Sciences which Provide the Substantive Knowledge which Undergirds Guidance and Counseling Theory and Practice — 3 Semester Hours
f) Soc. 429 Cultural Anthropology — 3 Semester Hours

g) Soc. 510 Advanced Social Psychology — 3 Semester Hours

h) Soc. 512 Sociology of the Community — 3 Semester Hours

i) Soc. 540 Industrial Sociology — 3 Semester Hours

j) Soc. 630 Social Status and Learning — 3 Semester Hours

2) Appraisal of the Individual — Theory and Practice — 24 Graduate Semester Hours Are Offered

a) Educ. 580 Psychology of Individual Differences — 3 Semester Hours

b) Educ. 653 Psychologic Appraisal of the Individual — 3 Semester Hours

c) Educ. 668 Introduction to Projective Technics of Personality Assessment — 3 Semester Hours

d) Educ. 685 The Theory of Mental Tests — 3 Semester Hours

e) Educ. 686 Administration and Interpretation of Individual Intelligence and Aptitude Tests — 3 Semester Hours

f) Educ. 687 Wechsler and Stanford-Binet Practicum — 3 Semester Hours

g) Educ. 695 Administration and Interpretation of the Rorschach and the TAT (Written Consent of Instructor) — 3 Semester Hours

h) Educ. 699 Rorschach and TAT Practicum (Written Consent of Instructor) — 3 Semester Hours
3) Personality Organization and Development—21 Graduate Semester Hours Are Offered
   a) Educ. 635 The Psychology of Adjustment—3 Semester Hours
   b) Educ. 667 Dynamic Theories of Personality—3 Semester Hours
   c) Educ. 683 Contemporary Theories of Personality—3 Semester Hours
   d) Educ. 684 Social and Cultural Determinants of Personality—3 Semester Hours
   e) Educ. 688 Perceptual, Conceptual, Emotional, Social, and Physical Development Patterns of the Human Organism—3 Semester Hours
   f) Educ. 689 Psychological Characteristics of Deviant Personalities—3 Semester Hours
   g) Educ. 691 Advanced Integrative Seminar in Personality Theory—3 Semester Hours

4) Counseling Theory and Practice—27 Graduate Semester Hours Are Offered
   a) Educ. 555 Laboratory Experiences in Guidance and Testing—3 Semester Hours
   b) Educ. 555-C Counseling Under Supervision (practicum)—6 Semester Hours
   c) Educ. 555-C Counseling Internship—3 Semester Hours
   d) Educ. 676 Contemporary Theories of Counseling—3 Semester Hours
   e) Educ. 677 Technics and Processes of Counseling—3 Semester Hours
   f) Educ. 678 Therapeutic Counseling—3 Semester Hours
   g) Educ. 679 Laboratory Experiences in Counseling—3 Semester Hours
   h) Educ. 692 Advanced Integrative Seminar in Counseling Theory and Practice—3 Semester Hours

5) Research and Statistics—6 Graduate Semester Hours Are Offered
   a) Educ. 670 Advanced Statistics—3 Semester Hours
b) Educ. 671 Research Methodology and Experimental Design — 3 Semester Hours

c) Educ. 672 Research for the Ph.D. in Guidance and Counseling
— Credit to be determined by the student's major advisor

Professional Problems of the Counselor — 9 Graduate Semester Hours Are Offered

a) Educ. 673 Professional Ethics and Legal Problems in Counseling, Guidance, and Testing — 3 Semester Hours

b) Educ. 674 The Professional Growth and Development of the Counselor — 3 Semester Hours

c) Educ. 693 Integrative Seminar in the Professional, Ethical, and Legal Problems of the Counselor — 3 Semester Hours

MAINTENANCE OF STANDARDS

The University reserves the right to require at any time the withdrawal of students who do not maintain the required standards of the University in scholarship, who cannot remain in the University without danger to their own health or the health of others, or whose presence is found to lower the moral tone of the University.

Good moral character is a prerequisite for an Atlanta University degree.

Regulations Governing the Grading System at Atlanta University Adopted by the University Senate on November 27, 1963

1. The grading system at Atlanta University uses the following grades or marks: A, B, C, P, F, Inc., R. and W.

2. The minimum standard for graduate work leading to a degree in Atlanta University is a B average.

2.1. A grade of "C" must be offset by a grade of "A", in a course or courses totalling the same number or more graduate credit hours.

2.2. A mark of "F" is given for unsatisfactory work and cannot be offset. This mark carries no academic credit.
2.3. A grade of "P" may be given for passing work in certain specified seminars or supervised experience, and for non-credit courses which are accepted in lieu of certain general University requirements for the master's degree such as English Fundamentals, French for graduate students, and German for graduate students. This grade indicates that the student has presented enough work to warrant the awarding of a passing grade.

2.4. A mark of Inc. indicates that the student who desires course credit has not submitted all the evidence required for a qualitative grade and has made satisfactory arrangement with the teacher involved to complete the remaining portion of the work before the end of the next semester, if the student is in residence during the semester immediately following the semester or summer session in which the mark of Inc. was given. If the student is out of residence during the succeeding semester, the Inc. must be removed within twelve months of the date on which the Inc. was given. If the mark of Inc. is given during the Summer Session, to a student who is attending the University only during Summer Sessions, the Inc. must be removed within twelve months of the ending date of the Summer Session in which the Inc. was given.

For each Inc. given, the teacher involved must indicate in the "Remarks" column of the Official Grade Report Form exactly what the student must do to complete the remaining portion of the unfinished course work. An Inc. which is not removed within the stipulated time limit becomes an "F".

2.5. A mark of "R" (registered) is used when the student wishes to register for a course but does not desire to earn credit in that course. The student must make arrangements with the teacher involved for the awarding of a mark of "R" at the time of registration. An "R" once entered on the student's official record may not be changed. Courses in which a student receives a mark of "R" yield no academic credit. No stigma is attached to the mark "R".

2.6. A mark of "W" indicates that the student has officially withdrawn from a class. Official withdrawal requires the written approval of the Instructor, the Dean involved, and the Registrar.

3. When a student accumulates 9 graduate semester hours of C's, not offset by A's, in an academic year program; or 15 hours in a
two-year program, he will not be retained in the University.

4. No consideration will be given to plus or minus appended to a grade.

5. A student may be asked to withdraw from the University for unsatisfactory performance by anyone of the several departments and/or Schools of the University.

SCHOOL OF ARTS AND SCIENCES

In addition to graduation from an approved college, an applicant should have a scholastic record of such quality as to warrant our feeling that he will be successful in graduate study. An applicant must have a satisfactory major and meet the specific requirements of the department in which he desires to study. The requirements are listed under each department. Deficiencies are to be made up in one of the undergraduate colleges in the Center.

Students who work toward a major in education and a minor in the School of Arts and Sciences should consult with the departmental chairman regarding prerequisites and requirements for a minor.

All departments require a minimum of one year's residence, comprehensive examinations at the end of course work, and a thesis.

Language requirements. All students must pass a reading examination in French, or German, or Spanish.

Foreign students who apply for admission must submit a statement of proficiency in the use and understanding of the English language from either the American Embassy or the Institute of International Education located in their respective countries.

A student whose second language is English must present with the application for admission a statement from a well-qualified person certifying that the student is able to understand lectures in English on the graduate level.

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 and
above are open only to graduate students who have fulfilled prereq-
quisites.

**BIOLOGY**

**PREREQUISITES**

In addition to twenty-four hours of biology, undergraduate pre-
requisites include one year of mathematics, one year of general
physics, one year of general chemistry and one year of organic
chemistry. Credit for these courses as prerequisites will be given
only if they have been passed with a grade of C and above. A mini-
mum number of C's will be acceptable. When necessary, these pre-
requisites may be met by taking the course and/or courses needed
in one of the undergraduate colleges in the Center.

Requirements for the M.S. Degree in Biology.

**REQUIREMENT FOR THE M.S. DEGREE IN BIOLOGY**

In order to qualify for the M.S. degree in biology a student must
complete a minimum of twenty-six hours of approved course work.
A course in physiology, either general or plant physiology, and the
course in Experimental Biology are required. The remaining courses
to be taken will be selected from the other courses listed below. A
student must also demonstrate his ability to organize and conduct a
research project in the area of his interest. A thesis based on the
results of the research project must be presented and an oral exami-
nation on the thesis is given by the faculty of the department.

The student must also pass a foreign language examination in
French, or German, or Spanish in the area of Biology as well as
satisfy the other requirements of the University. The former requi-
site may be met by passing the foreign language course, designed
for this purpose, in one of the above areas.

**REQUIREMENTS FOR THE PH.D. DEGREE IN BIOLOGY**

(See earlier statement on the doctorate program)

**LIST OF COURSES**

Courses numbered 400 and 500 are regular courses offered by the
Department. Six hundred courses are designed primarily for stu-
dents registered for the Sixth Year Program; however, they are
open to all enrolled in the Department.

455. **GENERAL BOTANY.** A study of the basic principles of the struc-
ture, growth, physiology, reproduction, evolution, and economic
importance of plants. Two lectures, a quiz section, and two two-hour laboratory periods a week. Credits earned in this course can not be counted towards an advanced degree. 4 credits.

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. 3 credits.

471. GENERAL PARASITOLOGY. A course with emphasis upon general principles of parasitism and biological interrelationships as illustrated 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. 4 credits.

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.

521. 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 two three-hour laboratory periods each week. 4 credits.

545. PLANT MORPHOLOGY. A course dealing with the structure, reproduction, and evolution of the principal groups comprising the plant kingdom. Two lectures and two three-hour laboratory periods each week. 4 credits.

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

563. 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 two three-hour laboratory periods each week. Prerequisite: approval of the instructor. 4 credits.

565. GENERAL PHYSIOLOGY. A study of the properties and physico-chemical constitution of living matter; role of surface forces in living matter; permeability and related phenomena; viscosity of protoplasm; physiological effects of ions; bioelectric potentials; cataphoresis and electroendosmosis; hydrogen-ion determination; special activities—circulation, contraction, inhibition, transmission
in nerve, respiration, excretion, reproduction, endocrines. Prerequisites: college physics, organic chemistry. Two lectures and six hours laboratory each week. 4 credits.

567. PLANT TAXONOMY. A course dealing with the principles of classifying, naming, and identifying vascular plants with special emphasis on flowering plants. Two lectures and two three-hour laboratory periods each week. 4 credits.

568. PLANT ANATOMY. A course dealing with the structure and ontogenetic development of cells, tissues, and organism of vascular plants with special consideration given to phylogenetic trends as they relate to anatomical structure. Two lectures and two three-hour laboratory periods each week. 4 credits.

575. PLANT PHYSIOLOGY. A course dealing with the basic principles governing the physical and chemical activities of plants. Two lectures and two three-hour laboratory periods each week. Prerequisites: organic chemistry. 4 credits.

601-602. CYTOLOGY. The general objectives of the 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.

610. MYCOLOGY. A course dealing with the identification, classification, and morphology of fungi. Two lectures and two three-hour laboratory periods each week. 4 credits.

631. EXPERIMENTAL EMBRYOLOGY. A course on the biochemical and physicochemical aspects of fertilization, gastrulation, differentiation, and organogenesis in selected embryos. Emphasis is on organizer-induction mechanisms and their role in morphogenesis. Two lectures and two three-hour laboratory periods a week. 4 credits.

633. NEUROEMBRYOLOGY. A lecture course dealing with the origin and development of the nervous system in the prechordates and chordates. The role played by induction in the formation of the neural plate; the pattern of differentiation of the various centers and ganglia; the influence of the peripheral field, and theories concerning the out-growth of fibers will be emphasized. Two lectures and one discussion period each week. 3 credits.
635. Ecology. A course dealing with the reciprocal relationships of plants and animals to biotic and abiotic environmental factors. A general consideration is given to a study of those factors that govern the establishment of major floral and faunal communities in North America. Two lectures and two three-hour laboratory periods a week. Prerequisite: approval of the instructor. 4 credits.

638. Evolution and the Origin of Life. Lectures will consist of evidences supporting the concepts of evolution as well as the theoretical aspects of the transformation of certain inorganic substances to organic—the latter possessing the properties of living organisms. 3 credits.

651. Advanced Invertebrate Zoology. The invertebrates will be studied phylogenetically with emphasis on interrelationships, structure and function as related to the environment, reproduction and evolutionary tendencies. Two lectures and two three-hour laboratory periods a week. 4 credits.

654. Protozoology. A course designed to acquaint the student with the main classes of protozoa. The cytological structure and function of the organelles of selected species will be studied in detail after a general survey of the phylum has been made. Consideration will be given to the process of sexual reproduction from the simplest through the more complex types. Two lectures and two three-hour laboratory periods a week. 4 credits.

655. Comparative Animal Physiology. A course designed to show the diverse ways by which various animals are able to cope with different environments in maintaining their functional integrity. Two lectures and two three-hour laboratory periods a week. 4 credits.

656. Mammalian Physiology. A study of the function of various organs and systems in maintenance and homeostasis. Two lectures and two three-hour laboratory periods a week. 4 credits.

673. Growth and Metabolism in Plants. A lecture course dealing with the most recent developments in biochemical and biophysical studies of cell growth and cell metabolism in plants. Discussion topics will be based principally on reports of investigations currently appearing in the literature. Prerequisites: Biology 575, organic chemistry, and approval of the instructor. 3 credits.

681. Quantitative Biology. A course of specialized analytical techniques for the measurement of components of complex biological
systems, cellular respiration, metabolism, and bioelectrical phenomena. The course work will involve chromatography, electrophoresis, colorimetry and spectrophotometry, membrane potentials, and nerve conduction. An introduction to radiation biology is also included. Two lectures and six hours laboratory each week.  

4 credits.

683. CYTOGENETICS. A lecture course designed to introduce the student to some of the newer concepts concerning the role of the nucleus and cytoplasm in evolution and inheritance. These two aspects of the course will be considered from morphological, physiological and biochemical evidence. Two lectures and one discussion period a week.  

3 credits.

686. HISTORY OF BIOLOGY. A series of lecture discussions which will include significant experiments and concepts of the past in view of present biological knowledge.  

3 credits.

690. ADVANCED BIOLOGICAL PROBLEMS. A special research project in some area of biology may be planned and executed under the supervision of a staff member. Prerequisite: approval of instructor.  

3 credits.

695. RESEARCH. This course is open only to degree candidates. Prerequisites: approval of instructor. Credit variable.

CHEMISTRY

Students majoring in chemistry 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, or Spanish, 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.
461-462. **Inorganic Chemistry.** The first part of this course deals with the modern theories of atomic structure and chemical bonding. The second portion is a description of the chemistry of the nontransitional elements and their compounds. Emphasis is placed upon correlation of the chemical and structural properties with the electronic structure of the particles. The last section is devoted to the chemistry of the transition elements and recent theories of metal-ligand bonding. The prerequisites for this course are calculus and physical chemistry. 3 hours credit 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.

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

468-469. **General Chemistry for Teachers.** This course is designed to present the basic principles of general inorganic chemistry from a point of view which is more mature and more thoroughly rigorous than is feasible in the freshman course. Emphasis is placed here on the importance of the relationships between ideas and how one concept naturally leads to another. A case-history method of approach is adopted as we attempt to demonstrate how the scientific method has evolved the science of chemistry to its present state of development. Every opportunity is taken to show how the validity of theories is tested by further experimentation and that the fruitfulness of theories in predicting or anticipating new experimental data is a measure of the scientific worth of the theory. The lectures comprise a series of situations in which man has discovered some new experimental fact which momentarily conflicts with existing theory and they tell that and how in each situation the theory must be abandoned or modified in this light. (2 semesters) 6 credits.

470. **Experimental General Chemistry.** With the thought in mind that the students enrolled in this course are themselves teachers of general chemistry, the experiments required are those which are suitable as good lecture-demonstration experiments, in general chemistry. The class is assembled for a detailed discussion of each experiment before it is performed. This discussion in-
cludes the chemical principles demonstrated by the experiment as well as a complete diagram of all apparatus to be used. The student is required to write a report of each experiment after its completion. 3 credits.

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

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

504. ADVANCED PHYSICAL CHEMISTRY. This course is an attempt to extend the elementary physical chemistry background of the student beyond that obtained in most undergraduate physical chemistry courses. The topics are presented in a mathematically rigorous fashion and many of the problems selected for the course are taken from the literature. The course is required of all graduate students who have an insufficient knowledge of elementary physical chemistry to successfully undertake the more advanced courses in physical chemistry. 3 hours credit second semester.

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

508. ATOMIC SPECTRA. A treatment of the developments of modern concepts of atomic structure. An attempt at correlating atomic structures with the properties of elements. 3 credits each semester.

509. CHEMICAL KINETICS AND MECHANISM. This is a study of the theoretical and experimental foundation of chemical kinetics, the stereochimical paths of reactions, and the theory and applications of catalysis. 3 hours credit second 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 PREPARATION. This course acquaints the student with the physical and chemical properties of typical inorganic substances and teaches him the reactions and basic laboratory techniques of handling compounds which are sensitive to light, heat,
The student is also taught to master the simple operations of glass blowing. Lecture, one hour per week; laboratory, twelve hours per week. 3 hours credit 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 RADICAL 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.

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

600. ORGANIC CHEMISTRY FOR TEACHERS OF HIGH SCHOOL CHEMISTRY. A rapid review of the essential principles of organic chemistry. Topics covered include carbonium ion, carbonium and free radical mechanisms, conformational analysis, optical isomerism, carbene reactions, SN1 and SN2 mechanisms, acid-base theory, resonance, and the molecular orbital approach to covalent bonding. 3 credits.

604. 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.

645. RESEARCH IN CHEMISTRY FOR THE MASTER'S DEGREE. Credit determined by department.

666. 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.

**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, Economic Doctrines, 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 of graduate work with grades of "A" or "B", write a thesis, and pass a comprehensive oral examination. The following courses will be required: Economic Doctrines, Economic Analysis, Statistics, Money and Banking, International Economics and Business Cycles.

401. **PUBLIC FINANCE AND FISCAL POLICY.** A study of (i) government financing by taxation and other means, (ii) objectives of government expenditure, (iii) the balancing of the budget and (iv) anti-cyclical fiscal policy. 3 credits.

402. **BUSINESS CYCLES.** Deals with theories concerning prosperity and depression. An exposition of the nature of business cycles. Prerequisite: Economic Principles. 3 credits.

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

440-441. **MONEY AND BANKING** (Same as Bus. Adm. 440-441). The principles of money and banking with specific reference to their functions in the present organization of economic society. Money and its attendant economic problems; credit, the banking process and the banking system; foreign and domestic exchange, the business cycle, the history of banking both in this country and the more important countries of Europe. Prerequisites: Elementary Economics. Three credits each semester.
442. BUSINESS FINANCE (Same as Bus. Adm. 442). The corporate system; simpler forms of business organization; the principles and problems of corporate financial organization; reorganization, and control; adjustments of management and investor requirements. Principles of Accounting is a prerequisite or may be taken concurrently. Three credits first semester.

464-465. BUSINESS STATISTICS (Same as Bus. Adm. 464-465). A study of statistical principles and methods utilized in the analysis of economic data. It is the aim of this course to prepare the student for the intelligent construction, presentation and interpretation of statistical reports and data. Three credits each semester.

480-481. LABOR ECONOMICS AND INDUSTRIAL RELATIONS (May be taken as Bus. Adm. 401-402). The first part of the course treats the labor movement in the U.S.; rise of trade unionism, structure and objectives of unions, role of minority groups in the labor movement, statistical analysis of the labor market, regulatory activities of the government in the labor market; legal, political, and social aspects of collective bargaining. The second part of the course is concerned with the economics of income and employment and through the case method treats the wage and non-wage aspect of collective bargaining. Three credits each semester.

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

505. NATIONAL INCOME AND MONETARY POLICY. This course is given in three parts: (i) National Income Theory and Analysis, (ii) National Income Accounting and (iii) Monetary Policy appropriate for a minimum rate of increase of net investment. 3 credits.

509. ECONOMIC DEVELOPMENT. Economic development is defined in terms of investment, production and distribution. The history of economic growth in selected countries is studied. Policy of development and processes of development are the main parts of the course. Social changes as consequences of development are discussed. 3 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.

602-603. 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.

637-638. 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.

ENGLISH

Students are expected to have an undergraduate major, usually consisting of twenty-four advanced hours of English (advanced composition; English and American literature).

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 history, sociology, foreign languages, etc.

Because of the urgent need for thoroughly trained teachers of English, the Department has inaugurated an English-Education program for students who plan to teach English in high schools and junior 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 may be an investigation in some phase of the language arts.

The Department of English also has an English-Reading program leading to the Master of Arts degree in English. In general, students take eighteen (18) hours in English and the remainder in the area of reading. Specific requirements are given below under "Program for Graduate Assistants in the Area of Reading."

In general, the student chooses his courses in preparation for the comprehensive examination at the end of his period of study. However, at least one language course (Modern English Grammar or the History of the English Language) as well as courses in Introduction to Literary Criticism and Materials and Methods of Research are required of all students.
405. **Modern English Grammar.** A study of the grammar of Modern American English with some emphasis upon historical background. 3 credits.

423. **English Literature: 1790-1830.** 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.

424. **English Poetry: 1832-1885.** 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, Clough, Rosetti, Morris and Swinburne. 3 credits.

425. **English Prose: 1832-1900.** A study of prose literature from 1832 to 1900, exclusive of the novel. Continental influence will be given appropriate attention. 3 credits.

477. **American Literature: 1800-1865.** A study of the main currents of literary thought and expression in America from the Romantic era to the close of the Civil War. 3 credits.

478. **American Literature: 1865-1920.** A study of the main currents of literary thought and expression in America from 1865 to 1920. 3 credits.

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.

503. **Old English.** A study of Old English grammar with readings. 3 credits.

509. **Independent Reading.** 3 to 6 credits.

511-512. **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 each semester.

513. **English Drama to 1642.** The development of English drama from its beginning to the closing of the theaters in 1642. Representative plays (excluding Shakespeare) are read and analyzed. 3 credits.

522. **Chaucer.** An introduction to the language and poetry of Chaucer. The minor poems and The Canterbury Tales. 3 credits.
543. **English Literature: 1600-1660.** A study of the major writers of the early seventeenth century, including the works of Bacon, Bunyan, Burton, Browne, the Metaphysical and Cavalier poets. 
3 credits.

544. **Milton.** A study of the major poems and prose works of John Milton. 
3 credits.

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.

553. **English Literature: 1700-1750.** A study of neo-classicism, with special emphasis on the writings of Swift and Pope. 
3 credits first semester.

554. **English Literature: 1750-1800.** The non-dramatic literature of the latter half of the eighteenth century is studied. 
3 credits second semester.

561-562. **Shakespeare.** An intensive study of the important plays of Shakespeare. 
3 credits each semester.

568. **English Literature: 1660-1700.** A study of Dryden and his major contemporaries. 
3 credits second semester.

3 credits first semester.

572. **The English Novel.** The development of the English novel in the nineteenth century. 
3 credits second semester.

581. **English Non-Dramatic Literature: 1500-1600.** A survey of the literary movements, forms, and works, with proper attention to background. 
3 credits.

587. **Modern British Literature.** A study of British Literature from 1900 to the present. 
3 credits.

631. **The Modern Novel.** A study of major fiction, American, British, and Continental. Emphasis is placed on the art of the modern novel and its ideas as reflected in the works of such writers as Hardy, Bennett, Woolf, Huxley, James, Joyce, Kafka, Hemingway, and Faulkner. 
3 credits.

685. **Introduction to Literary Criticism.** A 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. Required of all students in English. 
3 credits.
The student, in consultation with his adviser, selects courses in English-Education in accordance with his needs. The usual courses are listed below. For additional courses in Secondary Education, see the description of courses in the School of Education.


3 credits either semester.

493. **Teaching Reading in the Secondary School.** A study of reading on the junior and senior high school levels from a developmental point of view, with attention to the interpretation of the uses of basic reading skills and techniques in the light of needs arising from the total curriculum and from the standpoint of current problems which are confronting pupils and teachers (see Education).

3 credits.

555. **The Language Arts Workshop.** Emphasis is on content and skills for the teacher and modern methods and materials in the teaching of reading, writing, talking, and listening. Course offers teachers the opportunity of working on their specific problems. Conducted in the summer for in-service teachers only. 6 hours.

**PROGRAM FOR GRADUATE ASSISTANTS IN THE AREA OF READING**

Requirements for Students Pursuing the Master of Arts

Degree in English*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 545. Materials and Methods of Research</td>
<td>3</td>
</tr>
<tr>
<td>English 405. Modern English Grammar or 495. History of the English Language</td>
<td>3</td>
</tr>
<tr>
<td>English 477-478. American Literature</td>
<td>6</td>
</tr>
<tr>
<td>English 400. The Teaching of English in Secondary Schools</td>
<td>3</td>
</tr>
</tbody>
</table>

*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.*
The courses in reading are:

Education 592. Reading Difficulties 3
Education 593. The Teaching of Reading in the Secondary School 3
Education 594. Clinical Procedures in Reading 3
Education 604. Apprenticeship in Reading I 1
Education 605. Apprenticeship in Reading II 1
Education 606. Apprenticeship in Reading III 1
Education 607. Psychological and Sociological Principles in the Teaching of Reading 3

FRENCH

Students beginning graduate work in French must have completed a minimum of twenty-four semester hours or thirty-six quarter hours of undergraduate courses in French language and literature. This requirement may be waived for students who have not completed the number of hours specified above, but who have studied in France or in French-speaking countries. In order for this requirement to be waived, students must exhibit a competence in the language and literature comparable to that of an undergraduate major in French. 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.

For the M.A. degree in French, students will be required to complete satisfactorily a minimum of twenty-four hours of graduate courses in French, write a master's thesis, and pass a written comprehensive examination on the history of French literature. Normally, this examination should be taken at the end of the second semester of residence.

Most graduate courses in the department are conducted in French. Students enrolling for graduate work must be able, therefore, to understand the spoken language, and to participate in class discussions in French.

155. FRENCH FOR GRADUATE STUDENTS. A special course for students who have had two years of undergraduate French, designed to prepare such students for their foreign language reading knowledge requirement. This class meets three hours weekly for one semester. No credit.
443. FRENCH PHONETICS AND PRONUNCIATION. A study of French phonetics, pronunciation and intonation with intensive practice in reading and speaking. Extensive use will be made of language laboratory facilities. 3 credits.

444. FRENCH PHONETICS AND PRONUNCIATION. A continuation of French 443. 3 credits.

451. ADVANCED FRENCH GRAMMAR AND COMPOSITION. A thorough review of the fundamental grammatical principles of French with extensive oral and written compositions. 3 credits.

452. ADVANCED FRENCH PROSE. A course in literary analysis with emphasis on grammatical structure and stylistics. 3 credits.

455. NINETEENTH CENTURY FRENCH LITERATURE THROUGH THE ROMANTIC PERIOD. A study of the origins, sources, and development of the literary genres of the Romantic period with emphasis on the works of Lamartine, Vigny, Hugo and Musset. 3 credits.

456. NINETEENTH CENTURY FRENCH LITERATURE. A continuation of French 455 with emphasis on the important literary movements of the second half of the century. 3 credits.

457-458. HISTORY OF FRENCH CIVILIZATION. A study of French civilization from its earliest origins to the present time with emphasis on the development of political, social and cultural institutions and their contributions to Western culture. 3 credits each semester.

496. METHODS OF TEACHING MODERN FOREIGN LANGUAGES. An intensive study of the most recently developed methods and techniques of foreign language instruction and of the theories on which these methods and techniques are based. 3 credits.

501. MEDIEVAL FRENCH LITERATURE. A study of French literature from La Chanson de Roland to "Les Grand Rhetoriqueurs." 3 credits.

502. FRENCH LITERATURE OF THE RENAISSANCE. A study of the origins, sources and development of sixteenth century literature with emphasis on Rabelais, Ronsard, Montaigne, and their contemporaries. 3 credits.

521. SEVENTEENTH CENTURY FRENCH LITERATURE TO 1661. A comprehensive study of the movements and of the authors who contributed to the development and triumph of French classical literature. Special attention will be devoted to the major works of Malherbe, Descartes, Pascal, Corneille, and their contemporaries. 3 credits.
522. **THE GOLDEN AGE OF FRENCH LITERATURE.** A study of the major works of the great classical writers of the seventeenth century—Moliere, Racine, Boileau, La Fontaine, and their contemporaries.

3 credits.

531. **GENESIS OF THE AGE OF REASON.** A study of the background and foundations of the “Age of Reason” with special emphasis on Bayle, Fontenelle, Lesage, Prevost, Marivaux, and their contemporaries.

3 credits.

532. **EIGHTEENTH CENTURY FRENCH LITERATURE FROM 1750-1789.** A study of the major works of Montesquieu, Voltaire, Diderot and Rousseau.

3 credits.

533. **HISTORY OF THE FRENCH NOVEL.** A study of the evolution of this genre from its origins through the eighteenth century.

3 credits.

534. **HISTORY OF THE FRENCH NOVEL.** A continuation of French 533 from 1800 to the present.

3 credits.

541. **TWENTIETH CENTURY FRENCH LITERATURE.** A study of the major authors and literary movements of the twentieth century.

3 credits.

661. **FRENCH SEMINAR.** Research problems in a specific field.

3 credits.

662. **FRENCH SEMINAR.** Research problems in a specific field.

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 stu-
ATLANTA UNIVERSITY

Students to proceed to specialized graduate studies in history.

3 credits each semester.


3 credits each semester.


3 credits each semester.

AMERICAN HISTORY

571. 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.

572. 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.

573. 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.

575-576. America from 1865 to 1917. An intensive study of the reconstruction period; the participation of the freedmen in government; rise of big business; expansion of agriculture; and the growth of imperialism.

3 credits each semester.


3 credits first semester.

NEGRO HISTORY


3 credits first semester.

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.
CATALOGUE

EUROPEAN AND WORLD HISTORY


537-538. WORLD RELATIONS SINCE 1870. The European state system; its nationalistic character. Conquests of the European states outside Europe. Colonial rule and the extension of European culture and institutions beyond Europe. The wars of 1914 and 1939. Pre-war, inter-war and post-war international politics. 3 credits each semester.

539, 540, 541. 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.

542-543. 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.

550-551. THE ERA OF THE FRENCH REVOLUTION. Origin and course of the revolution in France. Impact of the revolution on Central Europe, Italy and other European territories. The origin of the movement toward political union in Europe and the career of Napoleon. The reformed institutions. The restoration of 1815. 3 credits each semester.

601-602. 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

631. 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.
633. 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 Vth Dynasty; Mesopotamia from the Al Ubaid period to the I st 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.

MATHEMATICS

Requirements for Master's Degree in Mathematics

For the master's degree in mathematics, the department requires a minimum of twenty-four graduate hours in mathematics, including one course in algebra (Mathematics 431 or 639), one course in analysis (Mathematics 511, 512 or 513, 514), and one course in geometry (Mathematics 422 or Elementary Topology). In addition, students entering without a good knowledge in Advanced Calculus will need to make up the deficiency by taking Mathematics 411-412. At the final stage of the student's study, an oral or written examination is given on the student's thesis and the required courses.

411-412. ADVANCED CALCULUS. 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, Reimann 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. Prerequisite: Differential and Integral Calculus. 6 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 the metric properties of a curve and a surface in space 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 Elementary Vector Analysis. 3 credits.
431. Higher Algebra I. Basic Mathematical concepts (mapping, relations, etc). Groups, rings, fields, polynomial rings and their fundamental properties. 3 credits.


502. Fundamental Concepts of Geometry. Foundations of geometry, synthetic and analytic geometry, Euclidean plane geometry, non-Euclidean geometry, topology. 3 credits.

503-504. Calculus for High School Teachers of Science. Review of basic concepts of mathematics, introduction of the basic concepts of analytic geometry, especially, the part dealing with functions and their graphs and the basic concepts of both differential and integral calculus. 6 credits.

511. Foundations of Modern 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. Pre-requisite: Advanced Calculus or equivalent. 3 credits.


601-602. Mathematical Logic. Classical calculi of propositions and classes together with their principal applications. Tracing of the main lines of Whitehead and Russell's derivation of classical analysis from logic, emphasizing the marked resemblance between its intermediate stages and various developments in modern algebra. An account of the general theory of logical and mathematical sys-
tems, according central places to the theorems of Goedel on incompleteness and the axiom of choice, and to the theory of constructive decidability. 6 credits.

610. ELEMENTARY NUMBER THEORY. Basic properties of the ring of integers, divisibility, Euclid’s algorithm, prime numbers, factorization into primes, congruences. Diophantine equations. Congruences with one unknown. 3 credits.


624. 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 directions. Prerequisite: Approval of the Chairman of the Department. 3 credits.

625. TENSOR CALCULUS. Definition of vectors and tensors. Addition, outer multiplications and inner multiplication. Metric tensor, Riemannian space. Christoffel symbols, covariant differentiation, Geodesics and parallelism. Riemann Christoffel tensor and Ricci tensor. Application. 3 credits.

626. MATHEMATICS OF RELATIVITY. Classical Mechanics, new geometry, special relativity, curved space, general relativity and unified field theory. Prerequisite: Tensor Analysis. 3 credits.


640. MODERN ALGEBRA II. Algebraic and transcendental extension fields. Separable and inseparable extensions of fields. Groups with operators. Normal series and Jordan-Holder-Schreier theorem. Galois theory. Prerequisite: Modern Algebra I or equivalent. 3 credits.

641. TOPOLOGY I. Sets and maps, relations, Cartesian products, continuity of functions, topological spaces, metric spaces, compact spaces. 3 credits.
642. **TOPOLOGY II.** Complexes, simplicial mappings, homology and cohomology groups, manifolds, Poincare duality, Alexander quality, Lefschetz duality. 3 credits.

650. **MATHEMATICS SEMINAR.** A semester institute course devoting attention, thought, and effort to the development of materials which lead to substantial improvements in the pedagogy of mathematics, and stressing the improved curriculum for the purpose of enhancing a deeper understanding of conceptual and structural postulatory mathematics, of attracting and training more students, and of preparing better equipped teachers. The approach of this course is that of informal panel presentations followed by open floor platonic discussion; and the course is highlighted by a model mathematics convention, and extensive study of the latest reports of SMSG, CUP, and other similar related organizations. 2 credits.

**POLITICAL SCIENCE**

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

451. **AMERICAN CONSTITUTIONAL DEVELOPMENT.** A study of American experience in the field of constitutional interpretation; judicial review of legislation; separation and delegation of powers; powers of the President; limitations on the powers of government; separation and delegation of powers.

Offered at Morehouse College. 3 credits first semester.

452. **POLITICAL PARTIES IN THE UNITED STATES:** Party alignments in the United States since 1789. Considerable attention is given to the development of party theory, the functioning of political groups and political organizations.

Offered at Morehouse College. 3 credits second semester.

481. **THE POLITICAL PROCESS.** An examination of the basic processes of politics and government in modern society by exploring the roots of political behavior. Attention will be paid to the relationships among individuals, groups and government in the generation and exercise of political power.

Offered at Morehouse College. 3 credits first semester.

482. **SEMINAR IN POLITICS.** Emphasis in this course will be on the characteristics of the political process through interpretations of the meaning of “politics” and “political power” by means of new approaches to the problems of political behavior. An attempt will be made to broaden the understanding of political theory and to
relate it to research and evaluation.

Offered at Morehouse College. 3 credits second semester.

559. **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.

561. **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.

562. **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.

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

3 credits second semester.

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

3 credits first semester.

576. **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.
580. 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.

602. 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.

603. Contemporary Political Problem. 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.

605. 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.

606. 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.

607. 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. 3 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 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.
The passing of a reading examination in French, or German, or Spanish.
The passing of a final oral examination on the thesis and related concepts and literature.

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.

607. 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.

647-648. SEMINAR IN SOCIOLOGY. Required of all graduate students in sociology. No credit.

SOCIAL RESEARCH

477. ELEMENTARY STATISTICS. (Identical with Education 553) Elements of statistical theory and method presented for the most part in a practical and non-technical manner. 3 credits first 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.

578. ADVANCED STATISTICS. The most fundamental and useful statistical method for social scientists and the general student: designed to achieve "statistical literacy" and technical proficiency. 3 credits second semester.

649. SEMINARS: 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

510. ADVANCED SOCIAL PSYCHOLOGY (Identical with Education 510). A critical review of the theories of personality and attitudes and methods of studying the individual in society. 3 credits first semester.

535. 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.

580. 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.

615. SOCIOMETRY: PRINCIPLES AND PROCEDURES (Identical with Education 615). 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.

630. SOCIAL STATUS AND LEARNING (Identical with Education 630). A study of research findings on motivation, social learning, status
and social class; emphasis on human relations and learning.

3 credits.

634. THEORIES OF PERSONALITY (Identical with Education 558). The aim of this course is to help the student acquire information, knowledge and appreciation of the various trait and dynamic theories of personality.

3 credits.

POPULATION AND HUMAN ECOLOGY

402. POPULATION AND ECOLOGY. A presentation of the major problems on population problems with emphasis upon theory, trends, and policy; the ecological aspects of human relations; the ecological processes within the human community. 3 credits second 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.

ANTHROPOLOGY

428. GENERAL ANTHROPOLOGY. An introduction to physical anthropology, linguistics, and archaeology, oriented to the study and analysis of the biological and cultural evolution of the human species and its varieties from prehistoric times to the present.

3 credits.

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.

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.

509. CULTURE AND PERSONALITY. Cross cultural description and analysis of cultural-social institutions and personality.

3 credits either semester.

530. 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.

531. 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.

572. 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.

573. 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.

574. 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.

Social Organization

481. The Family. An examination, comparison, and analysis of family organization in contemporary and earlier societies.

3 credits second semester, alternate years.

512. 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.

540. Industrial Sociology. The study of occupations, the work situation — the store, factory, business, etc., the factors affecting work behavior; emphasis on interrelationships between work behavior of individual and other aspects of his social behavior.

3 credits either semester.

564. Rural Life and Society (Identical with Education 564). 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.

591. Social Stratification. Study of classes, status groups, castes, and social mobility; comparison of stratification in select societies.

510. Educational Sociology (Identical with Education 510). An analysis of education in terms of its Sociological, Psychological, and Anthropological aspects with emphasis on value conflict, so-
Sociological class, local power system, area planning and reconstruction, child socialization, decision making, school as a social system and education as a profession.

639. **Seminar in Social Organization.** Theories and methods of studying social organization in modern society. 3 credits either semester.

**Social Gerontology**

450. **The Sociology of Aging and the Aged.** An integrated approach to the understanding of the impact of aging upon the society and of society upon the aging individual. 3 credits first semester.

551. **Social Gerontology.** A systematic presentation of the field covering the demographic, health, and cultural factors in aging; the changing position, roles, and social adjustment of individuals in the later stages of the life cycle, including family and associational relationships; the impact of aging on the social, economic and political structure of society; and societal measures to promote and support the health and well being of the older population and of society. (Consent of the instructor.) 3 credits second semester.

**Social Sciences**

The Social Sciences program is organized to coordinate graduate course offerings in economics, history, political science, and sociology and anthropology. The 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 program to be especially appropriate. However, complete preparation for these fields requires additional specialized study. A student entering Social Sciences may pursue a program leading to the Master or Arts degree with a major in social science.

The selection of courses for the Master of Arts degree will be determined in consultation with the Departmental Counselors, taking into consideration the student's interests, previous preparation and the purpose for which the degree is sought.
The Master of Arts degree with a major in social science is conferred upon the fulfillment of the following requirements:

1. The completion of a minimum of twenty-four (24) semester hours in the above named departments with at least twelve (12) of the twenty-four hours in one department and twelve hours divided equally between two departments, excluding the one of major concentration.

2. The passing of the English Fundamentals examination.

3. Residence of at least one academic year or a minimum of three summer sessions.

4. The passing of a reading examination in French, or German, or Spanish.

5. The successful completion of the Social Science Seminar, 637-638.

6. The passing of a comprehensive written examination in the major areas of concentration.

7. The acceptance of a thesis.

8. The passing of an oral examination on the thesis and related concepts and literature.

504. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (Identical with Education 504). 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.

534. SOCIAL STUDIES IN SECONDARY SCHOOL (Identical with Education 534). 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.

620. THE ESSENTIALS OF GEOGRAPHY (Identical with Education 620). 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.

621. THE GEOGRAPHY OF AFRICA (Identical with Education 621).

3 credits.

637-638. 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.
Social work as a profession, operating primarily within the social welfare field, is concerned with helping man achieve greater social adequacy. Social adequacy is manifested through role performance, and social work utilizes its knowledge and skills to help people fulfill these roles.

Social work accepts man as a social being having both rights and obligations as a member of the society in which he lives. Within a democratic society these rights among others include: respect for man as a human being; his right to make his own choices and his right to self realization. Achievement of self realization is based on belief in man's inherent capacity to grow and change. In an increasingly interdependent society the exercise of these rights must be consonant with the rights of others and in protection of the common good.

Democratic society has an obligation through its social organization to develop and modify structures whereby man in his social relationships can achieve self realization as an individual and as a contributing member of the social order. Social work as a professional and a social institution also has an obligation to contribute through social action to the treatment, control and prevention of problems in social functioning of individuals, group, and communities. The school of social work as a social institution is cognizant of its responsibility to participate in changing the existing social order to insure man's optimum chance to achieve self realization.

Atlanta University, an institution of higher learning in a changing and complex society, firmly believes in the preparation of students not only for competence in their chosen fields but also for responsible participation in new situations such as the ever recurring crises and meeting of varied problems of everyday life. As an integral part of the University, the School of Social Work, while accepting accountability for providing opportunity for appropriate remedial learning experience, must assure the student sound preparation for responsible entry into professional practice.

Atlanta University School of Social Work is one of five schools that make up Atlanta University, a privately endowed institution. It was organized in 1920 as an independent professional school, and became affiliated with the University in 1947.
The School of Social Work offers a two-year graduate program of full-time study, accredited by the Council on Social Work Education; leading to the degree of Master of Social Work. It is open to all qualified persons regardless of race, color, or creed.

The objectives of the school are:

- to provide professional education at the graduate level for qualified students, preparing them for responsible entry into the professional practice of social work;
- to encourage faculty to assume responsibility for participation in opportunities for professional enrichment and for contribution to professional education;
- to support efforts designed to make the benefits of social welfare services available to all persons; to contribute to the improvement of standards of practice; and to encourage the utilization of appropriate methods to facilitate desirable social changes.

**EDUCATIONAL PROGRAM**

The educational program of the school is geared to the preparation of qualified persons for the practice of social work. The curriculum through both classroom and field work experiences provides opportunity for students to acquire the knowledge, attitudes and skills essential for beginning competence as social workers. Three content areas (Human Behavior and the Social Environment, Social Welfare Policy and Services, and Methods of Social Work Practice) serve as the base for instruction.

As part of his educational program the student selects in consultation with the school the direct service method of casework, group work, or community organization for concentration in class and field.

Two plans of field instruction are utilized in the educational program. During the first year of study the student participates in field work two days a week concurrent with classroom participation. In the second year, field work placements are made on a block basis of six months duration with the student working full time in the agency.

The program of instruction covers five academic units. These units must be completed in sequence; thus the third unit which is conducted during July and August is part of the regular course of study.
# Catalogue

## Program of Study

### First Unit

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Case Work</th>
<th>Group Work</th>
<th>Community Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>600</td>
<td>Human Behavior and the Social Environment I</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>604</td>
<td>Social Process I</td>
<td>1</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>700</td>
<td>Social Welfare Policy and Services I</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>585</td>
<td>Social Research I</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>500</td>
<td>Social Case Work I</td>
<td>2</td>
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<td></td>
<td>X</td>
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<tr>
<td>550</td>
<td>Social Group Work I</td>
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<td></td>
<td>X</td>
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<tr>
<td>576</td>
<td>Community Organization I</td>
<td>2</td>
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<tr>
<td>589</td>
<td>Social Statistics (see course description)</td>
<td>0</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>593</td>
<td>Field Instruction I</td>
<td>4</td>
<td>X</td>
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**Total Credit Hours:** 13

### Second Unit

<table>
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<tr>
<th>Course Number</th>
<th>Title</th>
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<th>Case Work</th>
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<tr>
<td>601</td>
<td>Human Behavior and the Social Environment II</td>
<td>2</td>
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<td>Social Process II</td>
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<td>701</td>
<td>Social Welfare Policy and Services II</td>
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<td>X</td>
<td>X</td>
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<td>586</td>
<td>Social Research II</td>
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<td>501</td>
<td>Social Case Work II</td>
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<td>551</td>
<td>Social Group Work II</td>
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<td></td>
<td>X</td>
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<tr>
<td>577</td>
<td>Community Organization II</td>
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<tr>
<td>579</td>
<td>Social Work Administration</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>594</td>
<td>Field Instruction II</td>
<td>4</td>
<td>X</td>
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**Total Credit Hours:** 15

### Third Unit

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
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<tbody>
<tr>
<td>602</td>
<td>Human Behavior and the Social Environment III</td>
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### Third Unit

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<th>Course Number</th>
<th>Title</th>
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<th>Case Work</th>
<th>Group Work</th>
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<tbody>
<tr>
<td>702</td>
<td>Social Problems and the Social Structure</td>
<td>2) X)</td>
<td>X)</td>
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<td>703</td>
<td>Social Change and Social Policy</td>
<td>2) X)</td>
<td>X)</td>
<td>X)</td>
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<tr>
<td>587</td>
<td>Research Seminar</td>
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<td>X</td>
<td>X</td>
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<td>502</td>
<td>Social Case Work III</td>
<td>2) X)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>555</td>
<td>Social Group Work III</td>
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<tr>
<td>578</td>
<td>Community Organization III</td>
<td>2) X)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>503</td>
<td>Introduction to Social Case Work</td>
<td>1)</td>
<td>X</td>
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<tr>
<td>556</td>
<td>Introduction to Social Group Work</td>
<td>1) X</td>
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<tr>
<td>581</td>
<td>Introduction to Community Organization</td>
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**Total Credit Hours:** 8

### Fourth Unit

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<th>Course Number</th>
<th>Title</th>
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<th>Case Work</th>
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<th>Community Organization</th>
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</thead>
<tbody>
<tr>
<td>588</td>
<td>Thesis or Participation in Group Projects</td>
<td>3</td>
<td>X</td>
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<tr>
<td>595</td>
<td>Field Instruction III</td>
<td>12</td>
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**Total Credit Hours:** 15

### Fifth Unit

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<th>Course Number</th>
<th>Title</th>
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<th>Case Work</th>
<th>Group Work</th>
<th>Community Organization</th>
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</thead>
<tbody>
<tr>
<td>603</td>
<td>Human Behavior and the Social Environment IV</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>704</td>
<td>Social Welfare Policy and Services III</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>589</td>
<td>Thesis or Participation in Group Projects</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>580</td>
<td>Issues in Social Work Practice Seminar</td>
<td>2</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>

**Total Credit Hours:** 8

X Required courses.
THE STUDENT ASSEMBLY

The student assembly is part of the educational program of the School of Social Work. It is sponsored by the faculty with representation of the student body in the planning of the content. Its purpose is to provide an opportunity for students outside classroom and field work agencies to stimulate and broaden their thinking under the direction of qualified persons about issues of current interest to the profession.

COOPERATION OF CLASS AND FIELD INSTRUCTORS IN SCHOOL'S EDUCATIONAL PROGRAM

In addition to the regular channels of communication utilized by the school to assure the unity of classroom and field work teaching, an annual institute is held on the campus as well as a workshop for field instructors. All instructors, classroom and field work, participate in the institute while the workshop is held specifically for the first year field work instructors in the local community. Field work instructors serve also as regular members of school committees related to curriculum.

ADMISSION REQUIREMENTS

Applications for admission to the University may be submitted at any time. First year students are admitted to the School of Social Work only in September, therefore, these students should present their material for admission between December 1 and March 1 prior to the September they wish to enter.

Requests for application material may be made to the Registrar of the University or to the Dean of the School of Social Work.

Admission to the School is granted to graduates of accredited colleges and universities. Applicants must present evidence of a combination of personal qualities essential for professional practice of social work. Other requirements are:

1. Substantial work with acceptable grades reflecting a program of studies in the humanities and social sciences
2. An autobiographical sketch
3. Analysis of two problem situations proposed by the School
4. An interview by a representative of the School
5. Positive action by the Committee on Admissions
TRANSFER CREDIT FROM OTHER SCHOOLS OF SOCIAL WORK

Students from other accredited schools of social work may be accepted in the Atlanta University School of Social Work. Credit for work achieved prior to admission to Atlanta University will be granted on the basis of the credit requirements of this university.

PART-TIME STUDENTS

Students pursuing part-time programs are admitted on the same basis as those engaged in full-time work. If such students expect to earn the Master of Social Work degree, their work must be completed in a three-year span of time sequentially, one year of which must be on a full-time basis.

REQUIREMENTS FOR MASTER OF SOCIAL WORK DEGREE

The degree of Master of Social Work, a professional degree, is conferred by Atlanta University upon students who have fulfilled the admission requirements, have met the residence requirements, have earned the required number of credit hours in classroom and field work, and who have presented acceptable theses.

1. Students are required to maintain a grade average of B or better throughout the five units of study.

The University uses the following grading system:

- A — Excellent
- B — Good
- C — Passing
- F — Failure
- Inc. — Incomplete
- W. — Withdrew

A grade of incomplete indicates the student is working on some assignment, the completion of which has been deferred with permission by the instructor. All grades of incomplete must be removed before the end of succeeding unit. For each grade of incomplete given the instructor must indicate exactly what the student must do to complete the remaining portion of the unfinished course work. If any course is dropped without permission from the office, the grade F (failure) will be recorded on the student's permanent record.

2. Prior to beginning work on a thesis the student must re-
receive a passing grade in the Fundamentals of English Examination.

3. A student must complete his resident work within five (5) consecutive years after his first enrollment in the School.

4. At least one field work experience must be completed in residence.

5. Students expecting to receive the degree must file an application for admission to candidacy by the date listed in the school calendar.

6. The degree candidate must complete a total of 59 credit hours.

7. Regularity of attendance in class and field is required of every student.

REGISTRATION AND EXPENSES

REGISTRATION

All students must register during regular registration periods (see School of Social Work Calendar).

FEES

The University reserves the right to change the schedule of tuition and fees without further notice.

Send all payments to Atlanta University, Office of the Bursar, Atlanta, Georgia 30314, by money order or certified check.

Matriculation fee, payable at first registration $ 5.00
Admission fee, required of all students upon notification of acceptance for admission. This fee is credited toward tuition payment 10.00
Late registration fee, payable after 9/16/64, 1/27/65, 6/2/65 ............................. 5.00
Health Service fee, payable by resident students at first registration each year 5.00
Activities fee, payable yearly at time of registration 10.00
For students taking less than nine hours 5.00
Graduation fee 15.00

Students should budget a minimum of $50.00 per unit for books and other necessary school equipment.
ATLANTA UNIVERSITY

TUITION

First Unit Tuition payable Sept. 15, 1964 . . . $275.00
Second Unit Tuition payable Jan. 26, 1965 ... 275.00
Third Unit Tuition payable June 1, 1965 . . . *205.00
Fourth Unit Tuition payable Sept. 15, 1965 . 275.00
Fifth Unit Tuition payable Jan. 26, 1965 . . . 275.00

BOARD AND ROOM

Room Reservation fee — credited toward first
month's bill ................................ $10.00
Board and room during regular school year
   Single room — average per four weeks ... 60.00
   Double room — average per four weeks .. 54.00
Board and room during Third Unit
   Double room — per week ................. 14.00
Furniture Damage Deposit .................. 10.00

LIVING ARRANGEMENTS

Board and lodging may be obtained by men in Ware Hall,
and by women in Bumstead Hall. The University does not
maintain living accommodations for married couples.

Application for room reservation should be made as soon
as the applicant has received his letter of admission. Single
rooms may not be available during the Third Unit. Bedding
is furnished and laundered by the University except during
the Third Unit.

Students planning to reside in the dormitory must pay
their first month’s board before entering the dormitory.

The dormitories will be closed during the Christmas holi-
days.

THESIS CONSULTANT FEE

Those students not in residence but desiring to register for
thesis consultation must pay a fee of $25.00 upon registration.

*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 Fourth Unit assignments September 1 and this ar-
   range ment most nearly conforms with regular tuition payment of other
   schools in the University Center.
DELINQUENT FINANCIAL OBLIGATIONS

All financial obligations must be paid in full prior to registration for the succeeding Unit. The payment of all financial obligations to the University is a prerequisite to graduation, receiving a degree and/or obtaining an official transcript of the student's record.

DUPLICATE TRANSCRIPT FEE

A fee of $1.00 will be charged for each transcript issued after the first one.

WITHDRAWAL

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

EMPLOYMENT

Students should come prepared to meet financial obligations and needs. The quality of work expected of graduate students makes it necessary that the student give concentrated time and energy to his educational program.

FACILITIES

LIBRARY FACILITIES

The Trevor Arnett Library is used by all University Center Students. A large and growing collection of books, pamphlets, and current periodicals on social work is available.

RECREATIONAL FACILITIES

Both on and off the campus there are rich cultural and recreational resources for students. These opportunities are made available by Atlanta University's location in a city of cultural tradition and social and economic progress.

ALUMNI ASSOCIATION

An active Alumni Association is maintained through a series of Chapters located in many sections of the United states. 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. Paul Cooper, President
Mr. Benjamin Lewis, First Vice President
Mr. John Johnson, Second Vice President
Mrs. Tommie P. Patty, Secretary
Miss Eulala Steele, Assistant Secretary
Mr. Clarence Coleman, Treasurer

FINANCIAL ASSISTANCE

The School awards a number of tuition scholarships, traineeships, scholarships, and loans provided by means of University funds and special grants to entering and current full-time students.

Awards are made by the School on the basis of scholastic achievement, promise for the field of social work, and financial need.

The scholarship request of an entering student should be included in the application for admission or readmission, which must be approved before an award can be made.

Students must be attending school full time and studying toward the Master of Social Work degree.

Awards are made for one academic year. Continuance of student aid is dependent upon the maintenance of a B or above average for each unit of study.

SCHOLARSHIPS AND GRANTS

THE CHARLES AND LILY H. WEINBERG FOUNDATION SCHOLARSHIP

This grant of $2,000 is awarded annually on the basis of merit and need to a qualified student to help defray the cost of two years of study.

METROPOLITAN ATLANTA MENTAL HEALTH SCHOLARSHIP

An annual scholarship is available to a qualified student planning to pursue work in a mental health field, through a grant of funds by the Metropolitan Atlanta Mental Health Association, Incorporated. The grant carries with it a commitment to work in Georgia for a period of one year.

WORK-TUITION SCHOLARSHIPS

Several tuition work scholarships will be awarded by the School to qualified students who in turn will work in the school offices a certain number of hours per week.
ANONYMOUS $1200 SCHOLARSHIP

This scholarship 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 scholarship may be made to the Dean of the School.

FORRESTER B. WASHINGTON SCHOLARSHIP

The Forrester B. Washington Scholarship of $487.50 is awarded annually by the New York Alumni Chapter to a student who meets the admission 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. Marjorie Milton, 2927 Tieman Avenue, Bronx 69, New York.

NATIONAL MENTAL HEALTH ACT TRAINEESHIPS

PSYCHIATRIC AND FAMILY AND CHILD WELFARE CASEWORK

Training grants of $1800 and $2000 a year plus tuition and fees are available to qualified first and second year students, respectively, in psychiatric and family and child welfare casework through a grant of funds under the National Institute of Mental Health of the Public Health Service of the U. S. Department of Health, Education and Welfare.

VOCATIONAL REHABILITATION ADMINISTRATION TRAINEESHIPS

Traineeships of $1800 and $2000 a year plus tuition are available to qualified first and second year students, respectively, in vocational rehabilitation through a grant of funds from the Office of Vocational Rehabilitation Administration, U. S. Department of Health, Education, and Welfare.

CHILD WELFARE TRAINEESHIPS

Training grants of $2000 a year plus tuition and fees are available to qualified first and second year students in child welfare through a grant of funds by the Welfare Administration of the Children’s Bureau, U. S. Department of Health, Education, and Welfare.

VETERANS ADMINISTRATION WORK-STUDY PLANS

Students who are assigned to field work in a Veterans Administration facility have the opportunity to receive pre-
vailing wage-rate payment for such work, varying from $1900 to $2200 a year.

**AGENCY STIPENDS**

Fourth Unit field placement agencies often provide stipends for students who are assigned to these social agencies by the School as a part of the student's educational program.

**LOAN FUNDS**

The *Forrester B. Washington Student Loan Fund* and the *Madeline V. White Long-term Loan Fund*, subscribed to by the Alumni and friends of the School are available for emergency assistance to students who are enrolled in the School.

The *National Defense Education Loans* are available to students. Apply to the Registrar of Atlanta University.

**AGENCIES AND PERSONNEL PARTICIPATING IN FIELD INSTRUCTION**

Field instructors are part of the teaching faculty as field instruction is part of the Social Work Practice sequence. The following field instructors and their agencies cooperated with the School's educational program for field instruction in 1963-64. This list varies from year to year depending upon student needs and the availability of qualified instructors in agencies selected for field instruction.

*Albritton, Margaret*, Veterans Administration Center, Dayton, Ohio — 1963.
   B.S., University of Dayton, 1945; M.S.W., Smith College for Social Work, 1951.

*Boone, John O.*, United States Penitentiary, Atlanta, Georgia — 1957.
   A.B., Morehouse College, 1949; M.S.W., Atlanta University, 1951.

*Brashares, Charles*, East End Neighborhood House, Cleveland, Ohio — 1962.
   B.A., Carleton College, 1941; M.S.W., Wayne State University, Detroit, Michigan, 1944.

*Brisbane, Kathryn*, Grady Homes Community Girls Club, Atlanta, Georgia — 1961.
   A.B., Spelman College, 1955; M.S.W., Atlanta University, 1957.
Bunch, Ann C., DeKalb County Child Guidance Clinic, Decatur, Georgia — 1962.
B.S., University of Miami, 1945; M.A., Chicago University, 1949.

Clemmons, Estelle, Travelers Aid Society, Atlanta, Georgia — 1963.
A.B., Morris Brown College, 1936; M.S.W., Boston University, School of Social Work, 1949.

B.S., Loyola University, Chicago, 1957; M.A. University of Chicago, School of Social Service Administration, 1959.

Cohen, Leonard, Jewish Social Service, Atlanta, Georgia — 1962.
B.A., University of Akron, 1949; M.S.W., University of Pittsburgh, 1954.

Derricote, Cordelia, Cook County Hospital, Chicago, Illinois — 1959.
B.S., Miners Teachers College, 1942; M.S.W., Howard University School of Social Work, 1952.

Elmer, Robert, Veterans Administration Hospital, Marion, Indiana — 1962.
B.S., Wisconsin State College, 1952; M.A., State University of Iowa, 1958.

Ethridge, Cordelia, Emory Intensive Treatment Unit, Grady Hospital, Atlanta, Georgia — 1963.
A.B., Howard University, 1949; M.S.W., Howard University School of Social Work, 1951.

Ford, James, Veterans Administration Hospital, Northport, L.I., New York — 1963.
A.B., South Carolina State College, 1950; M.S.W., Atlanta University, 1952.


B.A., University of Rochester, 1956; M.S.W., University of Pennsylvania, 1958.
B.A., Bennett College, 1934; Certificate, Atlanta University, 1935; Summer School, University of Maryland, 1956 and 1958.

Golden, Lillian, Fulton County Department of Family and Children Services, Atlanta, Georgia — 1963.
B.S., Temple University, 1939; M.S.W., University of Pennsylvania, School of Social Work, 1946.

Golden, Pearl, Board of Education, Guidance and Counseling Service, Area 1, Atlanta, Georgia — 1961.
B.A., Rutgers University, 1940; M.S.S., Smith College, School of Social Work, 1943.

Hall, Margaret, Grady Memorial Hospital, Atlanta, Georgia — 1962.

Hambrick, Edith A., Phyllis Wheatley YWCA, Atlanta, Georgia — 1962.
A.B., Spelman College, 1941; M.S.W., Atlanta University, 1943.

Harris, Hazetta, Bethlehem Community Center, Atlanta, Georgia — 1961.
A.B., Clark College, 1958; M.S.W., Atlanta University, 1960.

Harsch, Jean, Milledgeville State Hospital, Milledgeville, Georgia — 1963.
B.A., Alabama College, 1948; M.S.W., Atlanta University, 1960.

Hatch, John, United South End Settlements, Boston, Massachusetts — 1962.
A.B., Knoxville College, 1957; M.S.W., Atlanta University, 1959.

Houghton, Bernard, West Side Community House, Cleveland, Ohio — 1962.
B.S.Sc., Boston University, 1934; M.S., Western Reserve, 1954.

B.S., University of Tampa, 1937; M.S.W., Tulane University School of Social Work, 1956; Teachers Certificate, State of Florida.
Lincoln, Samuel, Boys Village of Maryland, Cheltenham, Maryland — 1963.
   B.S., Howard University, 1953; M.S.W., Howard University School of Social Work, 1955.

Luckenbill, Meredith, Larue D. Carter Hospital, Indianapolis, Indiana — 1963

Miller, Dorothy, Family Service Society, Atlanta, Georgia — 1963.
   A.B., Agnes Scott, 1942; M.S.W., National Catholic School of Social Service, 1952.

Nelson, Omar K., Veterans Administration Hospital, Indianapolis, Indiana — 1963.
   B.S., Manchester College, 1950; M.A., Indiana University, 1953.

Prather, Isabelle, Veterans Administration, Atlanta, Georgia — 1963.
   A.B., Randolph-Macon Woman’s College, 1927; M.S.S.W., William and Mary College, 1947.


   B.A., McGill University, 1951; M.S.W., McGill University, 1953.

Schneier, Jerome, Veterans Administration Hospital, Montrose, New York — 1963.
   B.A., Brooklyn College, 1953; M.S.W., Tulane University, 1955.

Sells, Halloway, Seven Hills Neighborhood House, Cincinnati, Ohio — 1962.
   B.A., Toledo University, 1957; M.S.W., The University of Michigan, 1959; Advanced Study, University of Michigan, Summer, 1959.
Shrider, Robert E., Bethlehem Community Center, Atlanta, Georgia — 1957.
  B.S., Ohio State University, 1950; M.S., Social Group Work, Scarritt College, 1952.

Sweatt, Heman, National Urban League Southern Field Division, Atlanta, Georgia — 1962.
  A.B., Wiley College, 1934; M.S.W., Atlanta University, 1964.

Thacker, Donald, Ohio State University Psychiatric Institute and Hospital, Columbus, Ohio — 1963.
  B.A., Centre College of Kentucky, 1953; M.S.S.W., University of Louisville, 1957.

Thomas, Emma, Grady Memorial Hospital, Atlanta, Georgia — 1958.
  A.B., Spelman College, 1933; M.S.W., Atlanta University, 1948.

  B.A., Spelman College, 1944; M.S.W., Atlanta University, 1948.

  B.A., University of Cincinnati, 1938; B.Ed., University of Cincinnati, 1939; M.S.S.Adm., Western Reserve University, 1950.

**OTHER AGENCIES WHICH HAVE PARTICIPATED IN THE FIELD WORK PROGRAM SINCE 1960**

Albert Einstein Medical Center, Philadelphia, Pennsylvania.

American Red Cross, Atlanta, Georgia.

Atlanta Urban League, Atlanta, Georgia.

Bell Neighborhood Center, Cleveland, Ohio.

Bureau For Child Care, Philadelphia, Pennsylvania.

Butler Street YMCA, Atlanta, Georgia.

Catholic Social Services, Atlanta, Georgia.
County Court, Kings County Probation Department, Brooklyn, New York.
Crownsville State Hospital, Crownsville, Maryland.
Fort Wayne State School, Fort Wayne, Indiana.
Friends Association For Children, Richmond, Virginia.
Fulton County Child Guidance Clinic, Atlanta, Georgia.
Gate City Day Nurseries, Atlanta, Georgia.
Georgia Health Department, Crippled Children’s Program, Atlanta, Georgia.
Guidance Center of Hillsborough County, Tampa, Florida.
Industrial Home for the Blind, Brooklyn, New York.
Irvington House, Irvington-on-Hudson, New York.
Metropolitan Youth Commission, St. Louis, Missouri.
Neighborhood Union Health Center, Atlanta, Georgia.
New York State Training School for Boys, Warwick, New York.
Northville State Hospital, Northville, Michigan.
Otisville Training School, Otisville, New York.
South Fulton Health Center, Atlanta, Georgia.
Spelman Nursery of Spelman College, Atlanta, Georgia.
St. Martha’s Settlement House, Philadelphia, Pennsylvania.
United South End Settlements, Boston, Massachusetts.
Veterans Administration Hospital, Battle Creek, Michigan.
Veterans Administration Hospital, Tuskegee, Alabama.
Washington Urban League, Washington, D. C.
Wayne County General Hospital, Eloise, Michigan.
Wesley Community Centers, Atlanta, Georgia.
DESCRIPTION OF COURSES

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

600. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I. A study of the inter-relationship and effects of biological, spiritual, intellectual, psychological and socio-cultural foundations of personality from conception through old age on the social functioning of the normal individual in a state of relative equilibrium. 2 credits.

601. HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT II. Prerequisite courses 600 and 604. A study of the influence of the individual’s social functioning of his usual patterns of adaptation and perception of self and of his attempts to master developmental tasks, stress and change. Stress and change are considered from the standpoint of source and significance in shaping and testing personality. 2 credits.

602. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II. Prerequisite courses 600, 601, 604, and 605. Re-emphasis of the major themes of Human Behavior and the Social Environment I in a context of deviance. Focus is on dynamic concepts of illness and its impact upon functioning of people as individuals and group members and upon communities. Familial and socio-cultural aspects of physical disabilities and mental pathologies are dealt with in relation to etiology, prevention, and treatment. 2 credits.

603. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT IV. Prerequisite courses 600, 601, 602, 604, and 605. Seminar designed to discuss the theories of human behavior utilized in social work practice as applied to current and major social problems in American family life. Concepts learned in 604 and 605 are applied to problems. Course aims to give students a conception of the role of social work in relation to other helping disciplines in the assessment of social functioning.

604. SOCIAL PROCESS I. In order to apply to social work practice the knowledge of the social process and its effects on individuals, groups, and communities, an examination is made of selected social science concepts. 1 credit.

605. SOCIAL PROCESS II. Prerequisite courses 600 and 604. In order to apply to social work practice the effect of the small group on the lives of its members, and the appropriate and effective functioning as group members, an examination is made of selected social science concepts. 1 credit.
SOCIAL WELFARE POLICY AND SERVICES

700. SOCIAL WELFARE POLICY AND SERVICES I. This course is designed to introduce the student to the profession of social work operating as a social institution within the social welfare field. Functional and structural requisites for maintaining and enhancing human welfare are identified and explored within historical and philosophical perspectives. Analysis is made of major problem areas and solutions up to 1930 in public and private welfare. Emphasis is placed on the impact of social, economic and political forces necessitating changing services to meet human needs. 2 credits.

701. SOCIAL WELFARE POLICY AND SERVICES II. Prerequisite course 700. This course continues an examination of public and private welfare services from 1930 up to contemporary times. It gives particular focus to the impact of social, economic and political forces on the family as a social institution. Assessment is made of the adequacy and effectiveness of existing solutions in terms of social and individual responsibility and the potentials of society. 2 credits.

702. SOCIAL PROBLEMS AND THE SOCIAL STRUCTURE. Prerequisite course 700 and 701. This course deals with the relationship of social structure to social problems created by advancing industrialization and urbanization, cultural differences, changing values and roles and their implication for the social work profession. Emphasis will be placed on problems currently of major concern. 2 credits.

703. SOCIAL CHANGE AND SOCIAL POLICY. Prerequisite courses 700 and 701. Building on the theories of social change, this course will attempt to establish the interrelationship between social change and social policy and to define some of the major concepts, with emphasis on their relevance for the profession of social work. How each one is affected by the other will be studied through the medium of specific social welfare problems—community planning, public welfare, urban renewal, community developments and conflict between public and private sectors. The social worker's role and responsibility for social change and social policy will be emphasized. 2 credits.

704. SOCIAL WELFARE POLICY AND SERVICES III. Prerequisite courses 700, 701, 702 or 703. This course deals with the major issues in social welfare. It aims to assist students in deepening and crystallizing their understanding and their philosophy of social work. It provides an opportunity to exchange ideas about and attitudes
toward the profession of social work and its relationship to the field of social welfare. It aims to further the student's commitment to an active role in influencing social policy. 2 credits.

**METHODS OF SOCIAL WORK PRACTICE**

500. Social Case Work I. This is the beginning course for students with a concentration in case work. It considers principles, concepts and skills of social work fundamental to case work practice. It places emphasis upon the utilization of understanding of the individual, the socio-cultural factors effecting his problem situation, agency and community resources, in the client-worker relationship. Also considered are techniques in communication helpful in working with clients. 2 credits.

501. Social Case Work II. Prerequisite courses 500 and 593. This is a continuation of the study of the method of social case work providing opportunity for more complete analysis of the concepts underlying assessment and treatment selection. Emphasis is upon application of the knowledge of supportive and modifying treatment techniques. 2 credits.

502. Social Case Work III. Prerequisite courses 500, 501, 593, 594. This course is concerned with a broadening and deepening of principles underlying case work practice. Emphasis is upon use of the understandings of the dynamics of behavior in assessment and in treatment. Stressed is the client-worker relationship including transference, counter-transference and conscious use of self in the helping process. Attention is given to the social worker's role in interdisciplinary team relationships in a variety of fields of practice. 2 credits.

503. Introduction to Social Case Work. Prerequisite courses 550, 551, or 576, 577, 593 and 594. This course is an elective course designed to provide opportunity for social work students who have completed two units of courses in social group work or community organization to acquire knowledge about social case work as a method of social work practice. Laboratory experience in agencies offering social case work service is provided as part of the course. 1 credit.

580. Issues in Social Work Practice Seminar. Required in Fifth Unit. Seminar designed to discuss current issues in social work practice related to methods and fields of practice. Issues to be discussed will be selected on the basis of students' critical examination of problems encountered in their own practice and study. Basic to fulfilling requirements of this course will be examination of pertinent literature. 2 credits.
550. **Social Group Work I.** This is the first course in a sequence of required classroom courses for students concentrating in Social Group Work. It is designed to provide the beginning social group work student with basic knowledges, attitudes and skills underlying the practice of social group work as a method of social work. Emphasis is placed on the understanding of social group work as one of the methods of social work practice. The role of the professional worker in his use of the group as the unit of service in his practice of social work is analyzed. 2 credits.

551. **Social Group Work II.** Prerequisite courses 550 and 593. This is the second in the sequence of required classroom courses for social group work students. It is designed to provide students with the opportunity to deepen, broaden and strengthen their knowledge, attitudes and skills in the practice of this method of social work. Emphasis is placed on the worker's role in facilitating the movement of the service groups and individuals in these service groups toward the achievement of desirable social goals. Case materials from the students' concurrent field work assignments with appropriate reference materials form the basis for class discussion. 2 credits.

555. **Social Group Work III.** Prerequisite courses 550, 551, 593, and 594. This is the third in the series of required classroom courses for social group work students. It is designed to broaden and deepen their knowledge and understanding of the professional role of the social group worker by analyzing his role in overall agency program development, staff development and supervision of volunteers. The social group worker's role in working responsibly with other disciplines and in whatever fields social group work as a method of social work is practiced is emphasized. 2 credits.

556. **Introduction to Social Group Work.** Prerequisite courses 500 and 501 or 576 and 577. This course is an elective course designed to provide opportunity for social work students who have completed two units of courses in social case work or community organization to acquire knowledge about social group work as a method of social work practice. Laboratory experience in agencies offering social group work services is provided as part of this course. 1 credit.

576. **Community Organization I.** This course is focused upon providing the student with knowledge concerning the nature of community organization as a method of social work. Principles, techniques and skills needed in the practice of community organiza-
tion are discussed. Particular attention is given to the procedures used by the worker to aid community groups to work cooperatively in resolving their problems. 2 credits.

577. COMMUNITY ORGANIZATION II. Prerequisite courses 576 and 593. In this course those students desiring to practice in community organization consider techniques of securing community support and committee cooperation with special consideration to theories of leadership. Roles of the professional worker and interagency relationships are considered. Particular attention is centered on the skills and values of citizen participation in securing change and solving community problems. 2 credits.

578. COMMUNITY ORGANIZATION III. Prerequisite courses 576, 577, 593 and 594. This course will be designed to help the student deepen his understanding of his role as a professional person. Consideration will be given to the practice of community organization as reflected in selected settings as well as the complexity of community structures. Some of the trends and developments in community organization thought (or conceptualization) will be discussed. 2 credits.

581. INTRODUCTION TO COMMUNITY ORGANIZATION. Prerequisite courses 500 and 501 or 550 and 551. This course will discuss community organization as a method in social work; its contents will include the study of records from literature which describes the role of the worker and the activities engaged in with the worker and representative groups on the community level. Opportunities for laboratory experiences and observations will be provided. 1 credit.

579. SOCIAL WORK ADMINISTRATION. Principles of administration as applied to voluntary and governmental social agencies are discussed. Relationship of administrative policies and organization to the kind and quality of service rendered to clients of social agencies is stressed. Emphasis is placed on administrative skills in social work. Case materials serve as the basis for class discussion. (Offered in the Second Unit only.) 2 credits.

585. SOCIAL RESEARCH I. This course is designed to develop a research point of view toward social work theory and practice, and beginning skill in research method. Students study the nature and function of research in social work and its relationship to the advancement of professional knowledge and improvements of professional practice, through presentation of some of the fundamentals of the scientific method, and projects in which the library and contemporary materials in field work agencies are used. 2 credits.
586. **Social Research II.** Prerequisite course 585. This course is designed to further understanding of the relationship of research to the helping and problem-solving tasks of social work and strengthen habits of disciplined thought and performance, through the application of scientific inquiry to social work practice, and learning the role of research in the prevention, treatment, and control of social problems. Students are expected to read extensively, analyze research products, and complete research projects, carrying out all necessary steps. 2 credits.

587. **Research Seminar.** Prerequisite courses 585 and 586. This course is designed to further ability to select and plan a research project through review of literature, construction of a bibliography, and development of a research design in the form of a thesis statement, with instruments for securing the data. 1 credit.

588. **Thesis or Participation in Group Projects.** Prerequisite courses 585, 586, and 587. Individual theses or reports of participation in group projects, generally related to field work practice, are prepared with individual and group supervision. The objective is development and demonstration of the student's ability as a consumer of research, and to apply research techniques in the use of primary and secondary source materials in the social work method in which he is concentrating. 3 credits.

589. **Thesis or Participation in Group Projects.** Prerequisite courses 585, 586, 587, and 588. (Continuation of course 588.) Data which have been collected in the Fourth Unit are tabulated, analyzed and interpreted, and a thesis is written. 2 credits.

403. **Social Statistics.** This course is directed toward understanding statistical methods and their effective use and misuse in social work, through study of statistical measures and devices, and interpretation of statistical data. (Students who are able to demonstrate a knowledge of statistical method may be excused from this course.)

593. **Field Instruction I.** Taken concurrently with 500, 550, or 576. This course provides beginning practice, in the social work method in which the student is concentrating, either case work, community organization or group work. Practice in this course is engaged in for two consecutive days per week, throughout the Unit, concurrently with the classroom course. Learning experiences and content are designed to interrelate with theory in such a way that the student is expected to gain and demonstrate beginning knowledge, attitudes and skills which are consonant with the social work profession. 4 credits.
594. Field Instruction II. Prerequisite courses 593, 500, 505 or 576. Taken concurrently with 501, 551 or 577. In this Unit the student continues concurrent field work on the same basis as described in Unit I, with the objective of broadening and deepening the knowledge, attitude and skill levels. 4 credits.

595. Field Instruction III. Prerequisite courses 593, 500, 550 or 576 and 594 taken concurrently with 501, 551 or 577. This final course is engaged in for a full time period of six consecutive months during the second year. Progression from the first to the second year in field practice involves meeting School criteria for performance on the beginning level and demonstrated ability to undertake assignments and activity requiring greater knowledge and skill. Students enrolling in this course are expected to progress to the level of competence necessary for responsible entry into professional practice. 12 credits.
SCHOOL OF LIBRARY SERVICE

BASIC INFORMATION

The Atlanta University School of Library Service was established in 1941 through a grant from the Carnegie Corporation. The School is accredited by the Board of Education for Librarianship of the American Library Association and by the Southern Association of Colleges and Secondary Schools.

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

The annual enrollment in the School of Library Service is limited to approximately fifty selected students, whose academic records and personal qualities seem to indicate that they will succeed as professional librarians. Applications for admission may be submitted at any time but should, if possible, be presented not later than July 1.

PROGRAM OF STUDY

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

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

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

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

**ADMISSION REQUIREMENTS**

1. Applicant's record must show promise of ability to do satisfactory work.

2. A maximum age of thirty-five which may be waived if the applicant has had sufficient library experience.

3. Good physical and mental health and satisfactory recommendations as to moral character and personality.

4. Ability to use a typewriter is desirable.

5. A bachelor's degree from an approved college or university with a scholastic average of not less than 2:5 (C+ or B—).

6. Of the 120 semester hours submitted for college graduation, at least 90 semester hours must be in those courses which are considered as liberal arts courses.

7. A reading knowledge of at least one modern foreign language, preferably French or German.
The general requirements for the degree of Master of Science in Library Service for students with no previous courses in library service are as follows:

1. The completion of 36 semester hours of work approved by the Dean of the School.

2. At least two semesters' residence or the equivalent at the Atlanta University.

3. Knowledge of either French, German or Spanish. This requirement may be met by one of the following: (1) transcript evidence of two years of college-level work in one language or by one year of college-level work in each of two languages; (2) passing a University non-credit course for graduate students in either French or German;* (3) passing the University examination in either French, German or Spanish.

4. Passing the University English Fundamentals Examination.

5. The taking of the Graduate Record Examinations as prescribed by the University.

6. The thesis is optional and yields six semester hours credit.

Graduates of accredited colleges who have satisfactorily completed the basic core courses which are prerequisite to the graduate program must satisfy all the requirements as stated above except the first and second. These prerequisite courses would include basic book selection, reference and library procedures. The transcript of each applicant will be considered on its merit and the requirement as to semester hours credit will be determined by the Dean of the School. In all cases students must complete a minimum of 30 semester hours.

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.

*The University does not offer a non-credit course for graduate students in Spanish.
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.

Throughout the year there are conducted tours to libraries and binderies in Atlanta and in the region.

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 37)

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

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and Materials</td>
<td>$30.00</td>
</tr>
<tr>
<td>Field Work</td>
<td>$100.00</td>
</tr>
</tbody>
</table>

| Total                  | $130.00 |

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

SUMMER SCHOOL

The summer session offers an opportunity for in-service teachers and librarians to receive professional training in librarianship. However, students without previous library or teaching experience may also be admitted to the summer session. The summer program is equivalent in every respect to that of the regular session and leads to the same degree. Admission and residence requirements for the degree are the same as for the regular school year.

AREAS OF SPECIALIZATION

The School of Library Service offers specialization in five areas of librarianship; college library service, school library
service, public library service (general), public library service for children and young people and reference and cataloging.

**COURSES OF INSTRUCTION**

**BASIC CORE COURSES**

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. 3 credits.

410. **REFERENCE MATERIALS AND METHODS.** Introduction to the use and evaluation of general reference materials through discussions and problem solving. Additional experience in applying reference methods and to the analysis and solution of difficult problems which may arise in research and in services of large reference departments. 3 credits.

430. **INTRODUCTION TO LIBRARY PROCEDURES.** The process through which the book goes from publisher to patron: acquisition, cataloging and classification, circulation and reference. Especial attention to records and files kept by each of these departments. Some attention to the care and repair of books and to trade bibliographies. 3 credits.

**REQUIRED COURSES**

**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. 3 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.

431 or 432.

431. **CATALOGING AND CLASSIFICATION.** Procedures of technical services emphasizing establishing the main entry, assigning (LC) subject headings, and classification. A comparison of the Library

Prerequisite: 430. 3 credits.


Prerequisite: 430. 3 credits.

500. Research Methods in Library Service. A survey and analysis of research in librarianship and a study of research methods and their application to library service. A requirement of the course is the completion of a research project. 3 credits.

511. Literature of the Humanities. Consideration of humanistic literature through the study of significant writers and their books and various literary forms including criticism. 3 credits.

520. Library Administration. The principles of library organization and administration, library management, finance, personnel, public relations, cooperation, buildings and equipment, statistics and reports. 3 credits.

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

ELECTIVES

414. Children's Literature. Explores the field of literature for children, including its historical development and current trends. Selection of books and related materials for meeting the interests, needs and abilities of children in school and public libraries is fully emphasized from pre-school up to the adolescent years. 3 credits.
415. LITERATURE FOR YOUNG ADULTS. Discussion, examination and evaluation of contemporary literature and materials available for young people. Special attention is focused upon the sources for securing these materials, and upon their selection and correlation in curriculum support in the high school and in meeting individual and group needs through free and directed reading. 3 credits.

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.

451. READING PROBLEMS AND THE LIBRARY. 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.

512. LITERATURE OF 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.

513. LITERATURE OF SCIENCE AND TECHNOLOGY. A survey of the reference materials and important current titles in general science, biology, geology, mathematics, physics, chemistry, astronomy and technology. Subject specialists are invited to discuss historical development, terminology and current trends in each of these fields. 3 credits.

521. 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. 3 credits.

522. COLLEGE LIBRARY SERVICE. The integration of the college library in the total educational program of the institution is studied in relation to objectives, organization, support, materials and services. Attention is given to equipment, housing and to methods of stimulating reading on the part of college students. 3 credits.

541. PUBLISHERS AND PUBLISHING. Course is devoted to a study of: (1) the history of the publishing industry; (2) certain tech-
ological 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.

600. DIRECTED RESEARCH. The selection, formulation and development of a research study in an area of the student's special interest. The successful completion of this project under the direction of faculty advisers will result in a master's thesis. 6 credits.

612. DOCUMENTATION. Introduction to the storage and retrieval of recorded knowledge for the use of scholars. Discussion of abstracting, annotating, reviewing and indexing services and techniques. Includes developments in mechanized searching. 3 credits.

630. ADVANCED CATALOGING. A more critical study of descriptive and subject cataloging principles and practices. Attention is given to the organization of special types of material and to administrative problems of cataloging. Prerequisite: 431. 3 credits.
1.1 THE PURPOSE OF THE SCHOOL OF EDUCATION: The purpose of the School of Education is to develop professional and practical leadership in education. To attain these ends, programs of formal study have been organized, and field studies, research projects, special workshops, consultative services, and other activities are conducted.

The curriculum is designed to cultivate in students cultural attributes, research competency, and a broad understanding of educational problems and practices; and to encourage the development of expert competency as teachers, administrators, and supervisors of programs of education in generalized and specialized areas.

1.2. THE INSTRUCTIONAL PROGRAM OF THE SCHOOL OF EDUCATION: The School of Education offers formally organized courses of instruction on two levels.

1.21. THE MASTER OF ARTS degree with a major in Education may be obtained by following sequences in nine areas. In most cases, successful completion of a sequence leading to a Master's degree also qualifies the student, who possesses other requirements, to receive certification on the 5th-year level from the State Department of Education of Georgia. Opportunities are provided students by which they may concentrate in one of the following areas of study for the Master's degree in Education:

1.211 Educational Psychology
1.212 Guidance and Counseling
1.213 Elementary Education
1.214 Secondary Education
1.215 The School as a Social Institution
1.216 Administration and Supervision
1.217 Special Education: The Education of the Mentally Retarded
1.218 Reading
1.219 School Librarianship

1.22. Additionally, the School of Education offers programs of study on what is called the "Sixth-Year Level", meaning,
one year beyond the Master’s (“Fifth-Year”) degree. Currently, the School of Education offers instruction on the advanced, Sixth-Year Level, in the following areas:

1.221 Administration and Supervision
1.222 Counselor Education
1.223 Elementary School Teaching
1.224 Teaching of High School English
1.225 Teaching of High School Science
    (Biology, Chemistry, Mathematics)
1.226 Teaching of High School Social Science

1.23. FEATURES AND FACILITIES:

1.231. 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.

1.232. 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 session.

1.233. 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.

1.234. 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 instructional materials, as well as a fine special collection in Education. The Negro Collection of the Library is one of the finest in the country. Students in the School of Education have full access to this, and other special collections.

1.235. **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.

1.236. **Lectures, Forums, Concerts, and Special Conferences:** Throughout the regular school year, and during the summer term, Atlanta University and the cooperating colleges in the city bring a variety of lectures and artists to their campuses. Lyceum programs are open to all students. Atlanta University has become a central place for the convocation of numerous conferences dealing with educational and other matters. The opportunity to "audit" such conferences is a valuable one seized by many students; in many instances, students play an important role in these meetings.

1.237. **The Georgia State Department of Education: Regional and National Offices in Atlanta:** The offices of the Georgia State Department of Education, and of a number of regional bodies interested in education, are located in Atlanta. This advantageous location facilitates research and provides opportunities for helpful contacts with these agencies. Cordial and cooperative relationships exist between the State Department of Education, and the School of
Students who are desirous of obtaining or validating a certificate, or of pursuing a non-degree sequence of courses for other reasons, may register as unclassified students, provided they meet the other requirements for admission.

2.12. ACADEMIC COUNSELING FOR THE BEGINNING STUDENT: 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 one of the special areas. Students who are 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. Courses in the School of Education are closely correlated with state certification requirements; and since such requirements are constantly subject to revision, it behooves the student to seek continuing advice as to the program being pursued. The following procedure is recommended:

2.121. Upon entering the University, the student should confer with the Dean of the School of Education, or with the teacher who has direct responsibility for the area in which he desires to study. The Dean of the School of Education, along with one of the various academic areas, will serve in an advisory capacity to the student up to the point where the student is ready for admission to candidacy for a degree.

2.122. All students who are enrolled in the School of Education must enroll in the non-credit course, Research Seminar. They are also expected to enroll in the Background Courses as early in their study career as possible.

2.13. GUIDANCE AND STUDENT WELFARE: Through guidance in general reading, through the Background Courses, and through special diagnostic tests, the School of Education endeavors to aid the student in developing those understandings, apprecia-
tions, 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 in 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 planned programs of 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 to be 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.

2.2. THE STUDENT AS A CANDIDATE FOR A DEGREE: Although admitted to the School of Education, a student becomes a Candidate for a degree only after fulfilling certain requirements while a student in the School. The undergraduate prerequisites in Education must have been completed. Persons seeking admission to candidacy for a degree requiring specialization in elementary education, or secondary school instruction, must have completed corresponding major fields or sequences of concentration at the undergraduate level.

Additional requirements for admission to candidacy are:

2.21. Satisfactory completion of all required examinations. These are:

2.211. The examination in English Fundamentals that demonstrates competence in the command of the language. 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.
2.212. A Reading Examination is required. Efficient reading is basic to success in all academic endeavors. Each prospective candidate for a degree must pass a standardized reading examination at a grade level of 13+, that is roughly equivalent to the 50th percentile on a scale based on reading test results of a representative sampling of college freshmen. Students who have deficiencies in reading may receive aid through classes offered in the Atlanta University Reading Center.

2.213. The Graduate Record Examination must be taken by all prospective candidates for the Master of Arts degree in Education. Forms for registration for the GRE may be obtained in the Office of the Registrar of Atlanta University.

2.214. The Foreign Language Examination is one means by which the student may demonstrate competence in the use of a foreign language. This language should be either French, German or Spanish. Alternately, the student may enroll in a non-credit course, FRENCH or GERMAN FOR GRADUATE STUDENTS; if he receives a passing grade (P) in this course, he is not required to take the special examination here described.

2.215. The Qualifying Examination in Education is required for those seeking admission to candidacy for the Master's degree. This examination includes (1) content covered in the Background Courses (Ed. 547, 548, 550, 551, 553) and (2) other measures designed to appraise certain areas of psychometric functioning that relate significantly to abilities and skills needed in doing acceptable graduate work.

2.22. Completion of the Background Courses. These are five in number: Education 547, RESEARCH SEMINAR; Education 548, METHODS OF RESEARCH; Education 550, THE FOUNDATIONS OF EDUCATION; Education 551, HUMAN GROWTH AND DEVELOPMENT; Education 553, STATISTICS IN PSYCHOLOGY AND EDUCATION. These courses, it is hoped, serve to introduce the student to fundamental problems, understandings, and abilities necessary to a broader comprehension of education in
the contemporary world. Taken together, the se­quence of Background Courses are designed to de­velop perspective, understanding, and purpose, as foundations for practical professional and research competency based on knowledge and skill.

2.23. Having completed satisfactorily all of the required examinations listed above; and completed, also, the Background Courses; the prospective Candidate for a degree is now ready to select a thesis subject; ob­tain its approval; and seek admission to candidacy as he begins work on the thesis. The procedure to be followed in securing approval of the thesis prospectus are outlined below:

2.231. The student will initially discuss his proposed research with the departmental adviser in the area in which the proposed research lies. The thesis subject must be chosen in the area of the student’s major concentration.

The student then prepares a formal thesis pros­pectus. 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 the CRITERIA may be secured from the Office of the School of Education).

2.232. After the departmental adviser has approved the student’s thesis outline, he 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.

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

2.234. Presentation of the outline will consist of a period of discussion of the proposed research. The student is expected to introduce his plan of research, and to be able to respond to the questions that members of the Seminar may raise concerning the proposed research.

2.235. After the adjournment of a Seminar in which an outline has been presented, the Dean of the School of Education will confer with the Fac-
ulty. If the outline receives faculty approval, the Dean will then appoint the student's thesis advisory committee.

Formal application for candidacy should now be made on forms available from the Office of the Registrar, and the completion of the thesis, under the supervision of the student's Thesis Committee, may now be pursued.

2.3. SUMMARY OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS WITH A MAJOR IN EDUCATION:

2.31. GENERAL REQUIREMENTS: The minimum number of semester hours of graduate work required for the Master of Arts degree with a major in Education is thirty (30), showing a concentration in a specific area.* Students enrolled in SECONDARY SCHOOL INSTRUCTION follow programs including a minimum of fifteen hours in Education, and fifteen hours chosen from a content field, in which the student seeks certification.

2.32. Recapitulation of Specific Requirements for the Degree.

2.321. Completion of the Background Courses, namely:

- Education 547—Research Seminar
- Education 548—Methods of Research
- Education 550—Foundations of Education
- Education 551—Human Growth and Development
- Education 553—Statistics in Psychology and Education

(Students failing any one of these courses twice will not be permitted to re-enter for credit toward a degree).

2.322. Completion of the following examinations with a satisfactory score:

- 2.3221. The English Fundamentals
- 2.3222. The Reading Examination
- 2.3223. The Graduate Record Examination
- 2.3224. The Foreign Language Examination
- 2.3225. The Qualifying Examination

*Not more than 12 semester hours of credit secured by taking service courses—such as workshops in special areas—may be applied toward the thirty hours required.
2.323. Achievement of a grade of B or higher in each course of a total of thirty semester hours of graduate work, with appropriate concentration in a special area.

2.324. Completion of a satisfactory thesis. (After the thesis has been written and approved by the student's advisory committee, the Dean of the School of Education will arrange for the presentation, by the student, of the thesis in the form of an abstract to the Research Seminar. The final oral examination will subsequently be scheduled.)

2.325. A final oral examination. The examination consists of the presentation and defense of the thesis before a faculty committee comprising at least three persons. 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 examining committee will be supplemented by representation from other departments when the student has taken two or more courses in another department of the University.

GUIDE TO COURSE SELECTION:

THE FIFTH-YEAR LEVEL

To aid the student in the selection of an appropriate program of studies leading to certification on the fifth-year level, and to the Master's degree in Education, the various areas of specialization on this level are listed in the following section. For the most part, these programs have been approved for certification purposes by the Georgia State Department of Education. Students who hope to meet certification requirements in other States should consult the specific requirements in each State.
Sixth-Year programs, that are described in a subsequent section, are built on the Fifth-Year program pursued by each student. Fifth-Year programs permit no variation from the sequences as outlined and approved for certification by the Georgia State Department of Education, as of April, 1961. State-approved sequences are designated by an asterisk (*).

3.1. COURSES LEADING TO THE M.A. DEGREE IN EDUCATIONAL PSYCHOLOGY.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>548</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>550</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>551</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>553</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td>547</td>
<td>Research Seminar</td>
<td>0</td>
</tr>
<tr>
<td>619-620</td>
<td>Advanced Educational Psychology</td>
<td>6</td>
</tr>
<tr>
<td>555</td>
<td>Administration and Interpretation of Psychometric Instruments</td>
<td>3</td>
</tr>
<tr>
<td>635</td>
<td>Psychology of Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>580</td>
<td>Psychology of Individual Differences</td>
<td>3</td>
</tr>
<tr>
<td>558</td>
<td>Theories of Personality</td>
<td>3</td>
</tr>
</tbody>
</table>

3.2. COURSES LEADING TO THE M.A. IN GUIDANCE AND COUNSELING (*)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>550</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>551</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>553</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td>547</td>
<td>Research Seminar</td>
<td>0</td>
</tr>
<tr>
<td>530</td>
<td>Basic Principles and Practices of Guidance Services</td>
<td>3</td>
</tr>
<tr>
<td>548</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>532</td>
<td>Organization and Administration of Guidance Services</td>
<td>3</td>
</tr>
<tr>
<td>554</td>
<td>Occupational, Educational and other Informational Services for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>555</td>
<td>Administration and Interpretation of Psychometric Instruments</td>
<td>3</td>
</tr>
<tr>
<td>653</td>
<td>Psychologic Appraisal of the Individual</td>
<td>3</td>
</tr>
<tr>
<td>630</td>
<td>Social Status and Learning</td>
<td>3</td>
</tr>
<tr>
<td>631</td>
<td>Curricular Problems Related to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>556</td>
<td>Theories and Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>555A</td>
<td>Laboratory Experiences in Guidance and Testing</td>
<td>3</td>
</tr>
</tbody>
</table>
### Catalogue

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>555B</td>
<td>Practice Counseling Under Supervision (Practicum)</td>
<td>3</td>
</tr>
<tr>
<td>555C</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

#### 3.3 Courses Leading to the M.A. Degree in Elementary Education*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>550</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>551</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>553</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td>548</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>589</td>
<td>Survey of Trends and Resources in Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>560</td>
<td>Elementary Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>547</td>
<td>Research Seminar</td>
<td>0</td>
</tr>
</tbody>
</table>

**General Preparation in the Area**

*Any Four of These Courses*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>502</td>
<td>Arithmetic in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>504</td>
<td>Social Studies in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>506</td>
<td>Science in the Grades</td>
<td>3</td>
</tr>
<tr>
<td>590</td>
<td>Language Arts in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>410</td>
<td>Arts and Crafts in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>483</td>
<td>Music in the Grades</td>
<td>3</td>
</tr>
<tr>
<td>518</td>
<td>The Teaching of Health</td>
<td>3</td>
</tr>
<tr>
<td>564</td>
<td>Rural Life and Society</td>
<td>3</td>
</tr>
</tbody>
</table>

30

**Special Preparation in Reading**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>590</td>
<td>Language Arts in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>591</td>
<td>Teaching Reading in the Elem. School</td>
<td>3</td>
</tr>
<tr>
<td>592</td>
<td>Reading Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>594</td>
<td>Clinical Procedures in Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>601</td>
<td>Reading Laboratory and Clinic</td>
<td>3</td>
</tr>
</tbody>
</table>

30

**Special Preparation in Science**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>506</td>
<td>Science in the Grades</td>
<td>3</td>
</tr>
<tr>
<td>599</td>
<td>Teaching of General Science</td>
<td>3</td>
</tr>
<tr>
<td>603</td>
<td>The Consultant in Science</td>
<td>3</td>
</tr>
<tr>
<td>566</td>
<td>Better Community Living</td>
<td>3</td>
</tr>
</tbody>
</table>

30
### Special Preparation in Health

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>518</td>
<td>The Teaching of Health</td>
<td>3</td>
</tr>
<tr>
<td>519</td>
<td>Selection and Evaluation of Health Materials</td>
<td>3</td>
</tr>
<tr>
<td>520</td>
<td>Organization of Community Health and Hygiene—The Total School Health Program</td>
<td>3</td>
</tr>
<tr>
<td>566</td>
<td>Better Community Living</td>
<td>3</td>
</tr>
</tbody>
</table>

### 3.4. COURSES LEADING TO THE M.A. DEGREE IN SECONDARY EDUCATION (Instruction) *

#### Required For All

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>550</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>551</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>553</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td>548</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>547</td>
<td>Educational Seminar</td>
<td>0</td>
</tr>
</tbody>
</table>

#### English: Five courses, to be selected from the following with advice of the Head of the English Department.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>400</td>
<td>The Teaching of English in Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>405</td>
<td>Modern English Grammar</td>
<td>3</td>
</tr>
<tr>
<td>423</td>
<td>English Literature: 1790-1830</td>
<td>3</td>
</tr>
<tr>
<td>424</td>
<td>English Poetry: 1832-1885</td>
<td>3</td>
</tr>
<tr>
<td>425</td>
<td>English Prose: 1832-1900</td>
<td>3</td>
</tr>
<tr>
<td>477</td>
<td>American Literature: 1800-1865</td>
<td>3</td>
</tr>
<tr>
<td>478</td>
<td>American Literature: 1865-1920</td>
<td>3</td>
</tr>
<tr>
<td>495</td>
<td>History of the English Language</td>
<td>3</td>
</tr>
<tr>
<td>509</td>
<td>Independent Reading</td>
<td>3 to 6</td>
</tr>
<tr>
<td>511-512</td>
<td>American Drama</td>
<td>3 credits each semester</td>
</tr>
<tr>
<td>513</td>
<td>English Drama to 1642</td>
<td>3</td>
</tr>
<tr>
<td>522</td>
<td>Chaucer</td>
<td>3</td>
</tr>
<tr>
<td>543</td>
<td>English Literature: 1600-1660</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students pursuing one of these instructional sequences in Secondary Education are expected to work out detailed programs in consultation with (1) the Dean of the School of Education, and (2) the Dean and the major departmental professor concerned, in the School of Arts and Sciences.*
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>545</td>
<td>Proseminar: Materials and Methods of Research</td>
<td>3</td>
</tr>
<tr>
<td>553</td>
<td>English Literature: 1700-1750</td>
<td>3</td>
</tr>
<tr>
<td>554</td>
<td>English Literature: 1750-1800</td>
<td>3</td>
</tr>
<tr>
<td>561-562</td>
<td>Shakespeare</td>
<td>3 credits each semester</td>
</tr>
<tr>
<td>568</td>
<td>English Literature: 1600-1700</td>
<td>3</td>
</tr>
<tr>
<td>571</td>
<td>The English Novel</td>
<td>3 credits first semester</td>
</tr>
<tr>
<td>572</td>
<td>The English Novel</td>
<td>3 credits second semester</td>
</tr>
<tr>
<td>581</td>
<td>English Non-Dramatic Literature: 1500-1600</td>
<td>3</td>
</tr>
<tr>
<td>587</td>
<td>Modern British Literature</td>
<td>3</td>
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</tbody>
</table>

**Foreign Language (French):** Five courses, to be selected from the following with advice of the Head of the French Department:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>451</td>
<td>Advanced French Grammar and Composition</td>
<td>3</td>
</tr>
<tr>
<td>452</td>
<td>Advanced French Prose</td>
<td>3</td>
</tr>
<tr>
<td>455</td>
<td>Nineteenth Century French Literature Through the Romantic Period</td>
<td>3</td>
</tr>
<tr>
<td>456</td>
<td>Nineteenth Century French Literature</td>
<td>3</td>
</tr>
<tr>
<td>457-458</td>
<td>History of French Civilization</td>
<td>3 to 6</td>
</tr>
<tr>
<td>496</td>
<td>Methods of Teaching Modern Foreign Languages</td>
<td>3</td>
</tr>
<tr>
<td>501</td>
<td>Medieval French Literature</td>
<td>3</td>
</tr>
<tr>
<td>502</td>
<td>French Literature of The Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>521</td>
<td>Seventeenth Century French Literature to 1661</td>
<td>3</td>
</tr>
<tr>
<td>522</td>
<td>The Golden Age of French Literature</td>
<td>3</td>
</tr>
<tr>
<td>531</td>
<td>Genesis of The Age of Reason</td>
<td>3</td>
</tr>
<tr>
<td>532</td>
<td>The Eighteenth Century Philosophers</td>
<td>3</td>
</tr>
<tr>
<td>533</td>
<td>History of The French Novel</td>
<td>3</td>
</tr>
<tr>
<td>534</td>
<td>History of the French Novel</td>
<td>3</td>
</tr>
<tr>
<td>541</td>
<td>Twentieth Century French Literature</td>
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<tr>
<td>543</td>
<td>French Phonetics and Pronunciation</td>
<td>3</td>
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</tbody>
</table>

**Social Studies:** Five courses, to be selected from the following with the advice of the Heads of the respective Departments:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>400-401</td>
<td>Development of Economic Thought</td>
<td>3 to 6</td>
</tr>
<tr>
<td>402-403</td>
<td>Business Cycles</td>
<td>3 to 6</td>
</tr>
<tr>
<td>425-426</td>
<td>International Economics</td>
<td>3 to 6</td>
</tr>
<tr>
<td>440-441</td>
<td>Money and Banking</td>
<td>3 to 6</td>
</tr>
<tr>
<td>442</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>Course Number</td>
<td>Title of Course</td>
<td>Credit</td>
</tr>
<tr>
<td>---------------</td>
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</tr>
<tr>
<td>464-465</td>
<td>Business Statistics</td>
<td>3 to 6</td>
</tr>
<tr>
<td>480-481</td>
<td>Labor Problems</td>
<td>3 to 6</td>
</tr>
<tr>
<td>502-503</td>
<td>Economic Doctrines</td>
<td>3 to 6</td>
</tr>
<tr>
<td>504-505</td>
<td>Business Cycle Analysis</td>
<td>3 to 6</td>
</tr>
<tr>
<td>509</td>
<td>International Trade</td>
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<tr>
<td>510</td>
<td>International Finance</td>
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History:

<table>
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<th>Title of Course</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>401-402</td>
<td>Introductory Graduate Course in Ancient History</td>
<td>3 to 6</td>
</tr>
<tr>
<td>403-404</td>
<td>Introductory Graduate Course in European History</td>
<td>3 to 6</td>
</tr>
<tr>
<td>405-406</td>
<td>Introductory Graduate Course in United States History</td>
<td>3 to 6</td>
</tr>
<tr>
<td>571</td>
<td>America from 1600 to 1755</td>
<td>3</td>
</tr>
<tr>
<td>572</td>
<td>America from 1775 to 1828</td>
<td>3</td>
</tr>
<tr>
<td>573</td>
<td>America from 1828 to 1865</td>
<td>3</td>
</tr>
<tr>
<td>575-576</td>
<td>America from 1865 to 1917</td>
<td>3 to 6</td>
</tr>
<tr>
<td>577</td>
<td>America Since 1917</td>
<td>3</td>
</tr>
<tr>
<td>462</td>
<td>African History</td>
<td>3</td>
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<tr>
<td>463</td>
<td>The Negro in the United States</td>
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<tr>
<td>535-536</td>
<td>European Nationalism from Origins to the Present</td>
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<tr>
<td>537-538</td>
<td>World Relations Since 1876</td>
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<td>539-540</td>
<td>Mediaeval Institutions</td>
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<tr>
<td>542-543</td>
<td>The Cultural History of Russia</td>
<td>3 to 6</td>
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<td>550-551</td>
<td>The French Revolution</td>
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<td>552-553</td>
<td>The Napoleonic Era</td>
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Political Science:

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<td>452</td>
<td>Political Parties in the United States</td>
<td>3</td>
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<tr>
<td>559</td>
<td>American Foreign Policy</td>
<td>3</td>
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<tr>
<td>561</td>
<td>History of Political Thought (Political Theory: Plato to Machiavelli)</td>
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<tr>
<td>562</td>
<td>Modern Political Theory (Machiavelli to Present)</td>
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<td>564</td>
<td>Contemporary Political Thought</td>
<td>3</td>
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<td>573</td>
<td>Contemporary International Relations</td>
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<td>576</td>
<td>The Legislative Process</td>
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<td>580</td>
<td>Principles of Public Administration</td>
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<td>Title of Course</td>
<td>Credit</td>
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<tr>
<td>400</td>
<td>The Study of Society</td>
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<td>506</td>
<td>Contemporary Sociological Theory</td>
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<td>Elementary Statistics</td>
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<td>545</td>
<td>Methods in Social Research</td>
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<td>615</td>
<td>Sociometry</td>
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<td>630</td>
<td>Social Status and Learning</td>
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<td>634</td>
<td>Theories of Personality</td>
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<td>402</td>
<td>Population and Ecology</td>
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<td>504</td>
<td>The City</td>
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<tr>
<td>428</td>
<td>General Anthropology</td>
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<td>429</td>
<td>Cultural Anthropology</td>
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<td>490</td>
<td>Racial and Cultural Relations</td>
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<td>Culture and Personality</td>
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<td>530</td>
<td>Peoples of the World</td>
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<td>531</td>
<td>Language in Culture</td>
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<td>572</td>
<td>Problems of Africa</td>
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<tr>
<td>573</td>
<td>Peoples of Africa</td>
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<td>574</td>
<td>Religion and Art of Preliterate Peoples</td>
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<td>564</td>
<td>Rural Life and Society</td>
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<td>512</td>
<td>Sociology of the Community</td>
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<tr>
<td>481</td>
<td>The Family</td>
<td>3</td>
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<td>540</td>
<td>Industrial Society</td>
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<tr>
<td>591</td>
<td>Social Stratification</td>
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<td>610</td>
<td>Educational Sociology</td>
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<tr>
<td>450</td>
<td>The Sociology of Aging and the Aged</td>
<td>3</td>
</tr>
<tr>
<td>551</td>
<td>Social Gerontology</td>
<td>3</td>
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<tr>
<td>504</td>
<td>Social Studies in the Elementary School</td>
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<td>534</td>
<td>Social Studies in the Secondary School</td>
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<tr>
<td>620</td>
<td>The Essentials of Geography</td>
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<tr>
<td>621</td>
<td>The Geography of Africa</td>
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<td>Mathematics:</td>
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<td>411-412</td>
<td>Advanced Calculus</td>
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<tr>
<td>421</td>
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<tr>
<td>422</td>
<td>Elementary Differential Geometry</td>
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<tr>
<td>431</td>
<td>Higher Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>432</td>
<td>Higher Algebra II</td>
<td>3</td>
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<tr>
<td>500-501</td>
<td>Foundations of Mathematics</td>
<td>6</td>
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<tr>
<td>502</td>
<td>Fundamental Concepts of Geometry</td>
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<td>503-504</td>
<td>Calculus for High School Teachers of Science</td>
<td>6</td>
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<tr>
<td>510</td>
<td>Elementary Number Theory</td>
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<tr>
<td>511</td>
<td>Foundations of Modern Analysis</td>
<td>3</td>
</tr>
<tr>
<td>512</td>
<td>Real Variables</td>
<td>6</td>
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<tr>
<td>513-514</td>
<td>Complex Variables</td>
<td>6</td>
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<tr>
<td>519-520</td>
<td>Theory of Probability</td>
<td>3</td>
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<td>524</td>
<td>Topics in Mathematics</td>
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<tr>
<td>539</td>
<td>Modern Algebra I</td>
<td>3</td>
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<td>Modern Algebra II</td>
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<td>Science:</td>
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<tr>
<td>Biology:</td>
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<td>460</td>
<td>Biological Chemistry</td>
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<tr>
<td>467</td>
<td>Endocrinology</td>
<td>4</td>
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<tr>
<td>471</td>
<td>General Parasitology</td>
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<tr>
<td>472</td>
<td>Advanced Zoological Problems</td>
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<td>545</td>
<td>Plant Morphology</td>
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<tr>
<td>547-548</td>
<td>Seminar in Biological Problems</td>
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<tr>
<td></td>
<td>(Required by all students)</td>
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<tr>
<td>563</td>
<td>Neurology</td>
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<td>565</td>
<td>General Physiology</td>
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<td>567</td>
<td>Plant Taxonomy</td>
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<td>575</td>
<td>Plant Physiology</td>
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<td>Chemistry:</td>
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<tr>
<td>461-462</td>
<td>Advanced Inorganic Chemistry</td>
<td>3 to 6</td>
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<tr>
<td>463</td>
<td>Selected Topics in Organic Chemistry</td>
<td>3</td>
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<tr>
<td>464</td>
<td>Advanced Analytical Chemistry</td>
<td>3</td>
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<tr>
<td>465</td>
<td>Advanced Qualitative Analysis</td>
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<tr>
<td>468-469</td>
<td>General Chemistry for Teachers</td>
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<td>Course Number</td>
<td>Title of Course</td>
<td>Credit</td>
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<tr>
<td>---------------</td>
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<tr>
<td>470</td>
<td>Experimental General Chemistry</td>
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<tr>
<td>501-502</td>
<td>Advanced Organic Chemistry</td>
<td>3 to 6</td>
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<tr>
<td>505-506</td>
<td>Chemical Thermodynamics</td>
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<td>508</td>
<td>Atomic Spectra</td>
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<tr>
<td>509</td>
<td>Chemical Kinetics and Catalysis</td>
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<tr>
<td>511</td>
<td>Organic Preparations</td>
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<tr>
<td>512</td>
<td>Inorganic Preparations</td>
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<td>513</td>
<td>Identification of Organic Compounds</td>
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<td>514</td>
<td>Quantitative Organic Analysis</td>
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<td>516</td>
<td>Free Radicals in Organic Chemistry</td>
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<tr>
<td>547-648</td>
<td>Seminar in Chemistry (Required of all Grad. students in Chemistry)</td>
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COURSES LEADING TO THE M.A. DEGREE IN SECONDARY EDUCATION WITH SPECIAL PREPARATION IN THE SOCIAL SCIENCES

(Note: An undergraduate major in the Social Sciences is a prerequisite).

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<tr>
<td>550</td>
<td>Foundations of Education</td>
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<tr>
<td>551</td>
<td>Human Growth and Development</td>
<td>3</td>
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<tr>
<td>553</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td>547</td>
<td>Research Seminar</td>
<td>0</td>
</tr>
<tr>
<td>548</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>561</td>
<td>Curriculum Planning in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>534</td>
<td>Teaching Social Studies in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>596</td>
<td>Core Classes in the Secondary School</td>
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<tr>
<td>620</td>
<td>The Essentials of Geography: Human Geography</td>
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Electives: Choices to be made from the Social Sciences

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

<table>
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<tbody>
<tr>
<td>548</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>550</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>551</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>553</td>
<td>Statistics in Psychology and Education</td>
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*For those without an undergraduate science methods course.*
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<tbody>
<tr>
<td>547</td>
<td>Research Seminar</td>
<td>0</td>
</tr>
<tr>
<td>548</td>
<td>Historical and Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>521**</td>
<td>Historical Methods</td>
<td>3</td>
</tr>
<tr>
<td>549</td>
<td>The School in the American Social Order</td>
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<tr>
<td>Soc. 400†</td>
<td>Study of Society</td>
<td>3</td>
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<tr>
<td>Soc. 402†</td>
<td>Population and Ecology</td>
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<tr>
<td>Soc. 429†</td>
<td>Cultural Anthropology</td>
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3.6. COURSES LEADING TO THE M.A. DEGREE IN ADMINISTRATION

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<tr>
<td>550</td>
<td>Foundations of Education</td>
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</tr>
<tr>
<td>551</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>553</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td>547</td>
<td>Seminar</td>
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<tr>
<td>548</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>527-528</td>
<td>(Either Part) School Administration and Organization</td>
<td>3</td>
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<tr>
<td>560-561</td>
<td>(Either Part) Curriculum Planning and Evaluation</td>
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<tr>
<td>530</td>
<td>Basic Principles and Practices of Guidance Services</td>
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<td>627</td>
<td>Seminar in School Administration</td>
<td>3</td>
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<tr>
<td>511</td>
<td>Supervised Field Experiences</td>
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<tr>
<td>Elective</td>
<td>OR</td>
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<tr>
<td>526</td>
<td>Principles of School Administration</td>
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3.7. COURSES LEADING TO THE M.A. DEGREE IN SPECIAL EDUCATION

(Teaching the Mentally Retarded)*

<table>
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<td>Foundations of Education</td>
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</tr>
<tr>
<td>551</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>553</td>
<td>Statistics in Psychology and Education</td>
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<td>547</td>
<td>Research Seminar</td>
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</tr>
<tr>
<td>548</td>
<td>Methods of Educational Research</td>
<td>3</td>
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</tbody>
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*The courses, 666, Administration and Interpretation of Stanford-Binet and Wechsler Scales for Adults and Children and 405, Child Development, are advised.

**See description of courses under Department of History.

†Course descriptions under Department of Sociology.
<table>
<thead>
<tr>
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<td>580</td>
<td>Introduction to the Study of Exceptional Children</td>
<td>3</td>
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<tr>
<td>581</td>
<td>The Nature of Mental Retardation</td>
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</tr>
<tr>
<td>582</td>
<td>Methods and Materials in Teaching Mentally Retarded Children</td>
<td>3</td>
</tr>
<tr>
<td>583</td>
<td>Speech Correction for Classroom Teachers</td>
<td>3</td>
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<tr>
<td>635</td>
<td>Psychology of Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>555</td>
<td>Administration and Interpretation of Psychometric Instruments</td>
<td>3</td>
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<tr>
<td>586</td>
<td>Practice Teaching with Mentally Retarded Children (or Internship) is required of teachers seeking the Georgia T-5m Certificate</td>
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<tr>
<td>547</td>
<td>Research Seminar</td>
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</tr>
<tr>
<td>548</td>
<td>Methods of Education Research</td>
<td>3</td>
</tr>
<tr>
<td>550</td>
<td>Foundations of Education</td>
<td>3</td>
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<tr>
<td>551</td>
<td>Human Growth and Development</td>
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<tr>
<td>553</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td>560</td>
<td>Elementary or Secondary Curriculum Planning and Evaluation</td>
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<tr>
<td>561</td>
<td>and Evaluation</td>
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<td>590</td>
<td>Language Arts in the Elementary School</td>
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<tr>
<td>591</td>
<td>Teaching Reading in the Elementary or Secondary School</td>
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<td>592</td>
<td>Reading Difficulties</td>
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<td>594</td>
<td>Clinical Procedures</td>
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<tr>
<td>601</td>
<td>Reading Laboratory and Clinic</td>
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<tr>
<td>604</td>
<td>Apprenticeship in Reading I</td>
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<td>605</td>
<td>Apprenticeship in Reading II</td>
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<td>606</td>
<td>Apprenticeship in Reading III</td>
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<tr>
<td>607</td>
<td>Psychological and Sociological Principles in the Teaching of Reading</td>
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33 hrs.

3.8. PROGRAM FOR GRADUATE ASSISTANTS IN THE AREA OF READING, SEEKING THE MASTER OF ARTS DEGREE IN EDUCATION

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<td>Research Seminar</td>
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</tr>
<tr>
<td>548</td>
<td>Methods of Education Research</td>
<td>3</td>
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<td>550</td>
<td>Foundations of Education</td>
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<tr>
<td>551</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>553</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td>560 or 561</td>
<td>Elementary or Secondary Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>590</td>
<td>Language Arts in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>591 or 593</td>
<td>Teaching Reading in the Elementary or Secondary School</td>
<td>3</td>
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<tr>
<td>592</td>
<td>Reading Difficulties</td>
<td>3</td>
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<tr>
<td>594</td>
<td>Clinical Procedures</td>
<td>3</td>
</tr>
<tr>
<td>601</td>
<td>Reading Laboratory and Clinic</td>
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<tr>
<td>604</td>
<td>Apprenticeship in Reading I</td>
<td>1</td>
</tr>
<tr>
<td>605</td>
<td>Apprenticeship in Reading II</td>
<td>1</td>
</tr>
<tr>
<td>606</td>
<td>Apprenticeship in Reading III</td>
<td>1</td>
</tr>
<tr>
<td>607</td>
<td>Psychological and Sociological Principles in the Teaching of Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

30 to 33
3.9. Requirements for the Certification of School Librarians in Georgia

The Teacher's Professional Five-Year Certificate (T5) with Librarian added as a field provided:

1. The Teacher's Professional Four-year Certificate has been established.

2. Completion of an approved master's degree program which includes 40 semester hours distributed as follows:
   a. Science basic to the understanding of the individual and his environment (2 courses, 6 semester hours).

   | 3 courses, 9 semester hours in these 2 areas. |
   | Lib. Ser. 451 Methods and Problems of Reading |
   | Ed. 592 Reading Difficulties |
   | Ed. 619-620 Advanced Educational Psychology |
   | Ed. 635 Psychology of Adjustment |
   | Ed. 551 Human Growth and Development |
   | Ed. 653 Psychologic Appraisal of the Individual |

   b. Study of curriculum and problems of instruction in elementary and secondary schools, designed to develop an understanding of the total school program (1 course, 3 semester hours).

   | Appropriate undergraduate prerequisites for these graduate courses are required. |
   | Ed. 549 The School in the American Social Order |
   | Ed. 560 Elementary Curriculum Planning and Evaluation |
   | Ed. 561 Secondary Curriculum Planning and Evaluation |
   | Ed. 541 Methods of utilizing Audio-Visual Teaching Aids (This course preferred to Ed. 507) |
   | Ed. 507 Selection and Use of Visual and Auditory Aids |

   c. Study of Library Service, from an accredited library school; including 31 semester hours, 20 of which must be at the graduate level, which must include:

   (1) Methods of research and knowledge of
research materials in the various subject fields. Research problem or master's thesis in the area of school libraries.

Lib. Ser. 500 Research Methods in Library Service
3 semester hours

Master's Thesis

(2) Knowledge of reading interests of children and young people, materials related to these interests and to curricular needs and techniques of reading guidance as well as familiarity with selection tools and other procedures.

Lib. Ser. 409 Evaluation and Selection of Library Materials
2 semester hours

Lib. Ser. 410 Reference Materials
3 semester hours

Lib. Ser. 415 Literature for Young Adults
3 semester hours

Lib. Ser. 417 Storytelling
2 semester hours

Lib. Ser. 550 Communications
3 semester hours

Lib. Ser. 414 Children's Literature
3 semester hours

(3) Understanding of the place of the library in the modern school, library administrative practices in individual schools in school systems' units; school library planning, equipment and budgets; and methods of evaluating school library practices and utilization.

Lib. Ser. 420 Libraries and Librarianship
3 semester hours

Lib. Ser. 423 School Library Administration
3 semester hours
(4) Familiarity with procedures for organizing all types of library materials for most effective use.

Lib. Ser. 431 Cataloging and Classification I  
3 semester hours

Lib. Ser. 432 Cataloging and Classification II  
3 semester hours

3. The recommendation of the library and education departments of the institution in which the training was done with the official statement that the master's degree in Library Service has been conferred or that all the requirements for the degree have been met.

The AB or BS degree in Library Science still granted by some institutions for a year of work beyond the bachelor's degree will be recognized as the equivalent of a master's degree provided the planned program includes the recommended areas as set forth above.

3.10. SUMMER PROGRAM FOR SUPERVISORS  
(Certificate—Degree Plan)  
(SV-4, SV-5, CD-5, Certificates in Georgia)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>552</td>
<td>Initial Workshop in Supervision</td>
<td>6</td>
</tr>
<tr>
<td>550</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Preliminary Examination in Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examination in Minimum Essentials of English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Follow-Up, Fall School Term:</td>
<td>9</td>
</tr>
<tr>
<td>511</td>
<td>Supervised Field Experience</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Second Summer:</td>
<td>3</td>
</tr>
<tr>
<td>551</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>560</td>
<td>Elementary Curriculum Planning and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading knowledge of French, or German, or Spanish</td>
<td></td>
</tr>
</tbody>
</table>
### Course Number | Title of Course                                           | Credit |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>553</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Third Summer:</strong></td>
<td></td>
</tr>
<tr>
<td>490</td>
<td>Language Arts in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>548</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>562</td>
<td>Advanced Seminar in Supervision</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Thesis in Final Form (in general a field of study)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Oral Examination</td>
<td>0</td>
</tr>
<tr>
<td>547</td>
<td>Research Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

### 3.11. Summer Program for Principals
(Certificate—Degree Plan)

Outline for P-4 and P-5 Certificates in Georgia

#### First Summer

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>531</td>
<td>Initial Principal's Workshop</td>
<td>6</td>
</tr>
<tr>
<td>550</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Preliminary Examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Graduate Record Examination)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examination in Minimum Essentials of English</td>
<td>9</td>
</tr>
</tbody>
</table>

#### Second Summer

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>548</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>551</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>553</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Demonstrate Reading Knowledge of French,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>German or Spanish</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Follow-Up the Subsequent School Year (P-5)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>511</td>
<td>Supervised Field Experience</td>
<td>3</td>
</tr>
</tbody>
</table>
### Course Number

**Title of Course**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>530</td>
<td>Principles and Practices of Guidance Services</td>
<td>3</td>
</tr>
<tr>
<td>547</td>
<td>Research Seminar</td>
<td>0</td>
</tr>
<tr>
<td>560-561</td>
<td>Elementary or Secondary Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>627</td>
<td>Seminar in School Administration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Thesis in Final Form (In general, a field study)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Oral Examination</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

### GUIDE TO COURSE SELECTION:

**THE SIXTH YEAR LEVEL**

Beginning with the academic year 1961-1962, the School of Education inaugurated programs of study beyond the Master's degree, and designated as *Programs of Study on the Sixth-Year Level*.

These *Programs* are specifically designed to meet the requirements for the Teacher's Specialist's Six-Year (TS-6), the School Counselor's Six-Year (SC-6), and the Principal's Six-Year (P-6), certificates, as outlined by the Teacher Certification Service of the Georgia State Department of Education. Similar certification has emerged in a number of other States in recent years; it is the responsibility of the student to examine specific State requirements when planning programs designed to meet the requirements of the respective States.

In cooperation with other Schools of the University, particularly that of Arts and Sciences, the Atlanta University School of Education offers Six-Year programs of study in:

- Administration
- Counselor Education
- Elementary Education
- Secondary Education—Instruction
- English
- The Natural and Physical Sciences
  - Biology
  - Chemistry
  - Mathematics
The Social Sciences
Economics
History
Political Science
Sociology and Anthropology

The Six-Year Programs generally require the completion of a planned program of one academic year's duration, with a minimum of 30 semester hours beyond the master's degree. In calculating how the choice of courses should be made between various curricular fields, the Georgia certification requirements set the following minima for the combined 5th and 6th year programs:

“a” area—a minimum of 10 semester hours dealing with educational psychology and/or educational sociology;

“b” area—a minimum of 10 semester hours dealing with curriculum, methods, or problems of teaching;

“c” area—a minimum of 34 semester hours dealing with subject matter or content in the field in which the certificate is to be issued.

The nature of the sixth-year program, therefore, will be affected by the nature of the fifth-year program presented by the applicant.

**Example A:** Student "A" earned a Master's degree with a sequence that included 9 graduate semester hours in English, 10 semester hours in educational psychology and/or educational sociology, and 12 semester hours in curriculum, methods, or problems of teaching.

Student "A" enrolls for the Sixth-Year Program for Teachers of High School English. Her program should be calculated to show, at its conclusion, a final count of 30 semester hours beyond the Master's degree; the total of 30 semester hours should include 25 semester hours in her content field of English.

**Example B:** Student "B" earned a Master's degree with a sequence that included 15 graduate semester hours in English, 4 semester hours in Educational Psychology and/or Educational Sociology, and 12 semester hours in curriculum, methods, or problems of teaching.
Student "B" enrolls for the Sixth-Year Program for Teachers of High School English. Her program should be calculated to show, at its conclusion, 6 additional hours in Educational Psychology and/or Educational Sociology; and at least 19 additional hours in her content field of English.

4.1. ADMISSION TO SIXTH-YEAR LEVEL COURSES

Persons seeking admission to planned Sixth-Year Level Courses should consult (a) area and departmental requirements, and (b) the requirements established by various State Departments of Education, where recompensation for the cost of study, or certification on this level, are sought by the student. In general, the School of Education sets as its requirements for admission to planned sixth-year programs of study, the requirements set by the Georgia State Department of Education for those (a) expecting financial assistance from the State to meet the cost of such studies, and (b) expecting the recognition by the State of sixth-year studies as a basis for certification on that level. These requirements, for assistance in pursuing 5th-year and 6th-year programs, are that the applicant—

—must hold a T-4 Certificate in the field in which he will study for the 5th year program, or a T-5 in the field in which he will study at the sixth-year level;

—must be employed full-time (not a substitute) by a local school district in Georgia or the State Department of Education;

—must take the National Teachers Examination (administered by the State of Georgia) and make minimum scores as follows:

<table>
<thead>
<tr>
<th></th>
<th>Wtd. Common</th>
<th>Subj. Matter</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>To study for a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T-5 Certificate</td>
<td>525</td>
<td>525</td>
<td>1100</td>
</tr>
<tr>
<td>To study for a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T-6 Certificate</td>
<td>550</td>
<td>625</td>
<td>1225</td>
</tr>
</tbody>
</table>

—must be recommended by his superintendent and principal;

—must have at least three years of satisfactory teaching experience;

—must be admitted by a college into an approved 5 or 6 year teacher education program;
4.2. **THE SIXTH-YEAR PROGRAMS**

4.21. **ADMINISTRATION**

4.211. **FOR PRINCIPALS**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 641</td>
<td>Comparative Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Pol. Sci. 564</td>
<td>Contemporary Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>Education 672</td>
<td>School System Administration</td>
<td>3</td>
</tr>
<tr>
<td>Education 671</td>
<td>Student Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>Education 649</td>
<td>Comparative Education</td>
<td>3</td>
</tr>
<tr>
<td>Education 642</td>
<td>Philosophies of Education</td>
<td>3</td>
</tr>
<tr>
<td>Education 675</td>
<td>School Legislation and Law</td>
<td>3</td>
</tr>
<tr>
<td>Education 674</td>
<td>School Plant and Facility Planning</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Appropriate Subject-Matter Areas</td>
<td>6</td>
</tr>
<tr>
<td>Education 690</td>
<td>Seminar in Educational Thought</td>
<td>0</td>
</tr>
</tbody>
</table>

4.212. **FOR SUPERVISORS, CURRICULUM DIRECTORS**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 641</td>
<td>Comparative Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Pol. Sci. 564</td>
<td>Contemporary Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>Education 672</td>
<td>School System Administration</td>
<td>3</td>
</tr>
<tr>
<td>Education 680</td>
<td>Elementary School Supervision</td>
<td>3</td>
</tr>
<tr>
<td>Education 649</td>
<td>Comparative Education</td>
<td>3</td>
</tr>
<tr>
<td>Education 642</td>
<td>Philosophies of Education</td>
<td>3</td>
</tr>
<tr>
<td>Education 555</td>
<td>Administration and Interpretation of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychometric Instruments</td>
<td>3</td>
</tr>
<tr>
<td>Education 682</td>
<td>Curriculum Construction and Revision</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Appropriate Subject-matter Areas</td>
<td>6</td>
</tr>
<tr>
<td>Education 690</td>
<td>Seminar in Educational Thought</td>
<td>0</td>
</tr>
</tbody>
</table>

4.22. **THE SIXTH-YEAR PROGRAM IN COUNSELOR EDUCATION**

**REQUIREMENTS FOR ADMISSION:**

1. An applicant must hold the Master's degree from a regionally accredited institution of higher education.
2. An applicant must hold a fifth-year certificate in guidance or must meet this requirement while engaged in the sixth-year program.
3. An applicant must take the National Teachers Examinations, and obtain minimum scores of 550 in the Common, 625 in the Optional, and a combined score of 1250.
4. An applicant must take the
Graduate Record Examination, and must obtain minimum scores within the range of 450-500 on each of the Aptitude Tests (V and Q) and 550-600 on the Advanced Test. However, an applicant must obtain a minimum total score of 1600 on the GRE. (5) Each applicant must submit recommendations from three college or University faculty members who are acquainted with the applicant's academic ability.

**The Selection of Courses: Fifth and Sixth Year Certification in Guidance and Counseling:** To facilitate the selection of courses leading to a Master's degree, and to certification on both the 5th and 6th year levels, the student should note that course offerings fall into ten categories for the 5th year certificate; and that 6th year certification courses are offered in six of these categories, as follows:

<table>
<thead>
<tr>
<th><strong>Course Titles</strong></th>
<th><strong>5th Year Certification</strong></th>
<th><strong>6th Year Certification</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AREAS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ed. 558. Theories of personality. 3 sem. hrs.</td>
<td>Ed. 635. The Psychology of Adjustment (Mental Hygiene). 3 sem. hrs.</td>
</tr>
<tr>
<td></td>
<td>Ed. 590. Psychology of Individual Differences. 3 sem. hrs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ed. 583. Adolescent Psychology. 3 sem. hrs.</td>
<td></td>
</tr>
</tbody>
</table>
Course Titles

5th Year Certification | 6th Year Certification

AREAS

   Ed. 501. Theories and Techniques of Counseling. 3 sem. hrs.
   Ed. 502. Basic Principles of Psychological Counseling. 3 sem. hrs.
   Ed. 667. Dynamic Theories of Personality.

5. Supervised Experience in Counseling.
   Ed. 555A. Laboratory Experiences in Guidance and Testing. 3 sem. hrs.
   Ed. 555B. Practice Counseling Under Supervision (Practicum). 3 sem. hrs.
   Ed. 555C. Internship in Guidance & Counseling. 3 sem. hrs.

   Ed. 548. Methods of Educational Research. 3 sem. hrs.
   Ed. 553. Statistics in Psychology and Education. 3 sem. hrs.
   Ed. 610. Research Methodology in Counseling and Guidance. 3 sem. hrs.

7. Organization and Administration.


Ed. 555. Administration and Interpretation of Psychometric Instruments. 3 sem. hrs.

Ed. 555B. Laboratory Experiences in Educational and Psychological Testing. 3 sem. hrs.

Ed. 653. Psychologic Appraisal of the Individual. 3 sem. hrs.

Ed. 666. Administration and Interpretation of the Stanford-Binet Scales and the Wechsler Scales for Adults and Children. 3 sem. hrs.

10. Information for Counselors.

Ed. 554. Occupational and other Informational Services for Counselors. 3 sem. hrs.

Summary: Courses leading to the Fifth Year Certificate total 48 semester hours. Completion of the master's degree from this program will meet educational requirements for the professional fifth year certificate. The course work for the master's degree totals 30 semester hours.

Summary: Courses leading to the Sixth Year certificate total 33 semester hours. Completion of these 33 semester hours will meet the educational requirements for the sixth year certificate.

4.23. THE SIXTH YEAR PROGRAM FOR ELEMENTARY SCHOOL TEACHERS

The following outline classifies a variety of offerings available for students enrolling in the Sixth-Year Program for Elementary Teachers, in four categories: (I), courses “dealing with subject matter or content in teaching fields,” (II), courses “dealing with Educational Psychology and/or Sociology, (III), courses dealing with “Curriculum, Methods or Problems of Teaching,” and (IV) courses “Interpreting or Engaging in Research.”

Since it is highly probable that students proposing to enter a 6th-Year Program in Elementary Education, who bring a fifth-year, Master’s sequence in Elementary Educa-
tion, have already included in their program of studies the minimum area requirements in Area “a” (Educational Psychology and/or Educational Sociology) and Area “b” (Curriculum, Methods, or Problems of Teaching,” their work should be chosen largely from “Studies Dealing with Subject Matter or Content in Teaching Fields” as outlined below.

### SIXTH-YEAR PROGRAM FOR ELEMENTARY TEACHERS

I. Studies Dealing with Subject Matter or Content in Teaching Fields

<table>
<thead>
<tr>
<th>Education</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 410 Arts and Crafts in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Education 483 Music in the Grades (Offered in the Summer only)</td>
<td>3</td>
</tr>
<tr>
<td>Education 502 Arithmetic in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Education 504 Social Studies in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Education 506 Science in the Grades</td>
<td>3</td>
</tr>
<tr>
<td>Education 518 The Teaching of Health</td>
<td>3</td>
</tr>
<tr>
<td>Education 526 Organization of Community Health</td>
<td>3</td>
</tr>
<tr>
<td>Education 564 Rural Life and Society</td>
<td>3</td>
</tr>
<tr>
<td>Education 590 Language Arts in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Education 592 Reading Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>Education 594 Clinical Procedures in Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

Library Service

| Library Service 409 Evaluation and Selection of Library Materials | 3       |

Mathematics

| Mathematics 500-501 Foundations of Mathematics | 3       |

Sociology

<p>| Sociology 400 The Study of Society | 3       |
| Sociology 401 Population and Ecology | 3       |
| Sociology 481 The Family | 3       |
| Sociology 490 Racial and Cultural Relations | 3       |
| Sociology 506 Contemporary Sociological Theory | 3       |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology 573</td>
<td>Peoples of Africa</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 580</td>
<td>Collective Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 620</td>
<td>The Essentials of Geography (identical with Ed. 620)</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 621</td>
<td>The Geography of Africa (identical with Ed. 621)</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 630</td>
<td>Social Status and Learning</td>
<td>3</td>
</tr>
<tr>
<td>History 462</td>
<td>African History</td>
<td>3</td>
</tr>
<tr>
<td>History 463</td>
<td>The Negro in the United States</td>
<td>3</td>
</tr>
<tr>
<td>History 571</td>
<td>America from 1600-1775</td>
<td>3</td>
</tr>
<tr>
<td>History 572</td>
<td>America from 1775-1828</td>
<td>3</td>
</tr>
<tr>
<td>History 573</td>
<td>America from 1828-1865</td>
<td>3</td>
</tr>
<tr>
<td>History 575-576</td>
<td>America from 1865-1917</td>
<td>3</td>
</tr>
<tr>
<td>History 577</td>
<td>America since 1917</td>
<td>3</td>
</tr>
<tr>
<td>Economics 600</td>
<td>Seminar in Basic Economic Problems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(For students who have had Economic Principles)</td>
<td></td>
</tr>
<tr>
<td>Economics 602-603</td>
<td>Economic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Political Science 602</td>
<td>Public Opinion and Propaganda</td>
<td>3</td>
</tr>
<tr>
<td>Political Science 603</td>
<td>Contemporary Political Problems</td>
<td>3</td>
</tr>
<tr>
<td>Political Science 605</td>
<td>American Political Parties and Pressure Groups</td>
<td>3</td>
</tr>
<tr>
<td>English 477</td>
<td>American Literature from 1789-1865</td>
<td>3</td>
</tr>
<tr>
<td>English 478</td>
<td>American Literature Since 1865</td>
<td>3</td>
</tr>
<tr>
<td>English 511</td>
<td>American Drama</td>
<td>3</td>
</tr>
<tr>
<td>Education 561-562</td>
<td>Shakespeare (Parts I and II)</td>
<td>3-6</td>
</tr>
<tr>
<td>English 405</td>
<td>Modern English Grammar</td>
<td>3</td>
</tr>
<tr>
<td>English 495</td>
<td>History of the English Language</td>
<td>3</td>
</tr>
<tr>
<td>English 501</td>
<td>Elements of Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>English 569-570</td>
<td>Nineteenth Century English Prose</td>
<td>3</td>
</tr>
<tr>
<td>Library Service 414</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>Library Service 415</td>
<td>Literature for Young Adults</td>
<td>3</td>
</tr>
<tr>
<td>Library Service 550</td>
<td>Communication</td>
<td>3</td>
</tr>
</tbody>
</table>
II. Courses Dealing with Educational Psychology and/or Sociology

Education

Sociology 429 Cultural Anthropology .................. 3
Education 553 Psychologic Appraisal of the Individual .................. 3
Education 535 Psychology of Adjustment .................. 3
Education 519 Advanced Educational Psychology ........ 3
Education 555 Administration and Interpretation of Psychometric Instruments ........ 3
Education 580 Introduction to the Study of Exceptional Children .................. 3
Sociology 610 Educational Sociology .................. 3
Sociology 615 Sociometry: Principles and Procedures Identical with Education 615) ........ 3
Sociology 630 Social Status and Learning (Identical with Education 630) .................. 3

School of Social Work

School of Social Work 600 Human Growth and Development I ........ 3

Sociology

Sociology 534 Social Psychology .................. 3

III. Curriculum, Methods or Problems of Teaching

Education

Education 596 Survey and Analysis of Reading Materials .................. 3
Education 597 Sociometry: Principles and Procedures .................. 3
Education 580 Introduction to the study of Exceptional Children .................. 3

IV. Interpreting and Engaging in Research

Education 547 Research Seminar ........ 3
Education 601 Reading Laboratory—Clinic ........ 3
Education 666 Administration and Interpretation of the Stanford-Binet Scales and the Wechsler Scales ........ 3
Education 668 Introduction to the use of Projective Instruments ........ 3
4.24. **THE SIXTH YEAR PROGRAM FOR TEACHERS OF HIGH SCHOOL ENGLISH**

Prospective applicants for this program are reminded that the permission and co-advice of the Dean of the School of Arts and Sciences, and the Head of the Department of English in that School, are mandatory. In planning programs, they should likewise be mindful of the necessity to include, in the combined fifth- and sixth-year programs, a minimum of 10 semester hours in Area "a" (Educational Psychology and/or Educational Sociology, and 10 semester hours in Area "b" (Curriculum, Methods, or Problems of Teaching). The program follows:

**SIXTH-YEAR PROGRAM FOR TEACHERS OF HIGH SCHOOL ENGLISH**

I. Studies Dealing with Subject-Matter or Content in Teaching Field

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>400</td>
<td>Teaching of English in Secondary Schools</td>
</tr>
<tr>
<td>405</td>
<td>Modern English Grammar</td>
</tr>
<tr>
<td>423</td>
<td>English Literature: 1790-1830</td>
</tr>
<tr>
<td>424</td>
<td>English Poetry: 1832-1880</td>
</tr>
<tr>
<td>477</td>
<td>American Literature from 1800-1865</td>
</tr>
<tr>
<td>478</td>
<td>American Literature from 1863 to 1920</td>
</tr>
<tr>
<td>493</td>
<td>Teaching Reading in the Secondary School</td>
</tr>
<tr>
<td>495</td>
<td>History of the English Language</td>
</tr>
<tr>
<td>501</td>
<td>Elements of Phonetics</td>
</tr>
<tr>
<td>503</td>
<td>Old English</td>
</tr>
<tr>
<td>509</td>
<td>Independent Reading</td>
</tr>
<tr>
<td>511–512</td>
<td>American Drama</td>
</tr>
<tr>
<td>513</td>
<td>English Drama to 1642</td>
</tr>
<tr>
<td>522</td>
<td>Chaucer</td>
</tr>
<tr>
<td>543</td>
<td>English Literature: 1600-1660</td>
</tr>
<tr>
<td>553</td>
<td>English Literature: 1700-1750</td>
</tr>
<tr>
<td>554</td>
<td>Age of Johnson</td>
</tr>
<tr>
<td>555</td>
<td>Language Arts Workshop</td>
</tr>
<tr>
<td>561–562</td>
<td>Shakespeare</td>
</tr>
<tr>
<td>568</td>
<td>English Literature: 1600-1700</td>
</tr>
</tbody>
</table>
CATALOGUE

Credits

569-570 Nineteenth Century English Prose ............... 6
571-572 The English Novel (1 and 2) .... 3 credits each semester
581 English Non-Dramatic Literature: 1500-1600 ... 3
587-588 Modern British Literature ................. 6
621 Middle English (Prerequisite: Old English). 3
631-632 The Modern Novel ............................. 6
685-686 Literary Criticism .......................... 6

II. Courses Dealing with Educational Psychology and/or Sociology

Education 549 The School in the American Social Order .............. 3
Education 533 Psychologic Appraisal of the Individual ................ 3
Education 635 Psychology of Adjustment .......... 3
Education 619-620 Advanced Educational Psychology .......... 3
School of Social Work Human Growth and Development I .............. 3

III. Courses Dealing with Curriculum, Methods, or Problems of Teaching

Education 596 Survey and Analysis of Reading Materials .......... 3
Education 580 Introduction to the Study of Exceptional Children .......... 3
Education 630 Social Status and Learning .......... 3
(School of Social Work Human Growth and Development I)

Education 660 CURRICULUM DEVELOPMENT. An oppor-
tunity for qualified students to work on practical curriculum and teaching field problems under guidance. This work is to be planned by the student in consultation with his advisor as an integral part of his program .......... 3

Education 661 PROCEDURES AND PROGRAMS IN CURRIC-
ULUM. A survey of the status of curriculum research and a study of methods of solving curriculum problems. A consideration of techniques appropriate to evolving doctoral projects or dissertations .......... 3
IV. Interpreting and Engaging in Research

Credit

English  537-538 Seminars: Research Problems in
Specific Area (rotating) ...... 2

English  545 Proseminar ............................ 3

Education  547 Research Seminar ............................ 3

4.25. THE SIXTH YEAR PROGRAM FOR TEACHERS OF NATURAL AND PHYSICAL SCIENCE, AND MATHEMATICS

Grouped below are Sixth Year Programs for Teachers of Natural and Physical Sciences, sub-divided under the headings: Biology, Chemistry, and Mathematics.

Prospective applicants for these programs are reminded that the permission and co-advice of the Dean of the School of Arts and Sciences, and the Head of the respective Department involved, are mandatory. Specific conditions of admission and of the pre-requisites involved should be worked out with these officers.

In planning programs, students should likewise be mindful of the necessity to include, in the combined fifth- and sixth-year programs, a minimum of 10 semester hours in (Area “a” Educational Psychology and/or Educational Sociology), and 10 semester hours in Area “b” (Curriculum, Methods, or Problems of Teaching).

4.25.1. SIXTH-YEAR PROGRAM FOR TEACHERS OF HIGH SCHOOL SCIENCE:
I. Studies Dealing with Subject Matter or Content in the Teaching Field

<table>
<thead>
<tr>
<th>Biology</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>460 Biological Chemistry .......................... 3</td>
<td></td>
</tr>
<tr>
<td>467 Endocrinology ................................ 3</td>
<td></td>
</tr>
<tr>
<td>471 General Parasitology .......................... 4</td>
<td></td>
</tr>
<tr>
<td>472 Advanced Zoological Problems ............... 3</td>
<td></td>
</tr>
<tr>
<td>545 Plant Morphology ............................... 4</td>
<td></td>
</tr>
<tr>
<td>547-548 Seminar in Biological Problems .......... 0</td>
<td></td>
</tr>
<tr>
<td>(Required by all students)</td>
<td></td>
</tr>
<tr>
<td>563 Neurology ..................................... 4</td>
<td></td>
</tr>
<tr>
<td>565 General Physiology ............................ 4</td>
<td></td>
</tr>
<tr>
<td>567 Plant Taxonomy ................................. 4</td>
<td></td>
</tr>
<tr>
<td>568 Plant Anatomy ................................. 4</td>
<td></td>
</tr>
<tr>
<td>575 Plant Physiology ............................... 4</td>
<td></td>
</tr>
<tr>
<td>601-602 Cytology .................................. 6</td>
<td></td>
</tr>
<tr>
<td>621 Experimental Biology ......................... 4</td>
<td></td>
</tr>
<tr>
<td>631 Experimental Embryology ...................... 4</td>
<td></td>
</tr>
<tr>
<td>695 Research ...... (credit to be determined by instructor)</td>
<td></td>
</tr>
</tbody>
</table>
II. Courses Dealing with Educational Psychology and/or Sociology

Education

Education 558 Theories of Personality .......... 3
Education 580 Psychology of Individual Differences ........................................ 3
Education 583 Adolescent Psychology ............. 3
Education 619-620 Advanced Educational Psychology ..................................... 6
Education 630 Social Status and Learning ....... 3
(Identical with Sociology 630)
Education 635 Psychology of Adjustment ...... 3

III. Courses Dealing with Curriculum, Methods, or Problems of Teaching

Education

Education 592 Science in the Secondary Schools 3
Education 600 Teaching Biological Science ...... 3
Education 603 The Consultant in Science ......

IV. Interpreting and Engaging in Research

Education 547 Educational Research .......... 3
Biology 645-646 Biological Research ........ (credit to be determined by the instructor)

4.252. SIXTH-YEAR PROGRAM PROPOSED FOR TEACHERS OF HIGH SCHOOL SCIENCE: CHEMISTRY

I. Studies Dealing with Subject Matter or Content in the Teaching Field

Chemistry

Chemistry 461-462 Advanced Inorganic Chemistry .. 3 to 6
Chemistry ..................................... 3
Chemistry 464 Advanced Analytical Chemistry. 3
Chemistry 463 Selected Topics in Organic
### Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 465</td>
<td>Advanced Qualitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 468-469</td>
<td>General Chemistry for Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry 501</td>
<td>Advanced Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 502</td>
<td>Advanced Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 505-506</td>
<td>Chemical Thermodynamics</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry 508</td>
<td>Atomic Spectra</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 509</td>
<td>Chemical Kinetics and Catalysis</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 511</td>
<td>Organic Preparations</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 512</td>
<td>Inorganic Preparations</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 513</td>
<td>Identification of Organic Compounds</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 514</td>
<td>Quantitative Organic Analyses</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 516</td>
<td>Free Radicals in Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 600</td>
<td>Organic Chemistry for Teachers of High School Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 604</td>
<td>Physiological Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 645</td>
<td>Research in Chemistry for the Master's Degree</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 503-504</td>
<td>Calculus for High School Teachers of Science</td>
<td>6</td>
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</table>

### II. Courses Dealing with Educational Psychology and/or Sociology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 558</td>
<td>Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td>Education 580</td>
<td>Psychology of Individual Differences</td>
<td>3</td>
</tr>
<tr>
<td>Education 583</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Education 619-620</td>
<td>Advanced Education Psychology</td>
<td>6</td>
</tr>
<tr>
<td>Education 630</td>
<td>Social Status and Learning</td>
<td>3</td>
</tr>
<tr>
<td>(identical with Sociology 630)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education 635</td>
<td>Psychology of Adjustment</td>
<td>3</td>
</tr>
</tbody>
</table>

### III. Courses Dealing with Curriculum, Methods, or Problems of Teaching

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 598</td>
<td>Science in the Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>Education 599</td>
<td>Teaching of General Science</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 600</td>
<td>Organic Chemistry for Teachers of High School Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Education 602</td>
<td>Teaching Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>Education 603</td>
<td>The Consultant in Science</td>
<td>3</td>
</tr>
</tbody>
</table>
IV. Interpreting and Dealing with Research

Chemistry 645  Research in Chemistry for the Master's Degree...... (to be determined by instructor)

Chemistry 666  Physical Methods in Chemistry... 3

4.253. SIXTH-YEAR PROGRAM FOR TEACHERS OF HIGH SCHOOL SCIENCE: MATHEMATICS

I. Studies Dealing with Subject Matter or Content in Teaching Field

Mathematics

411-412  Advanced Calculus ......................... 6
421  Higher Geometry .............................. 3
422  Elementary Differential Geometry ............. 3
431  Higher Algebra I ......................... 3
432  Higher Algebra II ........................ 3
500-501  Foundations of Mathematics ............. 6
502  Fundamental Concepts of Geometry ............ 3
503-504  Calculus for High School Teachers of Science 6
510  Elementary Number Theory .................... 3
511  Foundations of Modern Analysis ............ 3
512  Real Variables, Measure .................... 3
513-514  Complex Variables ....................... 6
519-520  Theory of Probability .................... 6
524  Topics in Mathematics ....................... 3
539  Modern Algebra I ......................... 3
540  Modern Algebra II ......................... 3
601-602  Mathematical Logic ...................... 6
625  Tensor Calculus ............................ 3
626  Mathematics of Relativity ................... 3

II. Courses Dealing with Educational Psychology and/or Sociology

Education

549  The School in the American Social Order ...... 3
553  Psychologic Appraisal of The Individual ...... 3
535  Psychology of Adjustment .................... 3
519  Advanced Educational Psychology ............ 3

School of Social Work

600  Human Growth and Development I ............ 3
### III. Courses Dealing with Curriculum, Methods, or Problems of Teaching

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses Dealing with Curriculum, Methods, or Problems of Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>660</td>
<td>Curriculum Development</td>
</tr>
<tr>
<td>661</td>
<td>Procedure and Programs in Curriculum</td>
</tr>
<tr>
<td>497</td>
<td>Survey and Analysis of Reading Material</td>
</tr>
<tr>
<td>580</td>
<td>Introduction to the Study of Exceptional Children</td>
</tr>
<tr>
<td>630</td>
<td>Social Status and Learning</td>
</tr>
</tbody>
</table>

### IV. Interpreting and Dealing with Research

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses Dealing with Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>547</td>
<td>Research Seminar</td>
</tr>
</tbody>
</table>

(Individual Research topics may be pursued with the approval, and under the guidance, of the Head of the Department.)

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4.26. **The Sixth-Year Program for Teachers of High School Social Science**

Grouped below are suggestions for a Sixth Year Program for Teachers of High School Social Science. While courses are available from a wide range of departments—Economics, History, Political Science, and Sociology and Anthropology—individual programs should be planned to yield appropriate consistency and a degree of relationship between courses chosen. The permission and co-advice of the Dean of the School of Arts and Sciences, and the Heads of the respective Departments involved, are mandatory. Specific conditions of admission, and of the pre-requisites involved, should be worked out with these officers.

In planning programs, students should likewise be mindful of the necessity to include, in the combined fifth- and sixth-year programs, a minimum of 10 semester hours in Area “a” (Educational Psychology and/or Educational Sociology), and 10 semester hours in Area “b” (Curriculum, Methods, or Problems of Teaching).
### Economics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>400-401</td>
<td>Development of Economic Thought</td>
<td>3 to 6</td>
</tr>
<tr>
<td>402-403</td>
<td>Business Cycles</td>
<td>3 to 6</td>
</tr>
<tr>
<td>425-426</td>
<td>International Economics</td>
<td>3 to 6</td>
</tr>
<tr>
<td>440-441</td>
<td>Money and Banking</td>
<td>3 to 6</td>
</tr>
<tr>
<td>442</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>464-465</td>
<td>Business Statistics</td>
<td>3 to 6</td>
</tr>
<tr>
<td>480-481</td>
<td>Labor Problems</td>
<td>3 to 6</td>
</tr>
<tr>
<td>502-503</td>
<td>Economic Doctrines</td>
<td>3 to 6</td>
</tr>
<tr>
<td>504-505</td>
<td>Business Cycle Analysis</td>
<td>3 to 6</td>
</tr>
<tr>
<td>509</td>
<td>International Trade</td>
<td>3</td>
</tr>
<tr>
<td>510</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>600</td>
<td>Seminar on Basic Economic Problems</td>
<td>3</td>
</tr>
<tr>
<td>602-603</td>
<td>Economic Analysis</td>
<td>6</td>
</tr>
<tr>
<td>604</td>
<td>Seminar on International Economics</td>
<td>3</td>
</tr>
<tr>
<td>606</td>
<td>Seminar on Business Cycles</td>
<td>3</td>
</tr>
</tbody>
</table>

### American History

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>405-406</td>
<td>Introductory Graduate Course in United States History</td>
<td>3 to 6</td>
</tr>
<tr>
<td>571</td>
<td>America from 1600-1775</td>
<td>3</td>
</tr>
<tr>
<td>572</td>
<td>America from 1775-1828</td>
<td>3</td>
</tr>
<tr>
<td>573</td>
<td>America from 1828-1865</td>
<td>3</td>
</tr>
<tr>
<td>575-576</td>
<td>America from 1865-1917</td>
<td>3 to 6</td>
</tr>
<tr>
<td>577</td>
<td>America Since 1917</td>
<td>3</td>
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</tbody>
</table>

### European and World History

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>403-404</td>
<td>Introductory Graduate Course in European History</td>
<td>3 to 6</td>
</tr>
<tr>
<td>535-536</td>
<td>European Nationalism from Origins to the Present</td>
<td>6</td>
</tr>
<tr>
<td>537-538</td>
<td>World Relations Since 1870</td>
<td>6</td>
</tr>
<tr>
<td>539-540-541</td>
<td>Medieval Institutions</td>
<td>3 to 6</td>
</tr>
<tr>
<td>542-543</td>
<td>The Cultural History of Russia</td>
<td>6</td>
</tr>
<tr>
<td>550-551</td>
<td>The French Revolution</td>
<td>6</td>
</tr>
<tr>
<td>552-553</td>
<td>The Napoleonic Era</td>
<td>6</td>
</tr>
<tr>
<td>601-602</td>
<td>Evolution of the Historic Societies</td>
<td>6</td>
</tr>
</tbody>
</table>
### Prehistoric and Ancient History

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>401-402</td>
<td>Introductory Graduate Course in Ancient History</td>
<td>3 to 6</td>
</tr>
<tr>
<td>621</td>
<td>Historical Methods Seminar</td>
<td>3 to 9</td>
</tr>
<tr>
<td>631</td>
<td>Late Prehistory</td>
<td>3</td>
</tr>
<tr>
<td>633</td>
<td>The Earliest Civilized Societies</td>
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</table>

### Political Science

<table>
<thead>
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<th>Course Title</th>
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<tbody>
<tr>
<td>451</td>
<td>American Constitutional Development</td>
<td>3</td>
</tr>
<tr>
<td>452</td>
<td>Political Parties in the United States</td>
<td>3</td>
</tr>
<tr>
<td>559</td>
<td>American Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>562</td>
<td>Modern Political Theory (Political Theory: Machiavelli to the Present)</td>
<td>3</td>
</tr>
<tr>
<td>564</td>
<td>Contemporary Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>573</td>
<td>Contemporary International Relations</td>
<td>3</td>
</tr>
<tr>
<td>576</td>
<td>The Legislative Process: Law Making in the United States</td>
<td>3</td>
</tr>
<tr>
<td>580</td>
<td>Principles of Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>603</td>
<td>Contemporary Political Problems</td>
<td>3</td>
</tr>
<tr>
<td>605</td>
<td>American Political Parties and Pressure Groups</td>
<td>3</td>
</tr>
<tr>
<td>606</td>
<td>Methodology and Research</td>
<td>3</td>
</tr>
<tr>
<td>607</td>
<td>Research in Political Science</td>
<td>1 to 5</td>
</tr>
</tbody>
</table>

### Sociology and Anthropology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>428</td>
<td>General Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>429</td>
<td>Cultural Anthropology</td>
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<td>430</td>
<td>Population and Ecology</td>
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<td>450</td>
<td>The Sociology of Aging and the Aged</td>
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<td>477</td>
<td>Elementary Statistics</td>
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<td>481</td>
<td>The Family</td>
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<td>490</td>
<td>Racial and Cultural Relations</td>
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<td>506</td>
<td>Contemporary Sociological Theory</td>
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<td>506</td>
<td>The Study of Society</td>
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<td>504</td>
<td>The City</td>
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<td>504</td>
<td>Social Studies in the Elementary School</td>
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<td>573</td>
<td>People of Africa</td>
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<td>509</td>
<td>Culture and Personality</td>
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<td>510</td>
<td>Advanced Social Psychology</td>
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<tr>
<td>512</td>
<td>Sociology of the Community</td>
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<td>530</td>
<td>Peoples of the World</td>
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<td>Language in Culture</td>
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<td>Social Studies in the Secondary School</td>
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<td>Small Group Analysis</td>
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<td>Industrial Sociology</td>
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<td>Methods in Social Research</td>
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<td>Field Studies</td>
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<td>Social Gerontology</td>
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<td>Rural Life and Society</td>
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<td>Problems of Africa</td>
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<td>Religion and Art</td>
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<td>Advanced Statistics</td>
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<td>Collective Behavior</td>
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<td>Social Stratification</td>
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<td>Seminar in Sociological and Anthropological Theory</td>
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<td>Educational Sociology</td>
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<td>Sociometry: Principles and Procedures</td>
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<td>The Essentials of Geography</td>
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<td>The Geography of Africa</td>
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<td>Social Status and Learning</td>
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<td>Theories of Personality</td>
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<tr>
<td>Seminar in the Foundations of Social Science</td>
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<td>Seminar in Social Organization</td>
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<td>Seminar in Sociology</td>
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<tr>
<td>Seminar: Methods in Intergroup Relations</td>
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II. Courses Dealing with Educational Psychology and/or Sociology

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>The School in the American Social Order</td>
<td>3</td>
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<tr>
<td>Psychologic Appraisal of the Individual</td>
<td>3</td>
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<tr>
<td>Introduction to the Study of Exceptional Children</td>
<td>3</td>
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<tr>
<td>Survey and Analysis of Reading Materials</td>
<td>3</td>
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<tr>
<td>Psychology of Adjustment</td>
<td>3</td>
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<tr>
<td>Social Status and Learning</td>
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<td>(also, see Sociology 630)</td>
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<tr>
<td>Advanced Educational Psychology</td>
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III. Courses Dealing with Curriculum, Methods, or Problems of Teaching
Sociology

504 Social Studies in the Elementary School ... 3
534 Social Studies in the Secondary School ... 3
630 Social Status and Learning ................ 3
611 Educational Sociology ..................... 3

IV. Interpreting and Dealing with Research

Political Science

606 Methodology and Research .................. 3
607 Research in Political Science .............. 3

Sociology

578 Advanced Statistics ........................ 3
607 Seminar in Sociological and Anthropological Theory ..................... 3
647-648 Seminar in Sociology .................... 0
545 Methods in Social Research ................. 3
649 Seminar: Methods in Intergroup Relations .. 3
637-638 Seminar in the Foundations of Social Science 0 to 6

COURSES OF INSTRUCTION

Courses numbered 500-599 are graduate courses, in which students in Clark College, Morehouse College, Morris Brown College, and Spelman College may enroll if in the last semester of the Senior class. The permission of the instructor, and of the Dean of the referring college, must be obtained prior to enrollment.

Courses numbered 600-699 are intended primarily for students in the last semester of 5th year studies, or engaged in the 6th year of study beyond high school graduation (second graduate year).

BACKGROUND COURSES

The courses Ed. 547, 548, 550, 551 and 553 are described as "background courses." All students seeking the Master's degree in Education are required to complete these courses satisfactorily.

547. RESEARCH SEMINAR. Enrollment and participation in this Seminar is required of all students working toward a master of arts degree in education. The purposes are:
1. To provide a laboratory for applying the theoretical discussions of methods of educational research.

2. To assist the student in thinking through his proposed research, with faculty advice.

3. To provide an opportunity for students to report their research findings prior to sitting for the final oral examination. Each Semester. no credit.

548. METHODS OF EDUCATIONAL RESEARCH. This course is designed to acquaint students with methods and techniques of educational research, with the major resources used in investigative pursuits, and with certain considerations basic to effective reporting of results. Each Semester. 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. Each Semester. 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. Each Semester. 3 credits.

553. STATISTICS IN PSYCHOLOGY AND EDUCATION (Identical with Sociology 477). This course is a study of the applications of statistical techniques to educational and psychological problems. Each Semester. 3 credits.

ADMINISTRATION AND SUPERVISION

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 each semester.

526. Principles of School Administration. This course is designed to provide an orientation to the basic principles of crucial concepts upon which the administration of the public schools of America is predicted. 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 each semester.

527 (PART I). — 528 (PART II). School Organization and Administration. This course is designed to provide basic orientation in the structural patterns, principles, and procedures which are inherent in the organization and administration of the American public school. The major areas of concern are: (a) philosophies and objectives of the public school, (b) types of public schools and their organization, (c) school staff, (d) plant facilities and equipment, (e) program of studies, (f) auxiliary services, (g) pupil-personnel and business accounting systems, (h) extra-or co-curricular programs, (i) instructional activity, and (k) public relations. The course is in a sequence of two Parts, with three semester hours credit for each. Part I is given over to a consideration of philosophies and objectives, structural patterns of the different types of schools, the “typical school’s” organization, and school-community relations. Part II emphasizes the “depth-study” of operational and administrative processes, personnel, and programs involved in the public school situation.

3 credits each, Parts I and II.

531. Initial Principals' Workshop. (Equivalent to 527-528.) 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.

552. Workshop for Jeanes Curriculum Directors. Individual and group guidance will be afforded students in the study of child growth needs, teacher competence, elementary school programs, and supervisory skills in organizing and guiding teachers and community programs to meet these needs.

(Offered only in the summer.) 6 credits.

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

3 credits each semester.

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

671. STUDENT PERSONNEL ADMINISTRATION. An inclusive survey of student personnel facts and problems in the contemporary American public school system. 3 credits.

674. SCHOOL PLANT AND FACILITY PLANNING. This course reviews the legal basis for board and administrative policy for providing school facilities; the financing of plant and facility programs; the organization and administration of plant and building programs; and the business administration of the school plant. 3 credits.

675. SCHOOL LEGISLATION AND LAW. School law as it affects the organization, administration, general policies and practices of American education. Recent cases and court decisions are studied to illuminate trends currently affecting the work of boards of education, administrators, teachers, and students. 3 credits.

680. ELEMENTARY SCHOOL SUPERVISION. The supervisor and classroom observation; supervision of instruction in the elementary school program; the supervisor as he helps teachers evaluate the teaching-learning situation and his own supervision of instruction. 3 credits.

682. CURRICULUM CONSTRUCTION AND REVISION. A study of objectives, materials, and methods of instruction; the organization of learning experiences for different grade levels, units and lesson planning, evaluation. 3 credits.

Program for the Preparation of Supervising Teachers of Student Teaching

The importance of supervising teachers doing a high quality of work with student teachers is a fairly well established and recognized necessity by most members of the profession. The Georgia State Department of Education provides a small stipend, as a salary supplement, to each teacher who supervises a student teacher; however, the stipend varies according to the amount of special preparation which the supervising teacher has had through the Planned Program for the Preparation of Supervising Teachers of Student Teachers.
The following is a description of the program requirements for the Supervising Teacher Certificate in Georgia.

**MINIMUM 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 BEYOND the probationary period.
3. Recommendation of the institution one serves or proposes to serve.
4. Recommendation of the principal and official representative of the Board of Education in the area to be served.

**SEQUENTIAL PHASES OF THE PROGRAM:**

*First Phase.* — Education 567, WORKSHOP IN THE SUPERVISION OF STUDENT TEACHERS. The purpose of the workshop is to provide “selected teachers” with the understandings, knowledges and skills essential in a functioning program of supervising student teachers. The major emphasis is upon an analysis and evaluation of the criteria for the supervising teacher’s job. Workshop principles and techniques are utilized. This phase of the program is in session five days each week for a period of three weeks and IS OFFERED ONLY DURING THE SUMMER. Three Credit Hours

*Second Phase.* — Education 569, INTERNSHIP FOR SUPERVISING TEACHERS OF STUDENT TEACHERS. This phase is essentially a laboratory experience in which principles and suggested methods and techniques arrived at in the initial phase for supervising teachers are tested in actual school situations.

The group meetings are seminar-clinic situations where there is an exchange of reports, analyses, interpretations, and evaluations of ways of working with student teachers to the end of refinement of principles, methods and techniques through the pooled thinking of the whole group. These meetings are held at least once each week throughout the eighteen weeks period. Critical examination of the literature related to the problem of guiding student teachers is an important part of the internship.

This phase of the program MUST BE PURSUED during the school year WHEN THE ENROLLEE HAS AN OFFICIAL ASSIGNMENT TO SUPERVISE A STUDENT TEACHER. Three Credit Hours
**Third Phase.** — Education 573, SEMINAR FOR SUPERVISING TEACHERS OF STUDENT TEACHERS. This final phase of the program is summative and evaluative in nature. Major emphasis is given to conceptualizing the experiences undertaken in the first and second phases of the program. Opportunities are also provided for experienced supervising teachers to explore further the problems often encountered in the supervision of student teachers and in the improvement of teaching.

Enrollment is limited to persons who have successfully completed Education 567 and Education 569, phases one and two respectively of the sequential program.

This seminar is in session five days each week for a period of three weeks and IS OFFERED ONLY DURING THE SUMMER.

**Elementary Education**

**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. Summer only. 

3 credits.

**410. 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. Summer only. 

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. Summer and First Semester. 

3 credits.

**501. 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 guid-
ance 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. Summer only.

3 credits.

502. ARITHMETIC IN THE ELEMENTARY SCHOOL. This course presents to pre-service and/or in-service teachers, the theory and practice of teaching the meanings of arithmetic. It considers the "why" of the philosophical and psychological principles of learning which justify the use of a method of meanings; it outlines the nature of number and of rational thinking with number; it considers the techniques of instruction, problem-solving, pacing instruction, and evaluation of learning; it implements the curriculum with a series of developmental programs for children in the various age groups; and it outlines certain aspects of meaning theory for programming, including introduction of sets and conditions for sets in the kindergarten and first grades; the use of bases other than 10, and the general nature of the social and other meanings of number. Emphasis is placed on the reports of "committees" on the "new arithmetic." 3 credits first semester.

504. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (Identical with SOC SCI 504). 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 second semester.

506. SCIENCE IN THE GRADES. This course is designed to emphasize the social role and function of science; utilization of problem-solving as one way of teaching science to children; and to generally outline the K-8 program of science when it is conceived as spirally and sequentially developed. The course stresses the unity of science, matter-energy relations, and the impact of science on society. Consideration is given to modern elementary school science in terms of recommended sequences which center around broad areas, integrating themes, and problem-solving methods of teaching. Some experiences are provided for developing acquaintance with recent science education literature and researches, and for dealing with appropriate materials and procedures for use in teaching science to children. Emphasis is placed on reports of the various projects which outline the nature of science and its methods, and their importance in the lives of children and youth. 3 credits first semester.
508. 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. Offered occasionally. 3 credits.

509. 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 501. Summer only 3 credits.

514. Nursery-Kindergarten-Primary School Program. Consistent with the organic 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. Offered occasionally. 3 credits.

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 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.

589. Survey of Trends and Resources in Elementary Education. This course is designed to survey and analyze recent trends in curriculum designs, methodology, promising practices and procedures, and effective techniques now current in elementary and junior high school instruction. Each major unit of work is presented against a background of substantial principles in the teaching-learning process, basic philosophies undergirding the trends, and effective ways of evaluating the procedures. 3 credits.

590. 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.
591. 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 each semester.

592. 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 each semester.

594. 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. Offered occasionally.

3 credits each semester.

596. 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. Summer only.

3 credits.

601. 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 only.

6 credits.

GUIDANCE AND COUNSELING

502. Basic Principles of Psychological Counseling. This course is concerned with the basic psychological principles and theoretical
considerations which undergird psychological counseling.

3 credits first semester.

530. **BASIC PHILOSOPHY, PRINCIPLES, AND 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 plan for more effective action on their part in this area. Special consideration in the course will be given to occupational information, the applications of guidance techniques including interviews and observation; the place of guidance in the classroom and other school activities; counseling with pupils and parents regarding study, discipline, health, emotional and vocational problems.

3 credits both semesters.

532. **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 second semester.

536. **GROUP PROCESSES IN GUIDANCE AND COUNSELING.** A detailed consideration of the processes and dynamics which operate in the guidance of groups. Group guidance as a prelude to individual counseling.

3 credits summer only.

554. **OCCUPATIONAL EDUCATIONAL 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 first semester.

555. **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.

Educ. 555A. **LABORATORY EXPERIENCES IN GUIDANCE AND TESTING.** The student will have opportunities to critically analyze many of the standardized tests that are widely used in American schools for the purpose of guiding and counseling students.

3 credits first semester.

Educ. 555B. **PRACTICE COUNSELING UNDER SUPERVISION (Practicum)**

The student is required to engage in practice counseling interviews with secondary school students. The interviews are taped
and "critiqued" by the student and the supervisor. The objective of the practicum is the acquisition of skill on the part of the student in those one-to-one relationships which comprise the counseling interview. All practice counseling is carried on under supervision. 3 credits each semester.

Educ. 555C. INTERNSHIP. Internship in guidance in selected public secondary schools. The internship requires the student to work as a staff member in an educational institution. The intern may or may not be compensated by the institution which he serves. Written consent of instructor. 3 credits each semester.

556. THEORIES AND TECHNIQUES OF COUNSELING. Attention is given to major counseling technics and to the theory that undergirds each technic. Special attention is given to self-directive (self-actualization) theories; psychoanalytic and other dynamic theories; and behavioristic theories. 3 credits each semester.

611. COMMUNITY SOCIAL AGENCIES AND REFERRAL SERVICES. The objective of this course is to acquaint the student with various community agencies and services which are available in most urban areas for the purpose of providing helping relationships on a referral basis. 3 credits second semester.

612. SOCIAL CLASS AND SUB-CULTURAL INFLUENCES UPON MARRIAGE AND FAMILY LIFE. This course has for its major purpose the explication of the relationships between socialization within the various social classes and sub-cultures present in the general American culture and the behavior of individuals with respect to marriage and family life. 3 credits second semester.

613. VOCATIONAL DEVELOPMENT THEORY. An examination of contemporary theories of vocational behavior and their relationships to vocational development, vocational maturity, vocational adjustment, and the patterning of careers. 3 credits first semester.

630. SOCIAL STATUS AND LEARNING. (See course description under Sociology 630.)

631. CURRICULAR PROBLEMS RELATED TO GUIDANCE AND COUNSELING. The interactions among guidance and counseling and (1) the derivation and statement of educational objectives, (2) the selection of learning activities, (3) the organization of learning activities, and (4) evaluation. 3 credits second semester.

653. 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 second semester.
667. Dynamic Theories of Personality: Freudian, neo-Freudian, classical Gestalt and neo-Gestalt theories of personality are the major foci of this course. Restricted to graduate majors in Guidance and Counseling and in Educational Psychology. Education 558 is a prerequisite. Written consent of the instructor.

3 credits first semester.

668. Introduction to Projective Instruments. The theory of projective devices is a major concern of this course. The Rorschach, The Thematic Apperception Test, and other projective instruments will be considered as stimuli for imaginative productions. Restricted to graduate major in Guidance and Counseling and in Educational Psychology. Prerequisites: Education 558 and 667. Written consent of the instructor.

3 credits second semester.

669. Seminar in Guidance and Testing. This is an advanced seminar in the use of tests in guidance services. Restricted to graduate students.

3 credits summer only.


3 credits first semester.

671. Research Methodology and Experimental Design. The design of experiments and the major methodological approaches to research in the area of counseling and guidance.

3 credits second semester.

672. Research for the Ph.D. in Guidance and Counseling. Required for one semester for all students engaged in research for the doctorate. Credit determined by the Student's Major Advisor. Each semester.

673. Professional Ethics and Legal Relationships in Counseling, Guidance and Testing.

3 credits first semester.

674. The Professional Growth and Development of the Counselor. Prerequisite Educ. 673.

3 credits second semester.

676. Contemporary Theories of Counseling. A consideration of the major theoretical approaches to counseling.

3 credits first semester.

677. Technics and Processes of Counseling. The technical aspects of counseling and the processes involved in the dyadic relationship of counselor and counselee.

3 credits second semester.

678. Therapeutic Counseling. The psychotherapeutic aspects of counseling. Theoretical considerations in psychotherapy.

3 credits first semester.

679. Laboratory Experiences in Counseling. The student will have opportunities to critically analyze the theories and technics of counseling in the laboratory setting. 3 credits second semester.
683. **Contemporary Theories of Personality.** The aim of this course is to help the student acquire information and knowledge concerning the major trait, dynamic, and holistic theories of personality. 3 credits first semester.

684. **Social and Cultural Determinants of Personality.** The influences of social learning and culture upon personality. Prerequisites Soc. 429, Soc. 510 and Educ. 683. 3 credits second semester.

685. **The Theory of Mental Tests.** Comprehensive examination of the theoretical aspects of mental tests. 3 credits first semester.

686. **Administration and Interpretation of Individual Intelligence and Aptitude Tests.** The focus of this course is upon the Wechsler Scales and the Stanford-Binet Scales. Prerequisite Educ. 685. 3 credits first semester.


688. **Perceptual, Conceptual, Emotional Social and Physical Development Patterns of the Human Organism.** Consideration is given to the major developmental patterns of the individual throughout the trajectory of life. Prerequisite Educ. 551. 3 credits first semester.

689. **Psychological Characteristics of Deviant Personalities.** The major foci of this course are the primary personality deviations which appear in Western culture. Consideration is also given to deviations that are organic in nature. The psychological characteristics of the deviant are stressed. Prerequisites Educ. 580, Educ. 655, Educ. 664, Soc. 429, and Soc. 510. 3 credits second semester.

690. **Integrative Seminar in the Social and Behavioral Sciences Which Provide the Substantive Knowledge Which Undergirds Guidance and Counseling Theory and Practice.** 3 credits each semester.

691. **Advanced Integrative Seminar in Personality Theory.** 3 credits each semester.

692. **Advanced Integrative Seminar in Counseling. Theory and Practice.** 3 credits each semester.

693. **Integrative Seminar in the Professional, Ethical, and Legal Relationships of the Counselor.** 3 credits each semester.
698. Administration and Interpretation of the Rorschach and the TAT. Theoretical aspects of Rorschach and TAT Administration and Interpretation. Prerequisites Educ. 667 and Educ. 683. Written consent of the instructor. 3 credits first semester.

699. Rorschach and TAT Practicum. Supervised experiences in Rorschach and TAT administration and interpretation. Prerequisite Educ. 698. Written consent of the instructor. 3 credits second semester.

HEALTH EDUCATION

517. Materials and Methods in Health Education for Elementary and High School Teachers. This course is designed to meet the needs 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 summer only.

518. 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 second semester.

519. 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 summer only.

520. 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 summer only.
521. BASIC GRADUATE COURSE IN HEALTH EDUCATION.

2. Problems of Personal and Community Living
   a. Communicable Diseases
   b. Non-communicable Diseases
   c. Mental and Emotional Health
   d. Nutrition
   e. Alcohol, Narcotics, Smoking
   f. Safety and first aid in the school
   g. School-community relations.
3. Family Life Education:
   a. Prenatal and Infant Care
   b. Dating, Courtship, Marriage, Family Relations
4. Organization and Evaluation of the School Health Education Program. 3 credits summer only.

522. ADVANCED SEMINAR IN HEALTH EDUCATION (Prerequisite: Health Educ. 521 or equivalent).

1. The Promotion of Healthful Living (Structural Patterns)
   a. World Health Organization
   b. Official Agencies
   c. Voluntary Agencies
   d. Health Agencies on Local Level
2. Health Problems of Children
   a. Diseases common to school children, cause—prevention
   b. Care of the Sick Child in school—accidents
   c. Physical Examinations (scope—interpretation—recording)
   d. Teacher screening techniques
3. Teaching Health in the School
   a. Elementary
   b. Secondary
4. Methods and Materials in Health Education.
5. Organization—Administration—Evaluation of School Health Program. 3 credits summer only.

562. 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. 6 credits summer only.

566. BETTER COMMUNITY LIVING. This course aims to acquaint teach­
ers, principals, and supervisors with local health problems com­
monly found in small towns and rural communities. A study will
be made of prevalent deficiency, parasitic and germ diseases, in­
cluding methods of control. Emphasis will be given to preventa­
tive 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 second semester.

635. PSYCHOLOGY OF ADJUSTMENT. This course approaches the prob­
lem 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 second semester.

MEASUREMENT, EVALUATION AND RESEARCH

553. STATISTICS IN PSYCHOLOGY AND EDUCATION. This course is a
study of the applications of statistical techniques to psychological,
social, and educational problems. 3 credits each semester.

547. RESEARCH SEMINAR. Enrollment and participation in this semi­
nar 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 edu­
cational 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 research.

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

No credit.

(See, also, Ed. 597 on p. 146.)

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.
555. 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.

668. Introduction to the Use of Projective Instruments. The theory of projective devices is a major concern of this course. The Rorschach, The Thematic Apperception Test, and other projective instruments will be considered as stimuli for imaginitive productions. Restricted to graduate majors in Guidance and Counseling and in Educational Psychology. Prerequisites: Education 558 and 667. Written consent of the instructor. 3 credits.

669. Seminar in Guidance and Testing. This is an advanced seminar in the use of tests in guidance services. Restricted to graduate students. 3 credits

699. Supervised Research Experiences. This course is intended for students enrolled in Sixth Year programs. Under supervision, the student selects and investigates a problem, preferably drawn from those with which he is concerned in his professional career. 3 to 6 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.

510. Advanced Social Psychology. (Identical with Sociology 510.)

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.

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.

580. 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.

583. 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.

619-620. 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.

630. SOCIAL STATUS AND LEARNING. (Identical with Sociology 630.) 3 credits.

635. 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.

667. DYNAMIC THEORIES OF PERSONALITY: Freudian, neo-Freudian, classical Gestalt and neo-Gestalt theories of personality are the major foci of this course. Restricted to graduate majors in Guidance and Counseling and in Educational Psychology. Education 558 is a prerequisite. Written consent of the instructor. 3 credits second semester.

668. INTRODUCTION TO THE USE OF PROJECTIVE INSTRUMENTS. The theory of projective devices is a major concern of this course. The Rorschach, The Thematic Apperception Test, and other projective instruments will be considered as stimuli for imaginative productions. Restricted to graduate majors in Guidance and Counseling and in Educational Psychology. Prerequisites: Education 558 and 667. Written consent of the instructor. 3 credits summer only.

READING

604. 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 each semester.

605. 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 each semester.

606. 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 each semester.

607. 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 591 or 593 and Education 594. 3 credits summer only.

RURAL EDUCATION

564. 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 first semester.

566. BETTER COMMUNITY LIVING. See course 566 under Health Education. 3 credits second semester.

SECONDARY SCHOOL INSTITUTION

529. 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 summer only.

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

534. SOCIAL STUDIES IN SECONDARY SCHOOL. (Identical with Sociology 534). 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 and summer.
556. PROBLEMS OF TEACHING IN THE SECONDARY SCHOOL. One of the
primary objectives undertaken is that of giving special attention
to what reputable authorities consider to be the chief kinds of
professional problems which teachers in the public secondary
schools unavoidably encounter. A second primary objective is to
ascertain and isolate the actual professional problems which con­
cern each enrollee and to engage in activities which will assist
the enrollee in working more proficiently with such problems.
The workshop ways of teaching and learning are essential aspects
of the course experiences.

3 credits summer only.

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 each semester.

584. 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 summer only.

593. TEACHING READING IN THE SECONDARY SCHOOL. Reading on the
junior and senior high school levels is approached from a devel­
opmental point of view. The uses of basic reading skills and tech­
niques 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.

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

3 credits summer only.

597. MATHEMATICS IN THE SECONDARY SCHOOL. This course presents
the philosophical and psychological principles of learning which
justify the ways in which modern mathematics teaching may be
improved. The purpose of the course is to increase the teacher's
ability to present the ideas of mathematics and develop principles
and concepts in students in practical situations. The structure of
mathematics at the secondary school level is dealt with in terms
of a program of a sequential nature from the kindergarten
through the secondary school. Stress is placed on building un­
derstanding and thinking about mathematics in a logical and ra­
tional way.

The material follows the general recommendations of
the proposals of the National Council of Teachers of Mathematics
and of the more “advanced” curriculum guides of the several states which have adopted “new” mathematics curricular.

3 credits each semester.

598. SCIENCE IN THE SECONDARY SCHOOL. This course is a professionalized subject matter course which examines science in the secondary school from the viewpoint of objectives and philosophy of science education in a modern world; it examines proposals of the various scientific groups for improving science education, including the Physical Science Study Committee, the American Institute of Biological Science reports, the American Chemical Society, and other groups. The course examines proposed programs of science for biology, physics, chemistry, and general science, as well as contemporary science programs. It is a professional course and considers both methods of teaching as well as 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 first semester.

599. 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. Prerequisite Educ. 598. 3 credits summer only.

600. 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. The course stresses the reports of the American Institute of Biological Sciences, and of the Science Manpower Project for structuring a “new” or modern course in Biology centered around the chemical and physical aspects of life, structure and function, intra and interdependencies of life, and so on. Opportunities are provided for exploration of the sources for the teaching of the biological sciences.

3 credits second semester, alternate years.

602. 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. The course stresses the reports of the American Chemical Society and the
Physical Science Study Committee for structuring “new” or modern courses in the physical sciences. It centers around energy, matter, and their changes or manifestations. It offers opportunities for exploration of the sources for the teaching of the physical sciences. 3 credits second semester, alternate years.

603. 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 summer only.

615. SOCIOLOGY: PRINCIPLES AND PROCEDURES. (Identical with Sociology 615.) This course aims toward 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 summer only.

620. THE ESSENTIALS OF GEOGRAPHY. (Identical with Sociology 620.) 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 first semester.

621. THE GEOGRAPHY OF AFRICA. (Identical with Sociology 621). This course will stress a series of questions or problems about the Continent of Africa for which answers must be found in the relationships between physical conditions, forms of life, and human responses. The course stresses the relation between the geographical environment, and human activities and qualities. 3 credits second semester.

ADULT EDUCATION

591. PRINCIPLES AND METHODS OF ADULT EDUCATION. This is an introductory course in adult education. It is designed for teachers of adults, principals, supervisors, and all persons who have responsibilities for teaching and working with adults. It provides for an intensive study of the historical, philosophical, sociological, and psychological foundations upon which adult education is built in the United States; the factors influencing the demand for adult education; the functions which it performs in society; the basis of its organization, relationships, and forms. The latter part of
the course is devoted to field study, development of curriculum materials, and observation and evaluation of methods and techniques of teaching adults. Offered occasionally. 3 credits.

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. Offered occasionally. 3 credits.

AUDIO-VISUAL EDUCATION

507. 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.

541. METHODS OF UTILIZING 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. 3 credits summer only.

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.

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.

6 semester hours summer only.

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.
586. Internship for Teachers of Mentally Retarded Children. This course is primarily designed for students who seek certification as teachers of mentally retarded children. Such students (1) may be already teaching mentally retarded children while in the process of completing requirements for the 5th year certificate, or (2) they may be full-time students who would do supervised practice teaching with mentally retarded children. Experiences are planned to assist students in curriculum development; selection and utilization of appropriate instructional procedures and materials; exploration of current issues and trends in teaching mentally retarded children; and with specific teaching problems. Periodic visits will be made to classes during the school year. Regularly scheduled group sessions are required. The course is open to only those students who have:

1. Completed all of the professional education requirements except practice teaching.
3. Permission of Instructor.

Runs throughout year. 3 credits.

The School and the Social Order

549. The School in the American Social Order. This course treats the School as a Social Institution, and analyzes the relationships this institution sustains to other institutions — economic, political, social — that make up the Social Order.

3 credits first semester.

610. Educational Sociology. (Identical with Sociology 610.)

641. Comparative Philosophy: The Intellectual Foundations of Modern Education. This course considers the principal currents of philosophical, religious, and scientific thoughts in the development of the modern world; and their effect on contemporary theories and structures of education.

3 credits first semester.

642. Philosophies of Education. This course gives concentrated attention to the history and nature of various philosophies of education.

3 credits second semester.

649. Comparative Education. This course (1) compares educational systems of the ancient, mediaeval, and pre-industrial worlds of modern times; and (2) contemporary national systems in highly industrialized countries, (3) their extension in formerly colonial regimes, and (4) the problems of developing national and supranational systems in newly emergent countries.

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

AIM

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

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

SCOPE OF THE WORK

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

PROGRAM OF STUDY

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

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

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

PREREQUISITES AND REQUIREMENTS FOR M.B.A. DEGREE

In addition to the general requirements of Atlanta Univer­sity now in effect or hereafter imposed, the School of Business specifies the following minima as prerequisites for admission to the School of Business with intention to earn a Master of Business Administration degree:
One hundred and twenty semester hours in a college of approved accreditment, of which at least sixty hours shall have been completed in the following:

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

Upon admission to full candidacy for the Master of Business Administration degree, the student is required to take a prescribed program of work.

For those students who have had little or no previous training in business subjects comparable to those offered at Atlanta University, the program will be as follows:

**FIRST YEAR**

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<th>First Semester</th>
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<th>Second Semester</th>
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<td>Intermediate Accounting 462</td>
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<td>Principles of Accounting 461</td>
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<td>Administrative Practices and</td>
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<td>Human Relations 481</td>
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<td>Public Policy and Private Enterprise 485</td>
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<td>Business Economics 482</td>
<td>3</td>
<td>Business Law 488 or Elective</td>
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**SECOND YEAR**

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</table>
Course requirements for those who can qualify for the one-year program are as follows:

**PREREQUISITES IN BUSINESS ADMINISTRATION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>9</td>
</tr>
<tr>
<td>Finance (Money and Banking or Corporate Finance)</td>
<td>3</td>
</tr>
<tr>
<td>Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>Management</td>
<td>6</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES IN BUSINESS ADMINISTRATION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Management and Policy 502</td>
<td>3</td>
</tr>
<tr>
<td>Marketing 421</td>
<td>3</td>
</tr>
<tr>
<td>Business Finance 443</td>
<td>3</td>
</tr>
<tr>
<td>Business Statistics 464</td>
<td>3</td>
</tr>
<tr>
<td>Business Economics 482</td>
<td>3</td>
</tr>
<tr>
<td>Administrative Practices and Human Relations 480</td>
<td>3</td>
</tr>
<tr>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives: Nine hours of elective work will be agreed upon between the faculty and student, the aim being to insure a major of sufficient substance and breadth to enable the student to do a creditable study in his field of concentration.

To be eligible for the Master of Business Administration, the student must have completed at least thirty semester hours, including a thesis of three hours credit. Six of the above thirty hours may be transferred from another institution comparable to Atlanta University.

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 particu-
larly 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 $450.00. 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.

CHARLES E. MERRILL SCHOLARSHIPS FOR AFRICAN STUDENTS

The School of Business Administration offers scholarships provided by the Merrill Trust to selected African students who plan to work in the area of Economics and Business Administration. The recipients of these awards will take internships with Atlanta business firms concurrently with their academic program at the School.

Interested persons should write directly to the Dean of the School of Business Administration.
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.

502-503. Industrial Management and Policy. 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.
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.

421-521. 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 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.

FINANCE

440-441. MONEY AND BANKING. The principles of money and banking with specific reference to their functions in the present organiza-
tion 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.

500. INVESTMENTS. This course is concerned with the theory of investment management and its application in the formulation of investment policies for different types of investors. Emphasis will also be given to principles and methods of security analysis.

Three credits first semester.

543. 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.

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. **INTERMEDIATE ACCOUNTING.** The aim of this course is to develop
in the student an understanding of modern accounting standards
and concepts, acceptable forms and techniques in the preparation
of accounting statements. In special laboratory work the student
will be expected to develop facility in dealing with both financial
and income determination accounts.

Three credits second semester.

463. **FEDERAL INCOME TAXES.** An intensive study of tax accounting
as applied to the preparation of federal tax returns for individ­
uals, partnerships, and corporations, and the effect of tax laws
upon business decisions.

Three credits second semester.

464-465. **BUSINESS STATISTICS.** A study of statistical principles and
methods utilized in the analysis of economic data. It is the aim of
this course to prepare the student for the intelligent construction,
presentation and interpretation of statistical reports and data.

Three credits each semester.

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

Three credits each semester.

468-469. **COST ACCOUNTING.** A study of basic cost principles, control
and cost of manufacturing cost elements, job-order cost systems,
standard costs and budgets, and executive and managerial uses of
costs. The course is developed to demonstrate that cost account­
ing for distribution, and for management of non-processing busi­
ness units and non-profit enterprises is as essential a part of cost
accounting as manufacturing costs. Prerequisite: Principles of Accounting and Introductory Economics. 

Three credits each 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.

563. THEORY OF ACCOUNTS. A comprehensive study of accounting principles, and an evaluation of current theory and trends, especially as exemplified by contemporary accounting literature and thought.

Three credits first semester.

570. SEMINAR IN ACCOUNTING AND C. P. A. REVIEW. The aim of this course is to prepare students for the C. P. A. examination. A review of accounting theory and practice, auditing, and taxes is accomplished through the supervised working of problems under conditions paralleling those usually encountered in the actual examination. Examination techniques and correct problem approach will be stressed.

Three credits first semester.

MANAGEMENT AND ADMINISTRATION

446. PRINCIPLES OF LIFE INSURANCE. A study of the principles and practices of life insurance with emphasis upon both the purchaser and the student expecting to enter business. Consideration is given to insurance needs and the means of meeting them through various types of contracts. Topics usually discussed include selection of risks, premiums, reserves, home office and agency management, legal aspects and public regulation.

Three credits first semester
447. **GENERAL INSURANCE.** This course deals with the analysis of business risks and risk bearing from the standpoint of creation, reduction, elimination, and evaluation. Insurance contracts will be analyzed as to their business importance, applicable coverage, and limits of liability. Three credits second 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.

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.

492. **REAL ESTATE PRINCIPLES AND PRACTICES.** A study of the fundamental principles underlying modern real estate practice. Such topics as renting and leasing, property management, insurance, real estate selling, valuation and taxation, financing, building operations, legal aspects of real estate and city planning, are discussed.

Three credits first semester.

580-581. **ADMINISTRATIVE PRACTICES AND HUMAN RELATIONS.** 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 supervisors 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 ac-
tion, it is expected that he will develop a rudimentary administrative skill.

Three credits each semester.

582-583. 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.

584. 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.

590. 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.

591. SEMINAR IN BUSINESS ADMINISTRATION AND THESIS WRITING.
ATLANTA UNIVERSITY

DEGREES CONFERRED

JUNE 3, 1963

SCHOOL OF ARTS AND SCIENCES

MASTER OF ARTS

Oscar Ellison, Jr.* ....................................... Economics
B.S., Morehouse College, 1960.
Thesis: Effects of Change in Agriculture Between 1940-
1960: Case Study of Georgia.

James Arthur Hefner* ............................... Economics
A.B., Agricultural and Technical College of North Carolina,
1961.

Leonard Jerry Hicks, Jr.* .......................... Economics
Thesis: An Analysis of the Tariff Policies of the United
States up to 1916.

Judson Martin Parker, Jr.* ........................ Economics
Thesis: An Analysis of Some Labor Problems of Indi-
vidual Workers Under a Free Economy.

Samuel William Rocker, Jr.* ........................ Economics
Thesis: An Essay on Some Current Theories of the
Business Cycle.

Eloise Usher Belcher* ............................... English
A.B., Spelman College, 1938.
Thesis: Dramatic Devices in the Novels of Henry
James.

Aaron L. Lamar, Jr.* ............................... English
B.S., Alabama State College, 1951.
Thesis: John Milton's Political Thought.

Yvonne Elizabeth McGlocton ........................ English

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Field</th>
<th>Institution</th>
<th>Thesis Title</th>
</tr>
</thead>
</table>

EthyL Williams Taylor* .................................. Sociology
A.B., Southern University, 1961.

MASTER OF SCIENCE

Lucy Helena Howell .................................. Biology
B.S., Bennett College, 1961.

Benjamin Arthur Shepherd .......................... Biology

Luther Steward Williams ............................ Biology
A.B., Miles College, 1961.
Thesis: In Vitro Study on the Effects of Pituitary Digest on the Growth Rate of Cells of Sarcoma-180 from Crocker Albino Mice.

N. Judge King, Jr.* .................................. Chemistry
B.S., Morehouse College, 1957.
Thesis: Studies in Conjugated Systems: (1) The Addition of Bromine to 1-(P-Bromophenyl)-1,3-Butadiene (II) the Addition of Hydrogen Bromide to 1-(P-Bromophenyl)-1,3-Butadiene.

Howard Lewis Tuggle* .............................. Chemistry
B.S., Morehouse College, 1955.
Thesis: The Addition of Bromine and Hydrogen Bromide to 1-(p-Carbomethoxyphenyl)-4-Phenylbutadiene-1,3.

Mark Ernest Barkley* ............................... Mathematics
B.S., Alabama State College, 1957.
Thesis: Selected Concepts of Elementary Mathematics Which are Essential to Complex Variables.

James Arthur Davis* ................................ Mathematics

CATALOGUE

JAMES ERVIN GINN* Mathematics
A.B., Clark College, 1960.
Thesis: Some Properties and Theorems on Matrices and Determinants.

DANIEL WILBERT HENDRIX* Mathematics
B.S., Savannah State College, 1952.
Thesis: From Peano's Postulates to the Rational Numbers.

AARON JAMES JOHNSON, JR.* Mathematics

GENEVIEVE MADELINE KNIGHT* Mathematics
B.S., Fort Valley State College, 1961.

WILLIE MAE KEITH OLIVER Mathematics
B.S., Morris Brown College, 1962.

JOSEPH WILLIAM PATTERSON Mathematics
B.S., Morehouse College, 1959.
Thesis: On Rate Equations from Chemical Kinetics.

RUFUS GRIER PETTIS Mathematics
B.S., Benedict College, 1958.

EMMA ELSIE SCHELL* Mathematics
A.B., Clark College, 1954.

VERA NELL SMITH Mathematics
B.S., Morris Brown College, 1962.

WILLIE CURTISS SPIKES* Mathematics
B.S., Clark College, 1960.
Thesis: On the Gamma and Beta Functions.

GUSSIE MAE WASHINGTON Mathematics
A.B., Miles College, 1957.

BARBARA LANELLE ANDERSON  
A.B., Fisk University, 1961.  

GLORIA MARY BOWMAN  
A.B., St. Bonaventure University, 1961.  

HOWARD HAWKINS CAREY  
A.B., Morehouse College, 1957.  

MARGUERITE WASHINGTON RANGE CHAPMAN  

ELIZABETH DELORES DAISE  

JACQUELINE BEATRICE DAISE  
Thesis: Assessment of Social Functioning at Wayne County General Hospital, Eloise, Michigan.  

MILICENT ANN DANDRIDGE  
B.S., Ohio State University, 1959.  
Thesis: Assessment of Social Functioning at the Franklin Delano Roosevelt Hospital, Montrose, New York.  

EVELYN RHUNETTE DAVIS  
A.B., Fisk University, 1961.  
Thesis: Assessment of Social Functioning, Veterans Administration Center, Dayton, Ohio.  

*Requirements completed January 26, 1963.*
HORACE CLIFFORD EDINGTON
A.B., Lincoln University (Pa.), 1948.

DONALD WILLIAM EDWARDS

TALMADGE WILLARD FAIR
A.B., Johnson C. Smith University, 1961.

MELVIN GENE HAWKINS
A.B., Morehouse College, 1959.

DOROTHY BROWN HENDERSON
A.B., Texas College, 1949.
Thesis: Assessment of Social Functioning, Veterans Administration Hospital, Marion, Indiana.

BESSIE LOUISE HOGAN
A.B., Denver University, 1961.

EDNA MARIE HOGUE
Thesis: Assessment of Social Functioning, Veterans Administration Hospital, Marion, Indiana.

MORRIS FRANCIS XAVIER JEFF, JR.
A.B., Xavier University, 1960.
Thesis: An Assessment of Social Functioning in the Social Work Service, Veterans Administration Hospital, Marion, Indiana.

FANNETTE JUANITA JERKINS
A.B., Florida Agricultural and Mechanical University, 1956.
Thesis: Social Work Assessment in Family Service Society, Atlanta, Georgia.

*Requirements completed January 26, 1963.*
LYLE MASON JONES  
B.S., Saint Paul's College, 1957.  
Thesis: The Assessment of Social Functioning at Central State Hospital, Petersburg, Virginia.

KATHERINE SCHWEITZER KAISER  
A.B., University of Western Ontario (Waterloo College), 1949.  
Thesis: Social Work Assessment in the DeKalb County Child Guidance Clinic, Decatur, Georgia.

PRAKASH SHANTARAM MIRKAR  
A.B., Saint Xavier College (India), 1959.  
Thesis: Problems of Residents in the South End Area Concerning Urban Renewal, Boston, Massachusetts.

VERIA DORIS NEAL  
Thesis: Assessment of Social Functioning at the West Side Community House, Cleveland, Ohio.

HENRY GERALD PACE  
B.S., Jackson College, 1959.  

ELIZABETH LOUISE POPE  
A.B., Bennett College, 1960.  
Thesis: Assessment of Social Functioning at the Orleans Neighborhood Center, New Orleans, Louisiana.

NORRETTA RAY  

JESSIE MARIE RICHARDSON  
A.B., Morgan State College, 1937.  
Thesis: An analysis of Supportive Treatment and Modifying Treatment as a Casework Process.

BETTYE JUANITA ROBINSON  

CATALOGUE

ROBERT ARTHUR SCOTT
Thesis: The Assessment of Social Functioning at Northport Veterans Administration Hospital, Northport, New York.

WILMA FORD STRINGER
Thesis: Communication as a Process in Facilitating Family Functioning.

MILDRED DWIGGINS SWIET

ADELAIDE LENORA TAITT
Thesis: A Description of Problems in Involving Parents in School and Community Programs.

ROBERT WILBUR THRASH
Thesis: Assessment of Social Functioning at Cook County Hospital, Chicago, Illinois.

BEVERLEY JEAN HOWELL WALKER
A.B., University College of Addis Ababa (Ethiopia), 1961.
Thesis: Assessment of Social Functioning in East End Neighborhood House, Cleveland, Ohio.

ROBERT GENE WALKER
Thesis: Assessment of Social Functioning at Friends Association for Children, Richmond, Virginia.

MARY YVONNE BROWN YOUNG

SCHOOL OF LIBRARY SERVICE
MASTER OF SCIENCE IN LIBRARY SERVICE

INA ELIZABETH CALLOWAY*
B.S., Jackson State College, 1960.

JUANITA BOYKIN FULLER*

EUGENE KING
Thesis: An Evaluation of the Biology Collection of the Trevor Arnett Library of Atlanta University, Atlanta, Georgia.

SUEN-YAN KOO
B.S., Chung Chi College (Hong Kong), 1959.
Thesis: A Study of the Ability of the Freshmen Students of Morehouse College to Use the Card Catalog of the Trevor Arnett Library at Atlanta University.

LILY HON SHAW LEE*
A.B., Nanyang University (Singapore), 1959.

VELAUTHER ELIATHAMBY PACKIANTHAN*
A.B., University of Calcutta (India), 1959.

LOUISE MILLER PARKER*
A.B., Allen University, 1940.

ELIJAH SINGLEY
A.B., Miles College, 1958.

CATALOGUE

ROSSINE TURNER SMITH
B.S., Shaw University, 1959.
Thesis: An Analysis of Inquiries Made at the Reference Desk in the Trevor Arnett Library.

CAROLE RHUNETTE TAYLOR*
A.B., Clark College, 1958.
Thesis: The Use of Trevor Arnett Library by Atlanta University Faculty Members, 1960-1961.

DOROTHY PARKER THOMPSON
Thesis: An Index to the Bulletin of Atlanta University, for the Period January, 1892 through December, 1896.

MAXINE WILHELMINA WESTON
A.B., Clark College, 1959.

HULDA A. WILSON*

SCHOOL OF EDUCATION
MASTER OF ARTS

VIVIAN BAKER BULLOCK*
B.S., Fort Valley State College, 1945.
Thesis: Analysis and Comparison of Selected Theses in Administration and Instruction in the Area of Elementary Education of Atlanta University from 1933-1961.

CHARLES EDWARD DAVIS
Thesis: A Comparative Study of Two Methods of Teaching Listening Skills.

TINY MAUDELLE SEAY DAVIS*
B.S., Savannah State College, 1942.

ALVIN ALLEN DAWSON
B.S., Morehouse College, 1952.
Thesis: The effective Use of Mechanical Devices in Disseminating Information to Staff Groups.

DOROTHY LOUISE DEVLILARS*
A.B., Spelman College, 1951.

MAMIE McWHORTER FREEMAN
A.B., Benedict College, 1923.

IVERY W. HARVEY, Jr.*
A.B., Wayne University, 1951.
Thesis: A Comparison of the Techniques of Teaching Word Recognition from an Analysis of Research and a Survey of Teacher Training Institutions.

MILTON HILL*
B.S., Claflin College, 1950.
Thesis: Certain Factors Associated with Withdrawals from Atlanta University — School of Education.

DAISY WILSON HOLMES*
A.B., Benedict College, 1934.
Thesis: Comparison of Departmental and Non-Departmental Plans of Organization for Teaching Social Studies to Two Seventh Grade Classes.

OLLIE LEE WILEY HUTCHINS*
B.S., Albany State College, 1949.

BOBBIE LORENZA JOHNSON*
B.S., Morehouse College, 1957.
Thesis: A Resource Unit on Animal Regeneration.

FRANK VERNON JONES*
A.B., Paine College, 1948.

CATALOGUE

BETTY LOU LOVETT
B.S., Spelman College, 1956.

ALLEN CLARK MCCORMICK
Thesis: An Analysis of Responses on the California Study Methods Survey Made by a Selected Group of College Freshmen at the Beginning and End of an Academic Year.

CLARA BELLE MCCRARY*
A.B., Clark College, 1956.
Thesis: Content Analysis of Eight Pieces of Children's Literature Found to be Popular Among Elementary Grade Pupils.

BARBARA KATHRYN McGHEE
B.S., Talladega College, 1952.
Thesis: Patterns of a Course of Study in Chemistry.

THELMA SIMS MCLENDON*
B.S., Fort Valley State College, 1957.
Thesis: A Comparative Study of Certain Characteristics Manifested by Two Selected Groups of Secondary Students in a Rural Georgia County.

EDWARD OHEMENG
B.D., Lincoln University (Pa.), 1960.

BIRDA REYNOLDS SIMMONS*
B.S., Fort Valley State College, 1947.
Thesis: The Effectiveness of Certain Classroom Procedures in the Improvement of Speech Patterns of Second Grade Pupils.

MARGARET MORTON THURMAN

FRANK TOUCHSTONE, JR.
B.S., Fort Valley State College, 1953.

BERTHA LEE WRIGHT WARD
B.S., Albany State College, 1948.
Thesis: Scholastic Aptitude and Achievement of Primary and Upper Elementary School Pupils.

IDA BELLE WINFREY
A.B., Clark College, 1949.

ALICE LOUISA WOOD*
A.B., Clark College, 1952.

SCHOOL OF BUSINESS ADMINISTRATION
MASTER OF BUSINESS ADMINISTRATION

ARTHUR WATSON DANNER*
B.S., Clark College, 1960.

EUGENE STANLEY JOHNSON
A.B., Dillard University, 1961.

RAMCHANDRA Y. PATIL
A.B., Ferguson College (India), 1956.
M.S.W., Baroda University (India), 1959.

SURENDRA SINGH SINGHVI*
B.Com., Commerce College (India), 1961.
Thesis: The Indo-United States Economic and Technical Aid During the Last Decade (1951-61).

THIERNO-DJIBI THIAM*

HONORARY DEGREES

DOCTOR OF SCIENCE

SAMUEL MILTON NABRIT

Son of Morehouse College and Brown University; instructor in the Atlanta University Center for thirty years, where he won the admiration and respect of students and colleagues; Dean of the Graduate School of Arts and Sciences at Atlanta University from 1947 to 1955; former President of the National Institute of Science; member of the American Association for the Advancement of Science, Sigma Xi, the American Zoological Society, the Marine Biological Corporation, and the Society for the Study of Growth and Development; distinguished in scientific circles for his research on the regeneration of tissues in fishes; contributor to outstanding biological journals in America and abroad; recipient of honorary degrees from American universities for his devotion to scientific research; dedicated and inspiring teacher, who has kept his eyes on the microscope, his hand on the pulse of his students, and his feet on the ground; eminent scholar, sound educational administrator and builder, a man of wisdom and poise; President of Texas Southern University.

DOCTOR OF LAWS

CLAYTON RUSSELL YATES

Born in Springfield, Ohio, of a craftsman family drawn to Tuskegee in his early childhood; graduated from Tuskegee Institute High School, and, in 1920, from Atlanta University's small but distinguished class of 1920; steeped in the finest tradition of American Humanitarianism,—that of obligation to others less fortunate; inspired by the motto, "I'll Find a Way or Make One"; achieving top places in the business complex that has made Atlanta famous for its development of Negro enterprise; president of three key corporations, and Chairman of the Board of two others; extending leadership in business, to religious and civic affairs; Chairman of the Board of Trustees of his Church; member of the Board of the Y.M.C.A., Vice-President of the State Re-
publican Central Committee, Treasurer of the Georgia Voters League and the Atlanta Negro Voters League; Trustee of Morehouse College, and Atlanta University; the crowning performances of his life have been his modest, anonymous labors for the unfortunate; he has rehabilitated nine parolees, thus earning the extraordinary distinction of honorary membership on the Pardon and Parole Board of the State of Georgia; most notable has been the freedom won for the Ingram family.

DEGREES CONFERRED
August 8, 1963

SCHOOL OF ARTS AND SCIENCES
MASTER OF ARTS

Bob Chong-Ming Hsu ......................... Economics
A.B., National Taiwan University, 1960.
Thesis: Monetary and Fiscal Policies of the New Deal.

Georgie M. Stroud Goode .................... English
B.S., Spelman College, 1950.
Thesis: Realism in the Poetry of Emily Dickinson.

Velma Fudge Morgan ......................... English
A.B., Clark College, 1957.

Vivian Ureaka Robinson ..................... English
A.B., Lane College, 1942.
Thesis: Social Criticism in the Novels of Mark Twain.

Johnnye Mae Murray Witcher ............... English
Thesis: Algernon Charles Swinburne as a Revolutionary Poet.

William Robert Autrey ..................... History
A.B., Tuskegee Institute, 1962.

George Lewis, Jr. .......................... History
ROBERT EUGENE PERDUE ............................................ History

LEWIS CLYDE SCOTT ........................................ History
A.B., Morehouse College, 1951.

MATTIE LENA BRADLEY ....................................... Sociology
Thesis: An Analysis of the Sociology Graduates of Atlanta University, Atlanta, Georgia, for the Years 1933 to 1961.

JOHN HENRY CANNON, JR. ................................ Sociology
A.B., Clark College, 1953.

WILL BERT EVANS, JR. .................................. Sociology
A.B., Arkansas Agricultural, Mechanical and Normal College, 1956.

LLOYD YARBOROUGH .................................. Sociology

MASTER OF SCIENCE

EDITH YOUNG BIGGERS ........................................ Biology
B.S., Clark College, 1957.
Thesis: Disc Electrophoresis in Plasma Protein Analysis.

ANNE LOIS HUFF ........................................ Biology
B.S., Fort Valley State College, 1955.

DESIREE ELENE JETT ...................................... Biology
Thesis: Spectrophotometric Determination of Serum Amylase Content in Myocaster Coypus.
BOBBYE CHATMAN PARKER .......................... Biology

NATHANIEL SHROPSHIRE ........................... Biology
B.S., Fort Valley State College, 1950.

EDWARD MCGHEE WILLIAMS ...................... Biology
B.S., Morehouse College, 1954.
Thesis: Blood Iron Levels in Rats After Splenectomy and Carbon Tetrachloride Damage to the Liver.

BETTYE JEAN WRIGHT HARRIS .................. Chemistry
B.S., Southern University, 1961.
Thesis: Studies in Conjugated Systems: Some Addition Reactions of 2,3-Dimethyl-1-(4-Nitrophenyl)-1,3-Butadiene.

FREEMAN JONES, JR. ........................... Chemistry
B.S., Alabama State College, 1953.
Thesis: The Chlorination of 1-(p-Nitrophenyl)-3-Phenylacetylene.

JAMES MELVIN THOMPSON ..................... Chemistry

ALFRED FRANKLIN YOUNG ...................... Chemistry
B.S., Alabama State College, 1957.

MARY ALICE BROOKINS ......................... Mathematics
B.S., Jackson State College, 1959.
Thesis: Cauchy's Criterion for the Convergence of Sequences.

MELVIS THEODORA EVANS ...................... Mathematics
CATALOGUE

CLARENCE GODFREY .................................. Mathematics
B.S., Mississippi Vocational College, 1959.

KING BENJAMIN LINDBERG JEFFCOAT .................. Mathematics
A.B., Benedict College, 1956.
Thesis: On Infinite Products and Weierstrass’ Factor Theorem.

VIVIAN LOUISE BAILEY NORWOOD ...................... Mathematics
A.B., Spelman College, 1951.

EARL TIMOTHY ODOM, JR. .......................... Mathematics
B.S., Morehouse College, 1962.
Thesis: On Riemann Surfaces and Algebraic Functions.

RAYMOND EARL RICHARDSON ..................... Mathematics
A.B., Rust College, 1960.
Thesis: On Infinite Products and Infinite Integrals.

JOHN ALFRED SANDERS .......................... Mathematics
B.S., Alabama State College, 1959.
Thesis: An Analysis of Some Proofs and Consequences of the Euler-Fermat Theorem.

GROVER CLEVELAND SIMMONS, JR. .................. Mathematics

JONES SAMUEL SMITH .......................... Mathematics
B.S., Fort Valley State College, 1950.
Thesis: Borel Sets and Baire Functions.

JAMES WILLIAM STREETER .......................... Mathematics
B.S., Livingstone College, 1957.
Thesis: On Normed Linear Spaces.

CARLOS HENRIQUE VERNON ..................... Mathematics
B.S., Xavier University, 1962.

SCHOOL OF LIBRARY SERVICE
MASTER OF SCIENCE IN LIBRARY SERVICE

MARGARET SMITH ADAIR
Thesis: An Index to the Spelman Messenger for the Period March, 1885 through June, 1891.
KAY JETT BAKER
Thesis: A Comparison of Biographical Novels on the Lives of Two French Authors with the Factual Biographies of the Same Two Authors.

BERNICE LLOYD BELL
B.S., Jackson State College, 1952.

WILLIE LORRAINE BUGGS
A.B., Morris Brown College, 1933.

DOROTHY MAE COLEMAN
B.M.E., Jackson State College, 1962.

MARIE DANSBY DAY
B.S., Savannah State College, 1952.
Thesis: An Index to the Spelman Messenger, November, 1891, through June 1898.

JESSIE MAE DICKERSON

EDWARD ULYSSES HOWARD
Thesis: Library Budgets of Predominantly Negro Colleges and Universities.

CATHERINE HUTCHINS KENDALL

LILLIAN AVON MIDGETTE
MYRTLE JANICE PERRES
B.S., Alabama State College, 1952.

ROSEMARY TYSON SIMMONS
B.S., Howard University, 1954.
Thesis: An Index to the Bulletin of Atlanta University for the Period January, 1904 through December, 1907.

RUTH LEFLORE WARD
A.B., Saint Augustine's College, 1945.
Thesis: An Index to the Bulletin of Atlanta University For the Period January, 1901 through December, 1903.

LILLIE MAE WITHERSPOON
B.S., Alabama State College, 1957.

SCHOOL OF EDUCATION
MASTER OF ARTS

GLADYS ROPER ATWATER
B.S., Fort Valley State College, 1956.
Thesis: The Tested Differences and Correlations in the School Achievement of Urban and Rural Seventh-Grade Pupils.

GEORGIA SIMS BARTLEY
B.S., Savannah State College, 1956.
Thesis: The Relationships Among Tested Mental Maturity and Certain Aspects of Counseling Skills and Knowledge Manifested by Twenty-Five Enrollees in the National Defense Education Act Guidance and Counseling Training Institute Conducted at Atlanta University During the 1961-1962 Academic Year, Atlanta, Georgia.

JOHN WALTER BENNETT
B.S., Alcorn Agricultural and Mechanical College, 1955.
Thesis: The Extent to Which High School Chemistry Textbooks Adopted by the State of Mississippi Compare with the C. B. A. Textbook.
Mary Haynes Burns
A.B., Talladega College, 1929.

Leroy Burton
B.S., Alabama State College, 1959.

Mildred Moss Cummings
B.S., Southern University, 1951.
Thesis: A Comparison of the Relationships Among Reading Abilities and Mathematical Aptitude Manifested by College Freshmen.

Calvin Josephus Darville
A.B., Florida Agricultural and Mechanical University, 1954.

Arthur Lamar Davis
A.B., Morris Brown College, 1951.

Willie Lewis Dixon
B.S., Savannah State College, 1960.
Thesis: Comparison of the Reading Interests of Pupils of Relatively High Intelligence Levels in the Fourth, Fifth and Sixth Grades of an Urban and a Rural School in Adjoining States.

Juliette Williams Finney
B.S., Albany State College.
Thesis: Teachers’ Opinions Regarding the Modern Foreign Language Program as a Part of the Elementary School Curriculum.

James Huey Foster
B.S., Bethune-Cookman College, 1957.
CARL NATHANIEL FOUCH  
B.S., Morehouse College, 1959.  
Thesis: An Appraisal of Facilities for the Biological Science Program in Selected High Schools of Metropolitan Atlanta.

REBECCA GORDEN  
Thesis: A Study of Factors Associated with School Attendance at Carver Vocational High School, Atlanta, Georgia, 1961-1962.

JACQUELYN ROBINSON GREENLEA  
B.S., Fort Valley State College, 1958.  
Thesis: Teaching Science Concepts to Kindergarten Children.

HATTIE VIRGINIA HARRIS  

MAURICE WHATLEY HAYNES  
B.S., Clark College, 1947.  
Thesis: A Content Analysis of Fifth Grade Social Studies Textbooks.

MAMIE EXUM HILL  
A.B., Shaw University, 1950.  

EVELYN MARIE REDDICK HOWARD  
Thesis: Rural-Urban Differences in Certain Psychological Traits Manifested by Selected Southern Negro College Students.

GLORIAL LUCILLE HUMPHREY  
B.S., North Carolina College at Durham, 1959.  

FREDERICKA FLACK HURLEY  
B.S., Livingston College, 1942.  
Thesis: An Experimental Study of Orientation of New Students to High School.
Silas Ingram
A.B., Morehouse College, 1950.

Clara Lunceford Johnson

Dollena Moss Joiner
B.S., Fort Valley State College, 1954.
Thesis: A Survey of Occupational Aptitudes, Interests, and Opportunities of a Selected Group of Secondary Students in a South Central Georgia County.

Barbara Jean Jones
Thesis: A Comparative Analysis of Reading Scores of Students Enrolled in Atlanta University, 1961-63.

Vera Jones
B.S., Morris Brown College, 1953.
Thesis: Comparisons of Achievement and Reactions of Functionally Illiterate Adults to Reading Instruction.

James Alton Kilgore
A.B., Morehouse College, 1956.
Thesis: The Vocational Preferences of a Group of College Freshmen.

Allan Bernard Lehmann

Eddie Tillman Lindsey
B.S., Savannah State College, 1952.
Thesis: Off-Campus Student Activity Program Sponsored by Spencer High School, Columbus, Georgia.

Wylma George Long
B.S., Clark College, 1962.
Thesis: Characteristics of Science Educators and Their Training Programs in the United States of America.
DOLORES WINKFIELD MANGHAM
A.B., Talladega College, 1942.
Theis: Effects of Grouping on Fifth Graders Taught Social Studies by Educational Television.

THELMA WILLIAMS MARTIN
Theis: Case Analyses of Factors Affecting the Reading Levels of Pupils from Strikingly Different Social and Economic Backgrounds.

ALICE JANE FAILY McCANTS
A.B., University of Michigan, 1956.

WILLIE E. McLENDON
A.B., Clark College, 1954.
Theis: A Comparative Study of the Effectiveness of Ability Grouping and Non-Ability Grouping in Two Schools in Wilkes County, Georgia.

LUCY SIMMONS PENNINGTON
A.B., Morris Brown College, 1944.
Theis: Measured Interests of a Selected Group of Negro Subjects.

NELLA MAE PETTYE
Theis: Influence of Socio-Economic Status on Social Acceptance, Academic Achievement and Intelligence.

SALLIE BURTON PLUMMER
Theis: A Follow-Up Study of the Counselor-Enrollees Who Attended the Counseling and Guidance Training Institutes at Atlanta University, Atlanta, Georgia, 1959-1962.

MARY CARTER PUGH
B.S., Savannah State College, 1950.
Theis: A Comparison of the Levels of Achievement and Intelligence of Two Groups of Fifth Grade Pupils, One that was Retained at the First Grade Level and the Other Promoted.
Theron Spencer
B.S., Savannah State College, 1952.

Lorena Dean Starks
B.S., Florida Agricultural and Mechanical University, 1948.
Thesis: Tested Differences in Intelligence and Achievement Between Public Housing and Home-Owned Based Fourth Graders.

Viola Satterwhite Stevens
A.B., Clark College, 1950.
Thesis: The Comparison of a Group of Problem Pupils with a Group of Non-Problem Pupils to Determine Test Differences in Intelligence and Achievement.

Edith Dalton Thomas
A.B., Clark College, 1948.
Thesis: The Orientation Program for New Students at Clark College, Atlanta, Georgia.

Johnnie Mae Upshaw
A.B., Clark College, 1960.
Thesis: The Effects of Acceleration on Academic Achievement and Socio-Emotional Adjustment of College Males.

George Edward Washington
A.B., Paine College, 1950.

Geraldine R. Washington
Thesis: The Teaching of Arithmetic in Selected Elementary Schools of Meriwether County, Georgia.

Ruth Lyles Wall
A.B., Morris Brown College, 1952.
Thesis: An Analysis of Some Developmental Factors Influencing Reading Readiness Among First Grade Pupils.
ALFRED ABLES WHITE  
Thesis: Relationships Between Reading Achievement and Factors of Intelligence and Personality Adjustment of Fourth Grade Pupils.

WELLIE VERIS SMITH WILBURN  
Thesis: Comparison of Educational Patterns in the United States and the Union of Soviet Socialist Republics.

AYTCH WOODEN  
B.S., Fort Valley State College, 1953.  
Thesis: A Study of Factors Associated with School Success.

SCHOOL OF BUSINESS ADMINISTRATION  
MASTER OF BUSINESS ADMINISTRATION

ALBERTHA MAE FERGUSON  
B.S., Benedict College, 1962.  

SAMUEL GAMASK GOZO  
B.S., University College of Rhodesia and Nyasaland, 1960.  

CORNELIUS VANDIBILL JOHNSON, JR.  
A.B., Morehouse College, 1959.  
Thesis: The Thirty-Five Hour Workweek.

VIVIAN JEANETTE JOHNSON  
B.S., Kentucky State College, 1962.  

ROY CARLOS LONG  
B.S., Arkansas Agricultural, Mechanical and Normal College, 1962.  
MARVIN COLLIER MANGHAM
A.B., Morehouse College, 1948.
Thesis: The Loss Experiences of Southeastern Fidelity Fire
Insurance Company, Atlanta, Georgia, 1950-62.

WILLIAM CLAYTON McCOY
Thesis: Economic Consequences of Forced Dislocation and
Relocation of Specific Classes of Small Business Enterprises
from Urban Renewal Project Areas.

ERNESTINE MERCHANT McCURDY
B.S., Alabama State College, 1949.
Thesis: A Historical Study of the Federal Reserve Check

DELOIS BARNES NICHOLS
Thesis: A Study of Insurance in Force in Atlanta Life In-
surance Company Compared with Negro Companies and 5
Other Selected Companies in Eleven States by Classes,

CORNELIA McGOWAN WILSON
B.S., Florida Agricultural and Mechanical University, 1949.
Thesis: The Economic Significance of Church Homes, Inc.

JULIA MARGARET WILSON
B.S., South Carolina State College, 1962.
Thesis: An Analysis of the Proposed Professional School of
Accountancy.
### SUMMARY OF DEGREES CONFERRED IN 1963

#### DEGREES IN COURSE

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<th>Degree</th>
<th>Men</th>
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<td>A. M.</td>
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<td>M. S.</td>
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<td><strong>TOTAL</strong></td>
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<td>220</td>
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#### HONORARY DEGREES

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<tr>
<td>Doctor of Science</td>
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<td>Doctor of Laws</td>
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<td><strong>TOTAL</strong></td>
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**GRAND TOTAL** 100 122 222
ATLANTA UNIVERSITY
REGISTER OF STUDENTS
1963-1964

SCHOOL OF ARTS AND SCIENCES

BIOLOGY

ADDO, PETER E. ADOTEY ........................................ Accra, Ghana
B. S., Allen University, 1961.

AUSTIN, JAMES B. ................................ Attapulgus

BENNETT, SAMSON J., Jr. 2 .................................. Birmingham, Ala.
A. B., Talladega College, 1955.

BERRY, JOSEPH B., Jr. .................................. Baltimore, Md.

BLOUNT, ROBERT ........................................ Augusta

BROWN, WILLIAM MELVIN, JR. ......................... Charleston, S. C,
B. S., South Carolina State College, 1956.

COLEMAN, ELLIOTT CLYDE ................................. Jackson, Miss.
B. S., Jackson State College, 1951.

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

EELAND, TRAVIS ........................................ Ackerman, Miss.
B. S., Alcorn Agricultural and Mechanical College, 1950.

EVANS, ALFRED ........................................ Fairfield, Ala.
B. S., Alabama Agricultural and Mechanical College, 1958.

EWELL, TAMARA ........................................ Harrisburg, Pa.
B. S., Howard University, 1963.

FORTSON, CARVER JACKSON ................................ Atlanta
B. S., Morehouse College, 1958.

FREY, DUANE LOUIS ........................................ Atlanta
B. S., Southern Illinois University, 1957.

2 Second Semester Only.
GATCHER, THOMAS WALTER ............................. Great Falls, S. C.
B. S., Claflin College, 1960.

HACKNEY, TESSIELE HARRIS ............................... Athens
B. S., Fort Valley State College, 1955.

HADLEY, ROY EDWARD2 .................................. Atlanta
B. S., Fort Valley State College, 1955.

HARRIS, YVONNE .......................................... Atlanta

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

HIGGINS, LEONARD ALBERT2 ...................... Charleston, S. C.
B. S., Allen University, 1955.

JOHNSON, ELDREDGE FRANCIS .......................... Birmingham, Ala.
A. B., Miles College, 1963.

JONES, MARION EDWARD, JR. .............................. Atlanta
B. S., Fort Valley State College, 1962.

MCKINNEY, REGINALD ROBERT ........................... Hollywood, Fla.
B. S., Morehouse College, 1962.

MCLendon, WILBERT ...................................... Atlanta

MITCHELL, SHANNON HUNTER ............................ Chickamauga
B. S., Fort Valley State College, 1961.

MOON, EDITH YVONNE .................................. Miami, Fla.
B. S., Hampton Institute, 1959.

MURPHY, WILLIAM EDWARD .............................. Fayetteville, N. C.
B. S., Morehouse College, 1963.

MURRY, ELLEN SHIRLEY1 ............................. Atlanta
A. B., Clark College, 1931; M. A., Atlanta University, 1944.

MYERS, JOSEPH B. .................................. Indianapolis, Ind.
B. S., West Virginia State College, 1949.

1 First Semester Only.
2 Second Semester Only.
OLSEN, RICHARD GEORGE
A. B., University of Kansas, 1959.

REED, ALFONZO
A. B., Talladega College, 1958.

RICHARDSON, F. C.
A. B., Rust College, 1960.

SALTERS, WALTER LEON
B. S., Claflin College, 1957.

SELLERS, DAVID WOODLIFF
B. S., Morehouse College, 1960.

WALKER, WILLIAM G., JR.
B. S., Clark College, 1951.

WILLIAMS, CONSTANCE MARION
B. S., Xavier University, 1959.

WILLIS, DOUGLAS
B. S., Morehouse College, 1963.

CHEMISTRY

ANDREWS, GEORGE HULAN, JR.
B. S., Morehouse College, 1963.

ARMSTRONG, GEORGE H.
B. S., Knoxville College, 1960.

CAMERON, THELMA
A. B., Dillard University, 1963.

CHAMBERS, THEODORE
B. S., Morehouse College, 1962.

CURLEY, AUGUST ONORATO
B. S., Morehouse College, 1950.

ETTE, SUNDAY ITAUMA
Calabar, Nigeria
A. B., Lincoln University (Pa.), 1961.

FITZGERALD, DAVID, JR.

GRAHAM, BARBARA JEAN
Crawfordville

GRIFFIN, EDGAR BELL
Brookhaven, Miss.
B. S., Alcorn Agricultural and Mechanical College, 1958.
<table>
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<tr>
<th>Name</th>
<th>Location</th>
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<tr>
<td>Henley, William M.</td>
<td>Holly Springs, Miss.</td>
<td>B. S., Mississippi Industrial College, 1956.</td>
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<tr>
<td>Lee, Tien-Sheng</td>
<td>Taiwan, China</td>
<td>B. S., Chung Hsing University, 1958.</td>
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<td>Pace, Cecil</td>
<td>Atlanta</td>
<td>B. S., Tuskegee Institute, 1963.</td>
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<tr>
<td>Pressley, Haynes</td>
<td>Atlanta</td>
<td>B. S., Morehouse College, 1951.</td>
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<td>Reed, Henry</td>
<td>Dolomite, Ala.</td>
<td>A. B., Miles College, 1960.</td>
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<td>Shelton, Nathaniel</td>
<td>Crawford, Miss.</td>
<td>B. S., Rust College, 1960.</td>
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<td>Smith, Calvin</td>
<td>Mound Bayou, Miss.</td>
<td>A. B., Rust College, 1956.</td>
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<td>Wilen, Jacqueline L.</td>
<td>Atlanta</td>
<td>B. S., University of Illinois, 1951; M. S., University of Illinois, 1962.</td>
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<tr>
<td>Williams, James A.</td>
<td>Dothan, Ala.</td>
<td>B. S., Alabama Agricultural and Mechanical College, 1959.</td>
</tr>
</tbody>
</table>

1 First Semester Only.
2 Second Semester Only.
ECONOMICS

FONG, EDWARD LI-REN1 ..................................... Taiwan, China
B. Law, National Chengchi University, (China) 1961.

JOWERS, GILBERT ........................................... Atlanta

KROOTH, RICHARDS ....................................... Atlanta
B. S. DePaul University, 1958.

McGILL, PATRICIA2 ....................................... Brookhaven, Miss.

MICHIEL, HULON, JR. ........................................... Albany
A. B., Phillips University, 1960.

SPEARs, MARION HARRIS1 ................................... Atlanta
A. B., Johnson C. Smith University, 1961.

WILLIAMS, HERBERT, JR.2 .................................... Atlanta
A. B., Morehouse College, 1959.

WU, YEEN-KUEN ........................................ Taiwan, China
A. B., National Taiwan University, 1956.

ENGLISH

BOLTON, JAMES A. ....................................... Atlanta
A. B., Langston University, 1954.

CHAMPEN, JOHNNIE LEE D. ............................. Darien
B. S., Savannah State College, 1959.

CHERRY, JOYCE LUNDY1 ..................................... Atlanta
A. B., Paine College, 1962.

DAVENPORT, VIVIEN1 ...................................... Atlanta
B. S., Morrist Brown College, 1957.

DUNN, KATHY DIANE2 ..................................... Montgomery, Ala.
A. B., Fisk University, 1962.

FRANKLIN, BETTY JEAN .......................... Dalzell, S. C.

HAYES, IDA MAE ........................................ Baton Rouge, La.
A. B., Southern University, 1963.

HILL, J. C., JR.1 ........................................ Atlanta

1 First Semester Only.
2 Second Semester Only.
HILL, JAMES LEE .......................................... Meigs
B. S., Fort Valley State College, 1963.

HOWARD, Ida Wright 1 .................................. Atlanta
A. B., Paine College, 1946.

ISLER, MARIAN ELIZABETH ............................ Goldsboro, N. C.

JACKSON, MILDRED LADONIS 1 ....................... Spearsville, La.

JOHNSON, CARRIE MAE .......................... Shreveport, La.
A. B., Southern University, 1958.

JONES, THELMA IRENE .............................. Atlanta
A. B., Clark College, 1948.

KAGAN, CORIN ENID ............................... Atlanta
A. B., University of California (L. A.), 1959.

MARTIN, RUTH JOSEPHINE 1 ..................... Atlanta
A. B., Spelman College, 1951.

NOLLS, ANN LOUISE .......................... Leland, Miss.
B. S., Knoxville College, 1962.

PUGH, VANESTER ...................................... Atlanta

REAVES, MONETHA ROBERTA ................... Memphis, Tenn.

RYCE, SYLVIA L. 2 ................................ St. Louis, Mo.
A. B., Paine College, 1962.

WILLIAMS, HAZEL MAE .......................... Plaquemine, La.
A. B., Southern University, 1963.

FRENCH

HUFF, MCDONALD 2 ................................ Fort Valley
B. S., Fort Valley State College, 1964.

JOHNSON, CRAWFORD WILLIAM .................. Sandersville
B. S., Fort Valley State College, 1963.

LOVINGGOOD, SANDRA .......................... Atlanta
A. B., Clark College, 1959.

1 First Semester Only.
2 Second Semester Only.
HISTORY

BARNETT, FLORIS LORETTA

BRADLEY, OLIVIA ELAINE
B. S., Fisk University, 1962.

GREEN, MARIAN KAYRELLE

PRINCE ULYSSES III

MATHEMATICS

ALEXANDER, THOMAS LAMAR
B. S., Rust College, 1958.

BATTLE, LEONARD CLYDE
B. S., Tougaloo College, 1957.

BELL, FELIX CAMERON
A. B., Mississippi Industrial College, 1958.

COCHRAN, RUTH DONALD
A. B., Paine College, 1953.

COLEMAN, WINSON RALPH, JR.
B. S., Morehouse College, 1960.

DALE, LOUIS
A. B., Miles College, 1960.

FLETCHER, HAROLD WAYNE
B. S., Morehouse College, 1963.

HICKMAN, DONNIE MAE
A. B., Miles College, 1963.

HILL, EARL AUGUSTUS

HILL, EDWARD, JR.
B. S., Southern University, 1960.

HUDSON, HOWARD EARL
B. S., Alcorn Agricultural and Mechanical College, 1957.

1 First Semester Only.
2 Second Semester Only.
JACKSON, DORIS JUNE ...........................Memphis, Tenn.

JOLLEY, SAMUEL D., JR. ..............................Macon
B. S., Fort Valley State College, 1962.

KESLER, REUBEN, JR. .................................Gainesville
B. S., Morehouse College, 1963.

McCrea, Franklin Derosevelt ..........................Kingstree, S. C.
B. S., Claflin College, 1958.

McDermott, Vern Allen ..............................Billings, Montana
B. S., Montana State College, 1957.

McNear, Annie Ester ...............................Grady, Ala.
B. S., Alabama State College, 1959.

Miles, William McKinley ..............................Atlanta
B. S., Agricultural and Technical College of North Carolina, 1956.

Mitchell, Pauline Glenn1 .............................Thomasville

Pollard, Nathanael, Jr. ..............................Dolomite, Ala.
A. B., Miles College, 1960.

Rayford, Freddie Rano ..............................Deland, Fla.
B. S., Morehouse College, 1963.

Rutherford, Harold .................................Quitman
B. S., Morehouse College, 1963.

Shinn, Willie Leroy .................................Mobile, Ala.
B. S., Alabama State College, 1959.

Stillwell, Rollie Samuel ..............................Washington
A. B., Clark College, 1959.

Strong, Joseph Ruben1 ...............................Petersburg, Fla.

Terry, Theodore J. .................................Mobile, Ala.
B. S., Alabama State College, 1953.

Touchstone, James A.2 ..............................Griffin
A. B., Clark College, 1958.

Williams, Johnny Mae ...............................Vidalia
B. S., Savannah State College, 1952.

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ATLANTA UNIVERSITY

POLITICAL SCIENCE

ALLADIN, EDWARD VARCIA .........................................Washington, D. C.

CALHOUN, ALLY FAYE .................................................Robeline, La.
A. B., Grambling College, 1963.

CALLOWAY, ETHELENE1 .................................................Athens
B. S., Albany State College, 1954.

HOSONO, MAKOTO2 ......................................................Kanagawa-ken, Japan
A. B., Chuo University, 1961.

OLE LOLCHOKI, JONATHAN KARIUKI .................................Narok, Kenya
A. B., Philander Smith College, 1963.

STONE, ROBERT BLANCHARD2 ............................................Huntsville, Ala.

WALTON, HANES, JR. ....................................................Athens

SOCIAL SCIENCE

MILES, SHIRLEY ANN1 ..................................................College Park

MURRAY, HASKELL HARVEY ..............................................Atlanta
A. B., Benedict College, 1953.

SOCIOLOGY

BRUMFIELD, CORNELL EDWARD ........................................Macon
A. B., Agricultural and Technical College of North
Carolina, 1947.

BURLINGTON, JIMMIE FRANK ............................................Atlanta

BUTLER, BERTHEA LACONTEA1 ......................................Atlanta

1 First Semester Only.
2 Second Semester Only.
CHARLES, OBBIE ALPHONSOIA

Cowan, Frank William, Jr.
A. B., Florida Agricultural and Mechanical University, 1963.

Cranford, Delores
Atlanta

Dinkins, Lewis Fitzgerald
Atlanta

Hakeem, Ivan Philip
Bareilly, India
A. B., Clark College, 1962.

Ingunya, Augustine Khamala
Nairobi, Kenya
A. B., Langston University, 1963.

Jackson, Louise
Hot Springs, Ark.

Johnston, Thesba Natalie
Atlanta

Langley, Curtis Tilmon
Camden, Ark.

Moore, Oscar James
Hueytown, Ala.
A. B., Miles College, 1963.

Norman, Roy Edward
Atlanta

Paramore, Joyce Marilyn
Cairo

Porterfield, Ernest
Tuskegee Institute, Ala.
B. S., Tuskegee Institute, 1963.

Smith, Daisy Bowman
East Spencer, N. C.

Smith, Emma Lou Williams
Atlanta
B. S., Fort Valley State College, 1952.

Webb, Willie James
Atlanta

1 First Semester Only.
2 Second Semester Only.
ALLEN, NIATHAN .................................... Newark, N. J.
A. B., Johnson C. Smith University, 1963.

ALLEN, RACINE ................................... Charlotte, N. C.

BATTLE, PATRICIA ANN .......................... Seneca, S. C.
A. B., University of Missouri, 1962.

BETHEL, PATRICIA FONSTINE ...................... Miami, Fla.
A. B., Talladega College, 1962.

BEVERLY, CREIGS CARTER ........................ Montgomery, Ala.

BOLTON, ROSE IVA ................................ Lawton, Okla.
A. B., University of Oklahoma, 1959.

BOYD, CARL M., JR. .............................. Jersey City, N. J.

BRYANT, SYLVIA .................................. Fort Valley
B. S., Hampton Institute, 1961.

CAMPEOLL, NORMA B. .............................. Atlanta
A. B., Virginia Union University, 1948.

CARTEN, ALMA J. .................................. Cleveland, Ohio
A. B., Ohio University (Athens, Ohio), 1962.

COLSTON, MYRTLE ALICE ......................... Charlotte, N. C.
A. B., Johnson C. Smith University, 1958.

COTMAN, IVAN LOUIS ............................. Detroit, Mich.
A. B., Kentucky State College, 1962.

COURSEY, YVETTE ................................. Cincinnati, Ohio

DICKENS, ANNE BOOTHBY .......................... Atlanta

DIX, SHERMAN EARL ............................. Louisville, Ky.
A. B., Tennessee State University, 1956; A. M., Atlanta University, 1958.

FRANK, LOIS LUBIN ............................... Atlanta
B. S., Emory University, 1963.

1 First Semester Only.
GETTIS, VIRGIL FINNEY  ........................................... Little Rock, Ark.
    A. B., Agricultural, Mechanical and Normal College (Ark.), 1958.

GILLESPIE, CAROLINE LEE  ....................................... Hartsville, S. C.
    A. B., Coke College, 1931; M. A. Columbia University, 1932.

GORIN, CYNTHIA  .................................................... Atlanta
    A. B., University of Michigan, 1960.

GOSS, NADIA THEONIA ............................................. Knoxville, Tenn.
    A. B., Knoxville College, 1945.

GRADY, CHARLES HUGH ........................................... Enterprise, Ala.

GRIER, CORA P. ..................................................... Bronx, N. Y.
    B. S., Alabama State Teachers College, 1941.

HALL, DEAOLA MAE ............................................. Oklahoma City, Okla.

HARRIS, GEORGE ERNEST ........................................ Saginaw, Mich.
    B. S., Alabama Agricultural and Mechanical College, 1963.

HARRIS, VIRGINIA LUCILLE .................................... Richmond, Va.
    A. B., Virginia Union University, 1960.

HAYES, HELEN ..................................................... Atlanta

HAYNES, SONJA ANITA .......................................... Chicago, Ill.
    A. B., Sarah Lawrence College, 1959.

HOPSON, GLOVER EUGENE ..................................... Atlanta

HURLEY, ALICE WYCHE ........................................... Columbia, S. C.
    B. S., Boston University, 1956.

JAMES, JOHN W .................................................. Marietta
    A. B., Clark College, 1949.

JENKINS, JEROME ROGER ...................................... Brooklyn, N. Y.
    A. B., Clark College, 1962.

JOHNSON, BERNICE .............................................. Los Angeles, Calif.
    B. S., Langston University, 1940.

JOHNSON, EDDIE JR. ............................................ Atlanta
JOHNSON, LATHAN ........................................ Atlanta
A. B., Washburn University, 1961.

JOHNSON, GLADYS¹ ........................................ Worcester, Mass.
B. S., Hampton Institute, 1961.

JONES, SAMUEL .................................. Cleveland, Ohio
B. S., Ohio State University, 1957.

KATZ, RUTH KARP .................................... Atlanta

KNIGHT, AARON ................................... Tarboro, N. C.

KNIGHT, JOSEPH FRANK² .......................... Jamaica, N. Y.

KNOX, SARA GAY .................................... Atlanta

KROOTH, ANN BAXANDALL ......................... Oshkosh, Wis.

LUNDBERG, ANNE PAMELA MILLER ................ Decatur
A. B., University of Chicago, 1947.

LYLE, RICHARD ..................................... Winder
B. S., Fort Valley State College, 1962.

MCCLoud, WILLIAM¹ .............................. Norristown, Tenn.

McCurty, Lois¹ .................................... Birmingham, Ala.
A. B., Miles College, 1957.

McKinney, Edward Arthur ........................ Macon

Marotte, Dorothy Wright ........................ Avondale
A. B., Dickinson College, 1940.

Martin, Barbara Patricia ........................ Monroe, La.


¹ First Semester Only.
² Second Semester Only.
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<tr>
<td>Matthews, Freddie L.</td>
<td>Jacksonville, Fla.</td>
<td>B. S.</td>
<td>Florida Agricultural and Mechanical College</td>
<td>1959</td>
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<tr>
<td>Mosley, Drucilla</td>
<td>Milford, Delaware</td>
<td>A. B.</td>
<td>Delaware State College</td>
<td>1963</td>
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<td>Mothershed, Rosemary</td>
<td>Marietta</td>
<td>A. B.</td>
<td>Savannah State College</td>
<td>1963</td>
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<tr>
<td>Murph, Sandra Ellery</td>
<td>Laurel, Miss.</td>
<td>A. B.</td>
<td>Morris Brown College</td>
<td>1963</td>
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<td>Perry, William</td>
<td>Greenwood, Miss.</td>
<td>B. S.</td>
<td>Tuskegee Institute</td>
<td>1961</td>
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<tr>
<td>Price, Joyce V.</td>
<td>Washington, D. C.</td>
<td>B. S.</td>
<td>Hampton Institute</td>
<td>1961</td>
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<tr>
<td>Roberts, Annie Rose</td>
<td>Jackson, Miss.</td>
<td>A. B.</td>
<td>Tougaloo College</td>
<td>1960</td>
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<tr>
<td>Shirley, Maurice E.</td>
<td>Washington, D. C.</td>
<td>A. B.</td>
<td>Saint Augustine's College</td>
<td>1962</td>
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<tr>
<td>Smith, Tessie Anita</td>
<td>Luverne, Ala.</td>
<td>B. S.</td>
<td>Alabama State College</td>
<td>1959</td>
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<tr>
<td>Stewart, Nancy Carol</td>
<td>Whitsett, N. C.</td>
<td>B. S.</td>
<td>Agricultural and Technical College of North Carolina</td>
<td>1962</td>
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<tr>
<td>Thomas, Mary Helen Q.</td>
<td>Hampton, Va.</td>
<td>B. S.</td>
<td>Hampton Institute</td>
<td>1963</td>
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<tr>
<td>Tice, Arcolia Randall</td>
<td>Savannah</td>
<td>B. S.</td>
<td>Florida Agricultural and Mechanical University</td>
<td>1951</td>
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<tr>
<td>Warrington, Samuel W.</td>
<td>Long Island, N. Y.</td>
<td>A. B.</td>
<td>North Carolina College at Durham</td>
<td>1954</td>
</tr>
<tr>
<td>Watson, Bertha J.</td>
<td>Atlanta</td>
<td>A. B.</td>
<td>Clark College</td>
<td>1941</td>
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</table>

1 First Semester Only.
ATLANTA UNIVERSITY

WHITAKER, WILLIAM HOWARD .......... Columbus, Ohio
A. B., Ohio State University, 1961; M. A., Ohio State Uni-
versity, 1963.

WICKS, BARBARA LEWIS2 ................. Washington, D. C.
B. S. LeMoyne College, 1956.

WILLIAMS, MATTHEW ...................... Aiken, S. C.

WINSTON, EMMALENE TAYOMA .......... Montgomery, Ala.

WOODARD, MARGARET JEWELL .......... Houston, Tex.

WRIGHT, PATRICIA NADINE ............... Savannah
A. B., Xavier University, 1963.

SCHOOL OF LIBRARY SERVICE

ANDERSON, MARTHA LAVERNE .......... Hampton, Va.
B. S., Hampton Institute, 1960.

ASHMON, MARTHA ANN ................... Columbus
B. S., Albany State College, 1957.

BEASLEY, JAMES L.2 ................. Atlanta
B. S., Fort Valley State College, 1962.

BELL, CLARICE WYATT1 .............. Atlanta

BOSTIC, MARY E. L. ..................... Atlanta
B. S., Morris Brown College, 1951.

BOSWELL, JEANNE JOHNS2 ............. Washington, D. C.
A. B., Fisk University, 1958.

BOYCE, JOSEPH ANTHONY ............... Atlanta

BROOKS, MARVELOUS BRENDA .......... Newark, N. J.

BROWN, AURELIA SANDERS .............. Atlanta
B. S., Knoxville College, 1963.

1 First Semester Only.
2 Second Semester Only.
BROWN, RUTH ........................................... Greensboro, Ala.
A. B., Tennessee Agricultural and Industrial State University, 1963.

BROXTON, BERNICE C. .............................. Spartanburg, S. C.
A. B., Benedict College, 1954.

BUSKEY, JOHN L. ...................................... Mobile, Ala.

CARMICHAEL, FRANCES LENA ....................... Anniston, Ala.

CATCHINGS, MARGARET JEAN ...................... Raymond, Miss.
B. S., Jackson State College, 1963.

CHENG, WAI-KIN ..................................... Hong Kong
B. S., Chung Chi College (Hong Kong), 1959.

CHIU, CHRISTINA MENG-CHU ....................... Taiwan, China
A. B., Tamkang College, 1962.

CLARK, LARON JEFFERSON, JR. 2 .................. Atlanta

CLARK, ROSLYN W. 2 .............................. Atlanta
A. B., Clark College, 1957.

COOPER, ARMANDA BAKER 1 ......................... Savannah
B. S., Savannah State College, 1955.

COPELAND, JEANETTE B. 1 ......................... Atlanta
A. B., Clark College, 1941.

CRAWFORD, ANNE LUCILE 1 ......................... Atlanta

ELIAS, BETTY PALMER 2 ............................ Atlanta
A. B., Clark College, 1959.

EVERETTE, JO ANNE .............................. Thomasville
A. B., Talladega College, 1962.

1 First Semester Only.
2 Second Semester Only.
FLEMISTER, WILSON NEWMAN\(^2\) .................................. Atlanta


GIBSON, JESSE E\(^2\) ............................................ Waxahachie, Tex.
B. S., Prairie View Agricultural and Mechanical College, 1960.

GRAYSON, BESSIE RIVERS\(^2\) .................................. Little Rock, Ark.

GREEN, HELEN ................................................. New York, N. Y.
A. B., Bennett College, 1957.

HARDAWAY, EULA LEWIS\(^1\) .................................. Selma, Ala.
B. S., Alabama State College, 1948.

HARMON, DORIS JACKSON\(^2\) .................................. Atlanta
A. B., Clark College, 1954.

HEAD, PATRICIA MALSBY\(^2\) .................................. Griffin
B. S., Tuskegee Institute, 1945.

HINTON, BOOKER HERBERT\(^2\) .................................. Atlanta
A. B., Morehouse College, 1952.

HOLLINS, ANNIE MARY ........................................... Birmingham, Ala.
B. S., Miles College, 1957.

HOWARD, VIVIAN SINGLETON .................................. Savannah
B. S., Hampton Institute, 1954.

HSIA, STELLA TE-CHEN ......................................... Taiwan, China
A. B., National Taiwan University, 1963.

JOHNSON, ELEANOR E\(^1\) ...................................... Savannah

JONES, RUBYE J. ............................................. Detroit, Mich.
A. B., Southern University, 1960.

KINNEY, HENRIETTA BETTY ..................................... New Orleans, La.
A. B., Dillard University, 1945.

LEWIS, TAYLOR COLEMAN\(^1\) .................................. Atlanta
A. B., Talladega College, 1959.

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

Li, KARL GUK-JOU 2 .................................................. Taiwan, China
A. B., National Taiwan University, 1959; M. A. Rockford College, 1963.

McDONALD, CHARITY EDWINA ..................................... Houston, Tex.
B. S., Texas Southern University, 1963.

McKIEVER, HILDA HORTENCE 1 ..................................... Conway, S. C.
B. S., South Carolina State College, 1958.

MARTIN, ELOISE MELS ................................................ Atlanta

MAYFIELD, WILFRED THOMAS ........................................ Carriere, Miss.
B. S., Southern University, 1963.

MOORE, FRANK EDWARD ............................................. Selma, Ala.
B. S., Rust College, 1963.

NORWOOD, EDWANA 1 ............................................... Atlanta

PARTRIDGE, JAMES C., JR. .......................................... Atlanta

PERRIN, ALBERTINE GOEINS ...................................... Atlanta
B. S., Cheyney State College, 1962.

PETERSON, ROSALIE SLACK 2 .................................... Atlanta

RUTH, FRANCES DELORES 2 ..................................... Atlanta
B. S., Spelman College, 1957.

SCOTT, SANDRA LEE .............................................. Baltimore, Md.
A. B., Fisk University, 1963.

SINGFIELD, INEZ JANE 2 ........................................ Augusta
B. S., Fort Valley State College, 1956.

SINGFIELD, PAULINE 2 ............................................ Gay
B. S., Fort Valley State College, 1960.

STEPHENS, JOHN L. ............................................... Atlanta
A. B., Morehouse College, 1952.

STEWART, ESSIE STEPHENS 2 .................................. Atlanta
A. B., Clark College, 1949.

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ATLANTA UNIVERSITY

SUN, THELMA S. L. ........................................ Taiwan, China
A. B., Taiwan Provincial Cheng Kung University, 1961.

SYKES, JULIA STALLINGS .................................... Arlington

TAYLOR, BETTY ELIZABETH ................................ Houston, Tex.
A. B., Fisk University, 1963.

THOMAS, ALBERTA ELIZABETH ................................ Atlanta
A. B., Spelman College, 1938.

THOMPSON, RUTH HILL ........................................ Atlanta
A. B., Spelman College, 1937.

Vinson, Eugenia ............................................ Macon

Wade, Willie Eva ............................................ Atlanta

Weir, Birdie Oldom ........................................ Itta Bena, Miss.

Yen, Alice Bing ............................................ Taiwan, China
A. B., Soochow University, 1960.

SCHOOL OF EDUCATION

Adams, Baxter .............................................. Atlanta
A. B., Morehouse College, 1957.

Adams, Charles ............................................. Macon
B. S., Fort Valley State College, 1958.

Adkins, Lillian Yvonne .................................... Albany

Aker, Alt Lea Scott ......................................... Rome
A. B., Morris Brown College, 1932.

Alcorn, Herschel W. ........................................ Augusta, Ark.
B. S., Agricultural, Mechanical and Normal College (Ark.) 1951.

Allen, Robert W. ............................................ Atlanta
A. B., Morehouse College, 1953.

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>Alston, Alva B.</td>
<td>A. B.</td>
<td>Atlanta University, 1928.</td>
<td>Atlanta</td>
</tr>
<tr>
<td>Anderson, James L.</td>
<td>A. B.</td>
<td>Morehouse College, 1949; A. M., Atlanta University, 1950</td>
<td>Atlanta</td>
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<td>Anderson, Leonard Sinclair</td>
<td></td>
<td>Agricultural, Mechanical and Normal College (Ark.)</td>
<td>1957</td>
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<td>Archer, Samuel Howard, Jr.</td>
<td>A. B.</td>
<td>Morehouse College, 1927.</td>
<td>Atlanta</td>
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<td>Arnold, Eula V.</td>
<td>A. B.</td>
<td>Clark College, 1932.</td>
<td>Jonesboro</td>
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<td>Ash, Emily W.</td>
<td>A. B.</td>
<td>Clark College, 1958.</td>
<td>Atlanta</td>
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<td>Askew, Pearlena Mance</td>
<td>B. S.</td>
<td>Fort Valley State College, 1960.</td>
<td>Atlanta</td>
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<td>Atkins, Eloise F.</td>
<td>B. S.</td>
<td>Fort Valley State College, 1954.</td>
<td>Louisville</td>
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<td>Atkins, Rosa Lee</td>
<td>B. S.</td>
<td>Savannah State College, 1957.</td>
<td>Waynesboro</td>
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<td>Avery, Mary Agnes</td>
<td>A. B.</td>
<td>Morris Brown College, 1960.</td>
<td>Atlanta</td>
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<td>Baker, Mildred L.</td>
<td>A. B.</td>
<td>Morris Brown College, 1930.</td>
<td>Atlanta</td>
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<td>Baker, Oreda Jeffers</td>
<td>B. S.</td>
<td>Savannah State College, 1949.</td>
<td>Waynesboro</td>
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</table>

1 First Semester Only.
2 Second Semester Only.
BALLARD, ROBERT MELVIN ............................Atlanta
          A. B., Morehouse College, 1958; M. S. in L. S., Atlanta University, 1961.

BANKS, BARBARA T. ..............................Dallas, Tex.
          A. B., Huston-Tillotson College, 1952.

BANKS, OSSIE MAE ................................Atlanta
          A. B., Clark College, 1957.

BARKSDALE, AZALIA M. ............................Atlanta
          A. B., Clark College, 1962.

BARKSDALE, THERESA ANN ..............Atlanta
          A. B., Clark College, 1957.

BARNES, MARGARET ............................Atlanta
          B. S., Allen University, 1949.

BARNES, WILLIE LEE ............................Haddock
          B. S., Fort Valley State College, 1949.

BASSETT, AURELIA SMITH ........................Chicago, I11.
          B. S., Allen University, 1952.

BATTEN, MARY WILLIAMS .....................Atlanta
          A. B., Clark College, 1962.

BELL, LILA MAE ...............................Waynesboro
          B. S., Savannah State College, 1954.

BELL, MINNIE W. ................................Athens
          B. S., Savannah State College, 1946.

BELL, NORMA STOVALL .........................Atlanta

BENNETT, STEWART ............................Auburn, Ala.
          A. B., Knoxville College, 1955.

BESSENT, ALLENE DOLORIS ...........................Gough
          A. B., Paine College, 1959.

BESSENT, THEODOSIA PHYLICIA ..........................Waynesboro
          B. S., Fort Valley State College, 1944.

BINNS, CATHERINE WAYMER .....................Atlanta
          B. S., Florida Agricultural and Mechanical University, 1947.

BISHOP, JEANETTA MAXINE ..................Fairfield, Ala.
          A. B., Miles College, 1957.

1 First Semester Only.
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<tr>
<td>Blackwell, Elizabeth</td>
<td>A. B.</td>
<td>West Virginia State College</td>
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<td>Blake, Mary F.</td>
<td>A. B.</td>
<td>Clark College</td>
<td>Atlanta</td>
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<td>Bland, Hattie Lewis</td>
<td>B. S.</td>
<td>Savannah State College</td>
<td>Waynesboro</td>
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<td>Bloomfield, Homer Carrie</td>
<td>B. S.</td>
<td>Alabama State College</td>
<td>Atlanta</td>
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<td>Boger, Wilma Bristow</td>
<td>B. S.</td>
<td>South Carolina State College</td>
<td>Atlanta</td>
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<td>Bohannon, Ora Jeanne</td>
<td>A. B.</td>
<td>Clark College</td>
<td>Atlanta</td>
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<td>Boles, Dilo Yvonne Lee</td>
<td>B. S.</td>
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<td>Fitzgerald</td>
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<td>Bolton, Edna C.</td>
<td>A. B.</td>
<td>Paine College</td>
<td>Atlanta</td>
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<td>Bottoms, Elizabeth S.</td>
<td>A. B.</td>
<td>Louisville Municipal College</td>
<td>Atlanta</td>
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<td>Bowie, Dorothy Ross</td>
<td>A. B.</td>
<td>Spelman College</td>
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<td>Boyd, Norma C.</td>
<td>A. B.</td>
<td>Clark College</td>
<td>Atlanta</td>
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<td>Bradley, Marguerite Louise</td>
<td>A. B.</td>
<td>Clark College</td>
<td>Atlanta</td>
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<td>Branch, Thelma Davis</td>
<td>A. B.</td>
<td>Virginia State College</td>
<td>Atlanta</td>
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<td>Bronner, Lena E.</td>
<td>A. B.</td>
<td>Spelman College</td>
<td>Atlanta</td>
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<td>Brooks, Ethel Mae</td>
<td>B. S.</td>
<td>Fort Valley State College</td>
<td>Cedartown</td>
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<td>Browder, Bessie B. Johnson</td>
<td>B. S.</td>
<td>Fort Valley State College</td>
<td>Rockmart</td>
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<tr>
<td>Brown, Bertha Means</td>
<td>B. S.</td>
<td>Alabama State College</td>
<td>Atlanta</td>
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</table>

1 First Semester Only.
2 Second Semester Only.
Brown, Clarence Thomas  
B. S., Alabama State College, 1934.

Brown, Deborah Magdalene  
B. S., Savannah State College, 1947.

Brown, Evelyn L  
A. B., Clark College, 1953.

Brown, Lula Mae Sampson  
B. S., Fort Valley State College, 1948.

Brown, Serena Marie Richards  

Brown, Trudie M  
B. S., Savannah State College, 1949.

Brumfield, Louise Crouch  
B. S., Albany State College, 1947; M. A., Atlanta University, 1951.

Brunson, Pierce B  
A. B., Morris Brown College, 1938.

Bryant, Bernice Roper  
B. S., Hampton Institute, 1931.

Bryant, Robert Anderson  
B. S., Hampton Institute, 1933.

Buggs, Carrie White  

Burton, Carmel LaVerne  
B. S., Morris Brown College, 1959.

Burton, Dorothy Gwendolyn  
B. S., Barber-Scotia College, 1954.

Byar, David  
A. B., Emory University, 1960.

Bynes, Clara  
B. S., Fort Valley State College, 1945.

Caldwell, Eugene, Jr  

Caldwell, Georgia Hallie  
A. B., Talladega College, 1951.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

CALLWAY, ROBERT LEE ................................... Athens

CAMERON, MOLLIE DERRICK2 .................................. Atlanta
B. S., Savannah State College, 1945.

CAMPBELL, ROSA MAYO1 ................................... Statesboro
B. S., Fayetteville State Teachers College, 1953.

CANTRELL, ANN2 ................................... Atlanta

CARLSON, NEIL E. ..................................... Dewittville, N. Y.
B. S., Cornell University, 1951.

CARMICHAEL, WILLIE FRANKLIN, JR. ........................ Atlanta

CARROLL, HELEN LAWRENCE .............................. Atlanta
A. B., Clark College, 1941.

CASH, CAROL DOLORES1 .................................... Atlanta

CEPHUS, PARNELL WARThORP .............................. Birmingham, Ala.

CHAMLEE, OPAL GAY2 ..................................... Atlanta
A. B., Clark College, 1953.

CHANCE, ISABELLA ELOISE2 .................................. Sardis

CHANDLER, GENE PAUL2 ................................... Atlanta

CHERRY, LOUISE H.1 .................................... Rome
B. S., Fort Valley State College, 1955.

CHILDERS, EUNICE WALKER2 .................................. Waynesboro
B. S., Savannah State College, 1950.

CHISHOLM, HARRET NASH2 ................................... Atlanta
A. B., Morris Brown College, 1945.

CHRISTOPHER, EARLENE BREWER ............................ Atlanta
B. S., Hampton Institute, 1936.

CHUNN, EMMA W.2 ................................... Atlanta

1 First Semester Only.
2 Second Semester Only.
CLARK, FANNIE MYRLIN
A. B., Clark College, 1949.

CLARK, MARY ALBERTA

CLAY, JUANITA LESTER

CLEVELAND, ANNE DODSON
A. B., Clark College, 1956.

CLEVELAND, MARTHA MERIDETH

COLEMAN, CARTER EMORY, SR.
A. B., Clark College, 1938.

COLEMAN, GWENDOLYN COX

COLEMAN, LEILA NORWOOD
A. B., Morris Brown College, 1937.

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

COLLINS, JEAN MOORE

COLVARD, BLANCHE ELIZABETH

COOK, DOROTHY L.
A. B., Paine College, 1957.

COOK, SARAH F. LYLE
A. B., Clark College, 1947.

COOK, SYLVIA FIELDS

COOPER, FRANCES
A. B., Miles College, 1956.

COOPER, PEGGY C.
A. B., Clark College, 1959.

COTTON, ROBERT L.
B. S., Tuskegee Institute, 1953.

CRAFT, MARY S.
B. S., Albany State College, 1952.

1 First Semester Only.
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<th>Name</th>
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<td>CROWDER, HALBERT C.</td>
<td>A. B., Texas College, 1949.</td>
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<td>CULBREATH, FRANCES T.</td>
<td>B. S., Morris Brown College, 1950.</td>
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<td>CULPEPPER, ARTHUR J.</td>
<td>A. B., Clark College, 1960.</td>
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<td>CULPEPPER, GAINES WARREN</td>
<td>A. B., Morris Brown College, 1943.</td>
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<td>CUMMINS, TERRENCE ROGER</td>
<td>A. B., Colorado State College, 1961.</td>
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<td>CUNNINGHAM, SALLIE G.</td>
<td>B. S., Savannah State College, 1955.</td>
<td>Waynesboro</td>
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<td>CUTTS, CLEO PARKER</td>
<td>A. B., Clark College, 1959.</td>
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<td>DABNEY, RUBY E. L.</td>
<td>B. S., Fort Valley State College, 1950.</td>
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<td>DAVENPORT, HELEN DIXON</td>
<td>B. S., Clark College, 1952.</td>
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<td>DAVIS, ARTHUR LAMAR</td>
<td>A. B., Morris Brown College, 1951.</td>
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<td>DAVIS, DANIEL FRANKLIN</td>
<td>A. B., Morehouse College, 1933.</td>
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<td>DAVIS, DEANNA</td>
<td>A. B., Spelman College, 1957.</td>
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<td>DAVIS, MILDRED LAVERNA</td>
<td>B. S., Savannah State College, 1948.</td>
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<td>DeWITT, WILLA JOHNSON</td>
<td>B. S., Hampton Institute, 1960.</td>
<td>Conway, S. C.</td>
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DEWS, PHYLLIS WHEATLEY1 .......................................................... Atlanta
A. B., Paine College, 1944; M. S. W., Atlanta University, 1946.

DINKINS, MARION RUFUS, JR. ......................................................... Atlanta

DIXON, MAMIE, VAUGHTER2 .......................................................... Sardis
B. S., Tennessee Agricultural and Industrial State University, 1950.

DIXON, MATTIE KATE ........................................................................ Atlanta
B. S., Morris Brown College, 1957.

DIXON, OCTAVIA CHRISTINE ............................................................. Tuscaloosa, Ala.
B. S., Alabama State College, 1950.

DODSON, ALYCE SMITH ..................................................................... Atlanta
B. S., Spelman College, 1946.

DORSEY, CATHERINE BROWN1 .......................................................... Summerville
B. S., Fort Valley State College, 1955.

DRAPER, GLADYS IRENE ................................................................. Atlanta

DRAPER, JOSEPH1 ............................................................................ Atlanta
A. B., Morehouse College, 1957.

DUNN, WILLIAM H., JR.1 ................................................................. Macon
A. B., Morris Brown College, 1953.

DURDEN, VERA ATKINSON ............................................................... Atlanta
B. S., Albany State College, 1952.

DUTCH, THERESA CHARLESINE4 ....................................................... Atlanta
A. B., Talladega College, 1951.

EARNEST, FRANCHOT D.1 ............................................................... Gallatin, Tenn.
B. S., Tennessee Agricultural and Industrial State University, 1961.

ECHOLS, JESSE L.2 ............................................................................ Blakely
B. S., Fort Valley State College, 1955.

ELLIS, ALFRED DOUGLAS2 ................................................................ Atlanta
A. B., Clark College, 1851.

ELLIS, THELMA GATSON2 ................................................................ Waynesboro
B. S., Johnson C. Smith University, 1948.

1 First Semester Only.
2 Second Semester Only.
ELLISON, LOUISE M. 1 .................................. Fort Valley
B. S., Fort Valley State College, 1947; M. S., Kansas State

ELMORE, GWENDOLYN FERRELL ..................................
Atlanta

EPPS, LILLIAN HARRIETT 1 ..................................
Atlanta

ETCHISON, CORA JULIA 1 ..................................
Monroe
B. S., Fort Valley State College, 1947.

EVANS, ESTHER LEE ..................................
Macon

FERRELL, MARIAN MASON ..................................
Atlanta

FEW, ELIZABETH C. 1 ....................................
Atlanta
A. B., Clark College, 1954.

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

FINCH, ELIZABETH JONES 2 ................................
Atlanta
A. B., Clark College, 1944; M. A. Atlanta University, 1959.

FISHER, GERALDINE G. 2 ..............................
Atlanta
A. B., Hunter College, 1934.

FLANDERS, FRANKIE W. 2 ................................
Atlanta
B. S., Spelman College, 1939.

FORCE, MIRIAM A. 1 ..................................
Atlanta
B. S., Fort Valley State College, 1952.

FOSTER, ARTHUR, JR. ..................................
Valdosta

FOSTER, JAMES HUEY ..................................
Atlanta
B. S., Bethune-Cookman College, 1957; M. A., Atlanta Uni-
versity, 1963.

FOXXWORTH, EVELYN LUCILLE 2 ......................
Atlanta

FRAZIER, TERRELEE BOYD ................................
Chattanooga, Tenn.
B. S., Knoxville College, 1962.

FREDRICK, GEORGIA EMMA 1 ..........................
Cedartown
B. S., Fort Valley State College, 1950.

1 First Semester Only.
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<td>Freeman, Ella Juanita Blaylock</td>
<td>Fort Valley State College, 1950.</td>
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<td>Futch, Sylvester</td>
<td>Savannah State College, 1950.</td>
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<td>Gallant, Christopher</td>
<td>South Carolina State College, 1954.</td>
<td>A.B.</td>
<td>Georgetown, S. C.</td>
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<td>Geiger, Myrtle Anne</td>
<td>Morris Brown College, 1957.</td>
<td>B.S.</td>
<td>Atlanta</td>
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<td>George, Carrie Leigh</td>
<td>Clark College, 1936.</td>
<td>A.B.</td>
<td>Atlanta</td>
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<td>George, Ulric</td>
<td>Morris Brown College, 1959.</td>
<td>A.B.</td>
<td>Trinidad, W. Indies</td>
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<td>Glass, Katherine Tibbs</td>
<td>Clark College, 1956.</td>
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<td>Goggin, Alfonza R.</td>
<td>Clark College, 1951.</td>
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<td>Goldsboro, Stanley M.</td>
<td>Tuskegee Institute, 1942.</td>
<td>B.S.</td>
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<td>Gooden, Emma Parks</td>
<td>Albany State College, 1946; M.Ed., Atlanta University, 1948.</td>
<td>B.S.</td>
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<td>Gooden, Mary Dorothy</td>
<td>Savannah State College, 1951.</td>
<td>B.S.</td>
<td>Waynesboro</td>
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<td>Gordon, James Theodore</td>
<td>Tuskegee Institute, 1938.</td>
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1 First Semester Only.
2 Second Semester Only.
CATALOGUE

GREEN, EDITH M. 1 ....................................... .Atlanta
A. B., Clark College, 1959.

GREEN, MABLE MITCHELL 1 .................................. Atlanta

GRIFFIN, ALMA WADDELL 2 .................................. Midville
B. S., Fayetteville State Teachers College, 1951.

GRIFFITH, JOHN HERBERT .................................. Clarksdale, Miss.
A. B., Lincoln University (Pa.), 1954.

GUESS, GLADYS ........................................... Atlanta
B. S., Morris Brown College, 1956.

HADLEY, LORENGDA MACK .................................. Athens
B. S., Fort Valley State College, 1945.

HANKERSON, PORTER JAMES 2 ................................ Waynesboro
B. S., Savannah State College, 1959.

HANKS, LULA FAYE 2 ...................................... Atlanta
A. B., Spelman College, 1942.

HARDEWAY, BEVERLY ANN .................................. Atlanta
B. S., Roosevelt University, 1957.

HARDING, WILLIAM JAMES .................................. Atlanta

HARDNETT, HELEN BERRYHILL 2 ............................. Atlanta

HARDWICK, PEARL SCOTT 2 ................................ Midville
B. S., Savannah State College, 1963.

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

HARRIS, DAISY CARROLL .................................... Atlanta

HARRIS, EVANS HOWELL ................................... Crawfordville
B. S., Fort Valley State College, 1947; M. Ed., Tuskegee Institute, 1963.

HARRIS, HENRY M., III .................................. Atlanta
B. S., Morehouse College, 1949.

HARRIS, JIMMIE EDWARD 1 ................................ Rome

1 First Semester Only.
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<th>Name</th>
<th>City</th>
<th>Degree</th>
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<tr>
<td>Harris, Ruth Lillian H.</td>
<td>Midville</td>
<td>B.S.</td>
<td>Agricultural and Technical College of North Carolina, 1931.</td>
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<td>Hayley, Clara Yates</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>Spelman College, 1946.</td>
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<td>Henderson, Alleen J.</td>
<td>Atlanta</td>
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<td>Howard University, 1932.</td>
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<td>Henderson, Bettye Roberts</td>
<td>Toccoa</td>
<td>B.S.</td>
<td>Paine College, 1956.</td>
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<td>Henderson, Irene Leola</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>Spelman College, 1933.</td>
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<td>Hill, Andrew Orlando</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>Clark College, 1949.</td>
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<td>Hill, Dorothy E.</td>
<td>Atlanta</td>
<td>B.S.</td>
<td>Morris Brown College, 1959.</td>
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<td>Hill, Jennie Belle</td>
<td>Cedartown</td>
<td>B.S.</td>
<td>Fort Valley State College, 1948.</td>
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<td>Holland, Martha Grimes</td>
<td>Rome</td>
<td>B.S.</td>
<td>Winston-Salem Teachers College, 1948.</td>
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1 First Semester Only.  
2 Second Semester Only.
HOLLOWAY, LUTHER RANDOLPH ........................................ Atlanta A. B., Morehouse College, 1956.


HOOD, MARY HENRIETTA R.1 ................................... Cedartown B. S., Fort Valley State College, 1950.

HORNE, ALLIE BEATRICE ..................................... Atlanta A. B., Clark College, 1934; M. Ed., Atlanta University, 1947.

HORNSBY, KLIME WEAVER ..................................... Atlanta B. S., Huston-Tillotson College, 1948.

HOUSE, LOUISE KELLEY1 ..................................... Rome B. S., South Carolina State College, 1941.


HOWARD, OLA KING4 ........................................ Rome B. S., Fort Valley State College, 1952.

HUDSON, GLORIA OPHELIA2 ................................ Atlanta B. S., Spelman College, 1959.

HUGHES, BESSE MAE2 ......................................... Waynesboro A. B., Paine College, 1955.


HUNT, WILLIE FAIR1 ........................................ Atlanta B. S., Fort Valley State College, 1951.


INGRAM, ANN JACQUELYN1 ................................... Valdosta B. S., Spelman College, 1954.

IRELAND, ANNIE MARIE ...................................... Atlanta B. S., Morris Brown College, 1950.

JACKSON, ANNIE L. ........................................... Atlanta A. B., Morris Brown College, 1938.

1 First Semester Only.
2 Second Semester Only.
JACKSON, ANNIE SHUMATE
A. B., Clark College, 1957.

JACKSON, CONSTANCE G. SCOTT

JACKSON, DORA
B. S., Albany State College, 1957.

JACKSON, LULA MAE

JACKSON, MARGARET DABNEY
B. S., Morris Brown College, 1946.

JACKSON, MARY S.
A. B., Arkansas Agricultural Mechanical and Normal College, 1936.

JACKSON, ROBERT FRANCIS
B. S., Savannah State College, 1955.

JAMES, LUCIA BACOTE

JEFFERSON, DELORES

JEFFERSON, JACQUES LIGHTSEY

JENKINS, ROSE O.
A. B., Clark College, 1962.

JENNINGS, FRANCES
B. S., Albany State College, 1952.

JOHNSON, ANNIE RUTH JORDAN

JOHNSON, CARRIE BELL
A. B., Fort Valley State College, 1952.

JOHNSON, CLEOPATRA ALBURY
A. B., Saint Augustine's College, 1951.

JOHNSON, ERNESTINE T.

1 First Semester Only.
2 Second Semester Only.
JOHNSON, LONNIE JR.\textsuperscript{1} .................................. Atlanta
A. B., Fort Valley State College, 1959.

JOHNSON, MARGARET ALEXANDER\textsuperscript{1} ................. Atlanta
A. B., Clark College, 1962.

JOHNSON, MARY LOUISE D. .................................. Atlanta
A. B., Morris Brown College, 1939.

JOHNSON, MATTIE FLORENCE\textsuperscript{1} ................. Atlanta
A. B., Morris Brown College, 1942.

JOHNSON, OLIVIA J.\textsuperscript{2} .............................. Waynesboro
B. S., Tuskegee Institute, 1952.

JOHNSON, PEARL LEAN\textsuperscript{1} ......................... Atlanta

JOHNSON, REESE ALPHONSO\textsuperscript{2} .................. Atlanta

JOHNSON, VEOLA\textsuperscript{1} .................................. Cedartown

JOHNSTON, ESTHER .................................. Greenville

JONAS, GAYNELLE WILLOUGHBY\textsuperscript{1} .................. Atlanta
B. S., Savannah State College, 1940.

JONES, ALPHONSO GEORGE ..................................... Atlanta
B. S., Florida Agricultural and Mechanical University, 1959.

JONES, EVA CLARK\textsuperscript{2} ................................. Atlanta

JONES, FAYE MARGREZELLE\textsuperscript{1} .................. Atlanta
B. S., Savannah State College, 1956.

JONES, HATTIE RUTH C.\textsuperscript{2} ......................... Atlanta
B. S., Morris Brown College, 1951.

JONES, JAMES EDWARD ..................................... Atlanta
B. S., Fort Valley State College, 1952.

\textsuperscript{1} First Semester Only.
\textsuperscript{2} Second Semester Only.
JONES, LOIS FLUELLEN \(^1\) ........................................ Atlanta B. S., Fort Valley State College, 1951.

JONES, MARIA \(^2\) ........................................... Waynesboro A. B., Savannah State College, 1958.


JONES, MURRIS JOSEPH \(^3\) ................................... Atlanta B. S., Agricultural and Technical College of North Carolina, 1951.

JONES, SALLIE LAUGHINGHOUSE \(^2\) .......................... Waynesboro B. S., Elizabeth City State Teachers College, 1946.


KEITH, KATHRINE GRIFFIN \(^1\) ................................... Atlanta A. B., Spelman College, 1953.

KEMP, EDMOND THOMAS \(^1\) ................................... Atlanta A. B. Morehouse College, 1958.

KENNEY, VIRGIL MAE ...................................... Shreveport, La. B. S., Grambling College, 1946.

KIMBROUGH, WILLIAM FISHER .................................. Atlanta B. S., Tuskegee Institute, 1953.

KING, ALBERT \(^2\) ........................................... Waynesboro B. S., Savannah State College, 1962.

KIRK, OSCAR E. L. \(^1\) ...................................... Atlanta B. S., Jackson State College, 1949; A. M., Atlanta University, 1957.

KNIGHT, J. VIRGINIA ......................................... Shorter, Ala. B. S., Tuskegee Institute, 1940; M. Ed., Tuskegee Institute, 1954.

LACEY, CARRIE M. \(^2\) ....................................... Atlanta B. S., Tuskegee Institute, 1940; M. S. W., Atlanta University, 1948.

LACEY, JOSEPH TOLBERTTE \(^1\) ................................ Sylvania A. B., Paine College, 1937; A. M., Atlanta University, 1955.

LAIRD, LOY BERYL \(^2\) ........................................... Atlanta A. B., University of Southern Mississippi, 1949.

\(^1\) First Semester Only.
\(^2\) Second Semester Only.
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<th>Name</th>
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<th>Institution</th>
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<tr>
<td>LAMAR, JAMES FRANKLIN</td>
<td>A. B., Morehouse College, 1960.</td>
<td>Atlanta</td>
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<td>LANDERS, AMANDA</td>
<td>A. B., Morris Brown College, 1949.</td>
<td>Milledgeville</td>
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<td>LANE, BRUCE VAIL</td>
<td>B. S., Stetson University, 1952.</td>
<td>Atlanta</td>
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<td>LANTIER, JESSIE LOU</td>
<td>B. S., Alabama Agricultural and Mechanical College, 1948.</td>
<td>Atlanta</td>
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<td>LAWSON, NANCY HOWARD</td>
<td>A. B., North Carolina College at Durham, 1954.</td>
<td>Atlanta</td>
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<td>LAWTON, RONALD</td>
<td>A. B., University of New Hampshire, 1960.</td>
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<td>LEARY, FANNIE R.</td>
<td>A. B., Fort Valley State College, 1961.</td>
<td>Atlanta</td>
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<td>LEE, GERALD JAMES</td>
<td>B. S., Allen University, 1951.</td>
<td>Hartwell</td>
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<td>LEE, THELMA THOMASINA</td>
<td>A. B., Savannah State College, 1934.</td>
<td>Savannah</td>
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<td>LEONARD, ARZELMA BURTON</td>
<td>B. S., Barber-Scotia College, 1953.</td>
<td>Waynesboro</td>
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<td>LEONARD, JOSEPH FLOYD</td>
<td>B. S., Morehouse College, 1956.</td>
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<td>LEONARD, NEAL COLUMBUS</td>
<td>B. S., Fort Valley State College, 1959.</td>
<td>Waynesboro</td>
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<td>LEWIS, MABLE SANFORD</td>
<td>B. Mus., Chicago College of Music, 1929.</td>
<td>Atlanta</td>
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<td>LEWIS, STELLA SMITH</td>
<td>A. B., Clark College, 1948.</td>
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<td>LOCKE, CHARLIE ENNIS</td>
<td>B. S., Savannah State College, 1954.</td>
<td>Atlanta</td>
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<td>LOCKHART, MARY SOUTHAL</td>
<td>A. B., Clark College, 1940.</td>
<td>Atlanta</td>
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1 First Semester Only.
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LODGE, ANNE ROBERTS\textsuperscript{2} ...................................................... Waynesboro
B. S., Fort Valley State College, 1954.

LOFTIN, SAMMIE JOE\textsuperscript{2} ...................................................... Waynesboro
B. S., Fort Valley State College, 1952.

LONG, ANNE J.\textsuperscript{2} ....................................................... Atlanta
A. B., Clark College, 1934.

LONG, ANNIE LAURIE\textsuperscript{2} ................................................... Keysville
B. S., Morris College, 1958.

LONG, WILLIAM D.\textsuperscript{2} ..................................................... Atlanta
A. B., Atlanta University, 1929.

LOWE, MARY MILLINES\textsuperscript{2} .................................................. Atlanta
A. B., Clark College, 1951.

LUCAS, ANNIE MAE\textsuperscript{1} .................................................. Birmingham, Ala.
B. S., Livingstone College, 1956.

LUCAS, WILLIAM STENSON\textsuperscript{1} ........................................ Atlanta
A. B., Morris Brown College, 1942.

LUNDY, MARY ............................................................. Atlanta

LYMAN, HILDA COLBERT ......................................................... Atlanta
A. B., Clark College, 1941.

MCAFEE, JAMES HENRY ........................................................ Monroe, N. C.
A. B., Johnson C. Smith University, 1956.

MCLAREN, MATTIE LEE\textsuperscript{3} ................................................ Waynesboro
B. S., Savannah State College, 1955.

McCAMEY, CHARLIE JACK ...................................................... Atlanta
A. B., Clark College, 1960.

MCLendon, W. OLIVER\textsuperscript{2} ................................................ Atlanta
A. B., Clark College, 1950.

MCGINNIS, SAM O.\textsuperscript{2} .................................................. Atlanta
A. B., Agnes Scott College, 1940.

McGUIRE, MERCEDES F. ..................................................... Atlanta
B. S., Morris Brown College, 1956.

McKAY, KENNETH M. ......................................................... Marietta
B. S., Tennessee State University, 1951.

McKENNIE, JOYCE EDWARDS .................................................. Atlanta
A. B., Howard University, 1950.

\textsuperscript{1} First Semester Only.
\textsuperscript{2} Second Semester Only.
McLain, Mary Ethel* ............................................. Athens

McLemore, Eddie Lee .......................................... Atlanta

McNair, Alfred T.* .............................................. Newnan
B. S., Jackson State College, 1953.

McNeal, Thomas Edgar* ......................................... Smyrna
B. S., Florida Agricultural and Mechanical University, 1942.

McRae, Jonnie Mildred ........................................... Valdosta

Mabry, Otie Lee .................................................... Atlanta
A. B., Benedict College, 1945.

Magsby, Maggie Mae Belle ...................................... Atlanta
A. B., Morris Brown College, 1957.

Manning, James L.* .............................................. Newnan

Manning, Miriam T.* .............................................. Griffin
B. S., Fort Valley State College, 1951.

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

Martin, Albert Johnson* ...................................... Atlanta
B. S., Alabama State College, 1932.

Martin, Martha Elizabeth* ..................................... Cedartown
B. S., Fort Valley State College, 1951.

Martin, Melvin Eugene* ...................................... Marietta
B. S., Tennessee State University, 1941.

Martin, Prince, Jr. ................................................ Atlanta

Mattox, Felix George ............................................ Atlanta
A. B., Clark College, 1937.

May, Emmanuel Curtis* ........................................ Atlanta

Mays, Lillian Gray ................................................ Atlanta
A. B., Morris Brown College, 1940.

---

1 First Semester Only.
2 Second Semester Only.
MENIFEE, HATTIE SHEPHERD\textsuperscript{1} ........................................ Rome
B. S., Fort Valley State College, 1958.

METTS, ROBERT ALVIN\textsuperscript{1} ........................................ Macon
B. S., Fort Valley State College, 1948.

MILLER, BESSIE MAE\textsuperscript{2} ............................................... Atlanta
B. S., Albany State College, 1957.

MILLER, CLYDE E., JR. ......................................................... Williamsport, Md.

MILNER, ETHEL M.\textsuperscript{2} .................................................. Atlanta

MITCHELL, FLORENCE HILL\textsuperscript{1} ..................................... Rome
B. S., Fort Valley State College, 1957.

MOORE, LILLIE LEWIS\textsuperscript{1} ............................................... Atlanta
A. B., Morris Brown College, 1943.

MOORE, MARION SHERARD\textsuperscript{2} ....................................... Waynesboro
B. S., Albany State College, 1957.

MOORE, SUSIE SHERMAN\textsuperscript{1} ............................................ Dawson
B. S., Albany State College, 1950.

MORELAND, JOHN YOUNG\textsuperscript{1} ...................................... Atlanta
A. B., Morehouse College, 1948; M. B. A., Atlanta University, 1956.

MORGAN, JAMES STANLEY, JR.\textsuperscript{2} .................................. Cartersville
B. S., Tuskegee Institute, 1948.

MORGAN, LAVERTA YVONNE\textsuperscript{2} ....................................... Cartersville
A. B., Morris Brown College, 1944.

MOSBY, BARBARA HANCOCK\textsuperscript{2} ......................................... Atlanta
A. B., Clark College, 1959.

MOSS, MARTHA GODDARD\textsuperscript{2} ......................................... Atlanta
B. S., Morris Brown College, 1949.

MOTON, MARECIA L.\textsuperscript{1} ............................................... Atlanta

\textsuperscript{1} First Semester Only.
\textsuperscript{2} Second Semester Only.
<table>
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<tr>
<th>Name</th>
<th>Degree</th>
<th>Institution</th>
<th>Location</th>
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<tr>
<td>Murray, Carolyn W.</td>
<td>A. B.</td>
<td>Spelman College</td>
<td>Atlanta</td>
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<td>Neely, Lucile W.</td>
<td>B. S.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
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<td>Nelms, Willie M.</td>
<td>A. B.</td>
<td>Morris Brown College</td>
<td>Decatur</td>
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<td>Nichols, Rosa L.</td>
<td>A. B.</td>
<td>Spelman College</td>
<td>Atlanta</td>
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<td>O'Bryant, Albert</td>
<td>B. S.</td>
<td>Fort Valley State College</td>
<td>Fort Valley</td>
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<td>Odum, Fannie P.</td>
<td>B. S.</td>
<td>Fort Valley State College</td>
<td>Cuthbert</td>
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<td>O'Kelley, Alberta W.</td>
<td>A. B.</td>
<td>Clark College</td>
<td>Atlanta</td>
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<td>Oliver, Fred J.</td>
<td>B. S.</td>
<td>Albany State College</td>
<td>Morgan</td>
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<td>Osborne, Fannie</td>
<td>B. S.</td>
<td>Fayetteville State Teachers College</td>
<td>Waynesboro</td>
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<td>Owens, Vera N.</td>
<td>B. S.</td>
<td>Fort Valley State College</td>
<td>Cedartown</td>
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<td>Palmer, Thomas J.</td>
<td>B. S.</td>
<td>Fort Valley State College</td>
<td>Macon</td>
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<td>Palmore, Mary L.</td>
<td>B. S.</td>
<td>Fort Valley State College</td>
<td>Rome</td>
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<td>Parker, Bernice J.</td>
<td>A. B.</td>
<td>Spelman College</td>
<td>Atlanta</td>
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<td>Parker, Erva J.</td>
<td>B. S.</td>
<td>Knoxvile College</td>
<td>Dayton, Ohio</td>
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<td>Parker, Lilla C.</td>
<td>B. S.</td>
<td>Fort Valley State College</td>
<td>Macon</td>
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<td>Parks, Nicie B.</td>
<td>B. S.</td>
<td>Fort Valley State College</td>
<td>Cedartown</td>
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<td>Parrish, Horace</td>
<td>B. S.</td>
<td>Tuskegee Institute</td>
<td>Cedartown</td>
</tr>
</tbody>
</table>

1 First Semester Only.
2 Second Semester Only.
PARRISH, MARGUERITE* ................................. Cedartown

PARSONS, INEZ MARIA .................................... Atlanta
B. S., Florida Agricultural and Mechanical University, 1949.

PATTERSON, KATHRYN A. ............................... Atlanta
B. S., Fort Valley State College, 1955.

PEARSON, DELLA T. ..................................... Monroe
B. S., Clark College, 1947.

PEARSON, JOHN MOSES .................................. Atlanta
A. B., Morehouse College, 1950.

PENN, VERA COOPER ..................................... Cordele
B. S., Winston-Salem Teachers College, 1956.

PERDUE, CATHERINE BRITI* ........................... Cave Spring
B. S., Morris Brown College, 1949.

PERRY, MAGDALENE ...................................... Atlanta

PETTY, FAUSTINE THOMAS ............................... Atlanta
B. S., Fort Valley State College, 1946.

PIERCE, VERDELL ADAMS ............................... Atlanta
B. S., Fort Valley State College, 1959.

PLANTE, RAYMOND J. .................................. Somersworth, N. H.
B. E., Keene Teachers College, 1958.

POPWELL, JOHNNY, JR. ................................. Atlanta

PORTER, ROSA MAE ..................................... Atlanta

POTTER, SADYE W. ................................... Atlanta
A. B., Atlanta University, 1930; M. A., Atlanta University, 1936.

POWELL, C. CLAYTON .................................. Atlanta

POWELL, MATTIE HARRISON ............................ Atlanta
A. B., Clark College, 1959.

* First Semester Only.
* Second Semester Only.
CATALOGUE

PROTHROW, MILDRED
A. B., Wiley College, 1941.

PRYOR, GEORGE W., II
B. S., Morehouse College, 1960.

QUARTERMAN, CECIL H.
A. B., Clark College, 1949.

RAGIN, HERMAN C.
Perry
B. S., Johnson C. Smith University, 1949.

RAINEE, ALICE OCLETREE
B. S., Morris Brown College, 1958.

RAMSEY, THEODORE RALEIGH
A. B., Morehouse College, 1951; M. A., Atlanta University, 1957.

RAVEN, MILTON A.
B. S., Albany State College, 1957.

REDDICK, JOSEPH T.
A. B., Clark College, 1950.

REDDING, DORIS B.
B. S., Fort Valley State College, 1951.

REE, ANNIE RUTH
Fort Valley
B. S., Fort Valley State College, 1942.

REID, ANNIE H.
B. S., Fort Valley State College, 1948.

REYNOLDS, RUTH SUTTON
Atlanta
B. S., North Carolina College at Durham, 1953.

REYNOLDS, SWEETIE S.
Covington
B. S., Morris Brown College, 1962.

RICKS, HURTIS RANDOLPH
Mount Vernon
B. S., Fort Valley State College, 1953.

ROBERTS, THERESA DAVIS
Atlanta
B. S., Morris Brown College, 1952.

ROBINSON, BETTYE WHITED
Atlanta
B. S., Spelman College, 1957.

---

1 First Semester Only.
2 Second Semester Only.
ROBINSON, MARIE D. 1 .................................. Atlanta
B. S., Allen University, 1960.

ROBINSON, JOHNNY H. 2 ................................. Atlanta

ROBINSON, PEARLIE MAE HAYNES 1 ................. Atlanta
B. S., Savannah State College, 1959.

ROSS, ERNEST BERNARD 1 .................................... Atlanta
A. B., Morris Brown College, 1953.

ROWE, BESSIE HESTER 1 ................................. Atlanta
A. B., Paine College, 1946.

ROWE, THELMA JAMES 1 .............................Cedartown
B. S., Fort Valley State College, 1947.

RUSSELL, OTHA M. ........................................ Birminham, Ala.
B. S., Knoxville College, 1962.

SAFFORD, ARTHUR J. 2 .................................... Atlanta
A. B., Clark College, 1941; A. M., Atlanta University, 1950;
M. S. in L. S., 1956.

SAMPSON, ALBERT RICHARD 1 ....................... Everett, Mass.
A. B., Shaw University, 1961.

SAMPSON, ROBERT L ...................................... Macon
A. B., Paine College, 1950.

SAMS, JOSIE S. 1 ................................... Cave Spring
B. S., Fort Valley State College, 1953.

SCOTT, LEWIS CLYDE .............................Marietta
A. B., Morehouse College, 1951.

SCOTT, VIRGIL M. ..................................... Atlanta
A. B., Clark College, 1949.

SCRETCHIN, WILHELMINA ............................ Atlanta
A. B., Spelman College, 1934.

SHAKESPEARE, KATE JOHNSON 2 .................. Macon
B. S., Fort Valley State College, 1947.

SHEPHERD, NETTIE TUCKER 2 ..................... Atlanta
B. S., Alabama State College, 1951.

SHEPPARD, EVA JEAN 2 ............................. Atlanta

1 First Semester Only.
2 Second Semester Only.
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<tr>
<td>Sherfield, Gloria Belle</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Cedartown</td>
<td>1961</td>
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<td>Shields, Senona E.</td>
<td>B.S.</td>
<td>Tuskegee Institute</td>
<td>Atlanta</td>
<td>1951</td>
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<td>Sidney, Helen F. M.</td>
<td>B.S.</td>
<td>Albany State College</td>
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<td>1950</td>
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<td>Siler, Geraldine Brooks</td>
<td>A.B.</td>
<td>Shaw University</td>
<td>Atlanta</td>
<td>1951</td>
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<td>Simmons, Helen Baker</td>
<td>A.B.</td>
<td>Spelman College</td>
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<td>Sims, Frank</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Atlanta</td>
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<td>Simuel, Leroy Harold</td>
<td>A.B., M.</td>
<td>Allen University, A.M.</td>
<td>Newnan</td>
<td>1946, 1962</td>
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<td>Singley, Sara F.</td>
<td>B.S.</td>
<td>Morris Brown College</td>
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<td>1959</td>
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<td>Slaton, Kate Phillips</td>
<td>B.S.</td>
<td>Albany State College</td>
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<td>Slaughter, Verna M.</td>
<td>B.S.</td>
<td>Morris Brown College</td>
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<td>Sledge, Dicie Mary</td>
<td>B.S.</td>
<td>Spelman College</td>
<td>Atlanta</td>
<td>1954</td>
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<td>Smiley, Borders Marie</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>Atlanta</td>
<td>1953</td>
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<td>Smith, Hazel Roberta</td>
<td>B.S.</td>
<td>Albany State College</td>
<td>Commerce</td>
<td>1958</td>
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<td>Smith, Irma Ruth</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Atlanta</td>
<td>1954</td>
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<td>Smith, Shirley Ann</td>
<td>B.S.</td>
<td>Clark College</td>
<td>Atlanta</td>
<td>1963</td>
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<td>Somerville, Bertha L.</td>
<td>B.S.</td>
<td>Morris Brown College</td>
<td>LaGrange</td>
<td>1962</td>
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<td>Stewart, Annie Dean</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>Dry Branch</td>
<td>1948</td>
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1 First Semester Only.
2 Second Semester Only.
STINSON, EMILY DAVIS ................................... Atlanta

STINSON, LEE HOWARD ................................. Madison
B. S., Savannah State College, 1953.

STOKES, FAYE W. ..................................... Utica, Miss.
B. S., Mississippi Vocational College, 1958.

STONE, LEILA WRIGHT .............................. Waynesboro
B. S., Barber-Scotia College, 1951.

STOVALL, WALLACE .............................. Jonesboro
A. B., Clark College, 1959.

SURRY, WILLIE DAVIS, JR. ........................ Atlanta

SUTTON, NELSON ERNESTINE ........................ Atlanta
B. S., Spelman College, 1951.

TARVER, EZEKIEL HAMilton ........................ Willacoochee
B. S., Albany State College, 1951.

TATUM, RUBY B. ............................. Atlanta
A. B., Clark College, 1940.

TAYLOR, CHARTER CURTIS ........................ Atlanta
B. S., Morris Brown College, 1951.

TAYLOR, ISRAEL .................................. Newnan
B. S., Alabama State College, 1953.

TAYLOR, JAMES CALVIN ............................. Colorado Springs, Colo.

TAYLOR, LOUISE ............................... Atlanta

TERRY, LEILA M. .............................. Atlanta

TERRY, ROBERTA ............................. Waynesboro
B. S., Claflin College, 1956.

THOMAS, CARLENE G. ........................ Atlanta

THOMAS, DANETTE L. .............................. Atlanta
B. S., Tuskegee Institute, 1946.

1 First Semester Only.
2 Second Semester Only.
THOMAS, DAVID EARL. Rockmart
B. S., Savannah State College, 1958.

THOMAS, JUANITA. Atlanta
A. B., KnoxvUle College, 1959.

THOMAS, MAMIE PETERSON. Atlanta
B. S., Benedict College, 1940; M. S. W., Atlanta University, 1946.

THOMAS, ORA LEE. Atlanta
B. S., Mississippi Industrial College, 1960.

THOMPSON, BETTYE MOORE. Athens
B. S., Fort Valley State College, 1939.

THOMPSON, HARRY B. Macon
A. B., Morris Brown College, 1939; A. M., Atlanta Uni­
versity, 1959.

THOMPSON, LAMAR MORRIS. Athens
B. S., Fort Valley State College, 1954.

THRASH, DELORIS JERALDINE. Atlanta
A. B., Clark College, 1959.

THURMAN, MARGARET MORTON. Atlanta

THURMAN, ZILLA ARNOLD. Jonesboro
B. S., Fort Valley State College, 1955.

TILLER, ELEASE PUGH. Sumter, S. C.
B. S., Morris College, 1953.

TINSLEY, CHARLIE J. Covington
A. B., Clark College, 1958.

TIPPTON, BEULAH JONES. Atlanta
B. S., Fort Valley State College, 1944; A. M., Atlanta Uni­
versity, 1948.

TOMLINSON, IRENE MERRIWEATHER. Atlanta

TUCKER, SAMUEL JOSEPH. Atlanta
A. B., Morehouse College, 1952.

UME, KALU. Bende, Nigeria
A. B., MacGregor College (Nigeria), 1955.

1 First Semester Only.
2 Second Semester Only.
VICTRUM, OTIS CROSS ................................. Commerce

VIGLIOTTA, ALBERT CRESCENZO .................... East Moriches, N. Y.
A. B., Saint Johns University, 1959.

WALKER, MARY ELIZABETH ....................................... Waynesboro
B. S., Barber-Scotia College, 1954.

WALKER, WILLIAM ........................................... Griffin
B. S., Alabama State College, 1954.

WALTHALL, EVELYN P. .............................. Atlanta
A. B., Clark College, 1934; M. A., Atlanta University, 1958.

WAPLES, MELVIN RUDOLPH .................................... Atlanta
B. S., Wilberforce University, 1946.

WASHINGTON, NETTIE CALHOUN ...................... Atlanta
B. S., Fort Valley State College, 1945; A. M., Atlanta University, 1958.

WATSON, RUBY LEE ........................................ Augusta
B. S., Fort Valley State College, 1960.

WEBB, CHARLOTTE WESTBROOKS .................. Atlanta
A. B., Philander Smith College, 1937.

WHITAKER, VERA LUE ................................ Scottdale

WHITFIELD, CORRINE JEFFERS ............................ Waynesboro
B. S., Savannah State College, 1950.

WILBORN, JEAN ELIZABETH ............................ Atlanta

WILCOX, BENJAMIN B. ................................ Royston

WILLIAMS, ANNIE LUE ................................ Atlanta
B. S., Morris Brown College, 1959.

WILLIAMS, BERNARD L. ............................ White Springs, Fla.
B. S., Florida Normal and Industrial Memorial College, 1959.

WILLIAMS, CORINE H. ................................ Waynesboro
A. B., Clark College, 1950.

WILLIAMS, EVALINA ........................................ Opa-Locka, Fla.
A. B., Bennett College, 1963.

1 First Semester Only.
2 Second Semester Only.
WILLIAMS, GEORGE WILKERSON ...........................................Waynesboro
B. S., Savannah State College, 1949.

WILLIAMS, LEWIS B. ...............................................Atlanta
A. B., Morris Brown College, 1942.

WILLIAMS, LULA W. ................................................Keysville
B. S., Fayetteville State Teachers College, 1949.

WILLIAMS, MARVIN NAPOLEON .....................................Atlanta
B. S., Delaware State College, 1960.

WILLIAMS, MAURICE MITCHELL ......................................Atlanta
A. B., Spelman College, 1950; A. M., Atlanta University,
1958.

WILLIAMS, ODRIE RUTH ............................................Atlanta
A. B., Morris Brown College, 1943.

WILLIAMS, YVONNE GATHINGS .....................................Cedartown
B. S., Savannah State College, 1950.

WILLINGHAM, JEMMIE LEE ...........................................Atlanta
B. S., Clark College, 1947.

WILSON, E. FRANCES ................................................Atlanta
A. B., Clark College, 1958.

WITCHER, GEORGIA MARIE ..........................................Cedartown
B. S., Fort Valley State College, 1951; M. A. Atlanta Univer­
sity, 1961.

WOODS, ROSEBUD OVANE .............................................Atlanta
A. B., Clark College, 1941.

WOODSON, DAISY LOUISE .............................................Stone Mountain

WRENN, MARGARET DENNIS ............................................LaGrange
B. S., Benedict College, 1957.

WRIGHT, JAMES L. ..................................................Decatur
A. B., Fairmont State College, 1950.

WRIGHT, LOIS HODGES ...............................................Atlanta
A. B., Spelman College, 1942; A. M., Atlanta University,
1962.

WRIGHT, MARTHA W. ..............................................Sumter, S. C.

1 First Semester Only.
2 Second Semester Only.
WRIGHT, PAULINE PITMAN ............................................. Atlanta
B. S., Florida Agricultural and Mechanical University, 1946.

WRIGHT, ROSELLE WIMBUSH ............................................. Atlanta
A. B., Clark College, 1941.

WYATT, ALETHA JONES1 ............................................. Atlanta
A. B., Talladega College, 1953.

WYATT, ALFRED DYONISIUS1 ............................................. Atlanta
A. B., Clark College, 1950.

WYATT, RACYNE B.2 ............................................. Atlanta
B. S., Morris Brown College, 1949.

SPECIAL STUDENTS

DOVE, LULA SHARON1 ............................................. Rockmart

GORDON, RUBY LEE2 ............................................. Douglasville

HINKLE, DOROTHY GLANTON ............................................. Cedartown

POST, JOSEPHINE T.1 ............................................. Atlanta

SHERFIELD, LUELLA1 ............................................. Cedartown

WILLIAMS, DORIS EVELYN1 ............................................. Rockmart

SCHOOL OF BUSINESS ADMINISTRATION

ACHEBE, WILLY CHUKUMA ............................................. Port Harcourt, Nigeria
B. S., Saint Joseph's College (Indiana), 1963.

ALLEN, BARBARA JEAN2 ............................................. Atlanta

ASHE, AMNON VINCENT ............................................. Norfolk, Va.
A. B., Lincoln University (Pa.), 1962.

BLACKSHEAR, VICEOLA DELORS ............................................. Tallahassee, Fla.
B. S., Florida Agricultural and Mechanical University, 1963.

BOWIE, JULIUS R.1 ............................................. Atlanta
B. S., Morehouse College, 1957.

BRADLEY, BENNY SIDNEY ............................................. Lexington, Ky.
B. S., Kentucky State College, 1961.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

BRIGGS, KENNETH H. ........................................ Fort Pierce, Fla.
   B. S., Bethune-Cookman College, 1963.

BURNETT, OSCAR ............................................. Atlanta

COFIELD, LAMAR, JR. ...................................... Atlanta

COPELAND, GRADY ELENNBURG ............................ Savannah
   B. S., Savannah State College, 1963.

DAVENPORT, SAMUEL RICHARD ............................ Athens

DAVIS, LEONARD DARIO ..................................... Atlanta
   B. S., Morehouse College, 1964.

EDON, JOHN WESLEY ....................................... Albany

GANDHI, SARASWATICHANDRA VADILAL ................. Bombay, India
   B. Com, Gujarat University, 1956; LL.B., Government Law
   College, 1959.

HARRIS, JUANITA TOOKE ............................... Pine Bluff, Ark.
   B. S., Arkansas Agricultural Mechanical and Normal Col-
   lege, 1963.

HAYWARD, ALBERT W. ...................................... Atlanta
   A. B., Clark College, 1956.

HILL, HARRISON RICHARD, JR. ........................ Fort Valley
   B. S., Fort Valley State College, 1951.

HILLIARD, EARL FREDERICK2 ......................... Birmingham, Ala.

HOLLEY, ALICE JEWEL .................................... Montgomery, Ala.

HUTCHERSON, JAMES R. .................................. Calhoun
   B. S., Savannah State College, 1960.

JACKSON, HERMAN ALFRED, JR. ...................... Columbia, S. C.

KIM, YONG HYOK1 ....................................... Seoul, Korea
   A. B., University of Minnesota, 1959.

1 First Semester Only.
2 Second Semester Only.
Kimble, Bob, Jr.1 .................................... Atlanta

Leonard, Walter J.2 .................................... Atlanta
B. S., Savannah State College, 1950.

Maddox, James Franklin ................................ Atlanta
A. B., Morehouse College, 1956.

Meta, Felix2 .................................... Tanganyika, E. Africa

Miller, Yvonne Matilyn1 ................................ Atlanta

Mwathi, Lawrence G. ..................................... Kikuyu, Kenya
A. B., Inter American University of Puerto Rico, 1963.

Ohemeng, Emmanuel Kwabena1 ................................ Accra, Ghana
A. B., Philander Smith College, 1963.

Peek, Carter T.1 ....................................... Atlanta
B. S., Savannah State College, 1956.

Ponder, Clifford Nellion ............................ Fort Valley
A. B., Clark College, 1959.

Powell, Yancey Delane ................................ Atlanta
A. B., Clark College, 1962.

Puri, Suraj Parkash1 .................................. Meeant, India
A. B., Panjab University (India), 1951; M. A., Panjab Uni­
versity, 1953.

Richardson, Willie, Jr.1 ................................ Atlanta

Robinson, Wanda Ann1 ................................ Winnsboro, Texas
A. B., Texas College, 1963.

Simmons, Geraldine2 ................................ Goldsboro, N. C.

Smith, Harry Bernard1 ................................ Atlanta

Smith, Novel John ................................ Marvell, Ark.

1 First Semester Only.
2 Second Semester Only.
STARKS, ISAAC J. ......................................... Little Rock, Ark.
A. B., Philander Smith College, 1963.

STEWART, TOBIAS, JR. .................................... Gray

STREET, JAY ROBERT\textsuperscript{1} ...................... Camden, Ala.
B. S., Tuskegee Institute, 1961.

TOLO-KABU, EDISON FRANCIS\textsuperscript{2} ............ Sierra Leone, W. Africa
B. S., Alcorn Agricultural and Mechanical College, 1959.

WAKIAGA, APOLLO\textsuperscript{1} ................................ Mombasa, Kenya

WALKER, HILDA CANNON\textsuperscript{2} ................. College Park

WARD, WILLIE, Jr. ........................................ Meridian, Miss.
B. S., Hampton Institute, 1951.

Warsi, Tauquir Ahmed\textsuperscript{2} ...................... Deoria, India
A. B., Saint Andrew's College, 1957; M. A., University of
Gorakhpur, 1959; B.Ed., Budha Degree College (Kushinagar(U.P.)), 1960.

WILSON, TIMOTHY DOUGLAS .......................... Lake Wales, Fla.

SPECIAL STUDENTS

MATHIS, JEFFERSON D.\textsuperscript{2} .......................... Atlanta
SUMMERFORD, JOHN W. ................................. Macon

\textsuperscript{1}First Semester Only.
\textsuperscript{2}Second Semester Only.
### SUMMARY OF ENROLLMENT — 1963-1964

#### GRADUATE AND PROFESSIONAL SCHOOLS

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#### SUMMER SCHOOL — 1963

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**GRAND TOTAL (June 1, 1963 to June 1, 1964)**  

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### GEOGRAPHICAL DISTRIBUTION OF ENROLLMENT

#### 1963-1964

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