4-1-1965

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Atlanta University

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ATLANTA UNIVERSITY
BULLETIN

CATALOGUE NUMBER
1964-1965

ANNOUNCEMENTS
1965-1966

ATLANTA UNIVERSITY
ATLANTA, GEORGIA 30314

1865 — 1965
A Century of Progress
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
THE ATLANTA UNIVERSITY BULLETIN

PUBLISHED QUARTERLY BY ATLANTA UNIVERSITY ATLANTA, GEORGIA

CATALOGUE NUMBER 1964-1965

ANNOUNCEMENTS 1965-1966

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ATLANTA UNIVERSITY CALENDAR
1965

June
7 Monday  Registration for Summer School.
8 Tuesday  Registration for Summer School.
9 Wednesday Summer School Classes begin.
11 Friday   Last day to register for credit.
12 Saturday Graduate Record Examination.
14 Monday  Examination in foreign languages; required for the master's degree in arts and sciences, library service, and education.
15 Tuesday Examination in English Fundamentals.
16 Wednesday Preliminary Examination in Education.
18 Friday   Last day to file candidacy for graduate degrees to be conferred in August.

July
26 Monday  Last day to file theses for master's degrees to be conferred in August, 1965.
29 Thursday Final examination for candidates for degrees to be conferred in August, 1965.

August
5 Thursday Summer School Convocation.
6 Friday   Final examinations; summer school closes.
13 Monday  Registration for first semester (undergraduate students).
14 Tuesday Registration for first semester (undergraduate and graduate students).
15 Wednesday Classes begin.
18 Saturday Last day for first semester registration for the undergraduate colleges.
18 Saturday Registration for in-service teachers and other regularly employed individuals (late registration fee charged after September 18, 1965).

October
2 Saturday Last day to register for first semester credit for graduate students and graduate exchange students.
4 Monday  Graduate Record Examination.
          Examination in English Fundamentals; required of all students in the University.
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>5 Tuesday</td>
<td>Examination in foreign languages; required for the master's degree in arts and sciences, library service, and education.</td>
</tr>
<tr>
<td></td>
<td>9 Saturday</td>
<td>Preliminary Examination in Education.</td>
</tr>
<tr>
<td></td>
<td>16 Saturday</td>
<td>Charter Day.</td>
</tr>
<tr>
<td></td>
<td>18 Monday</td>
<td>Last day to file candidacy for work to be completed in January, 1966.</td>
</tr>
<tr>
<td>November</td>
<td>25 Thursday</td>
<td>Thanksgiving holiday.</td>
</tr>
<tr>
<td></td>
<td>26 Friday</td>
<td>Classes resume, 8:00 a.m.</td>
</tr>
<tr>
<td>December</td>
<td>18 Saturday</td>
<td>Christmas recess begins at end of scheduled classes.</td>
</tr>
<tr>
<td>January</td>
<td>3 Monday</td>
<td>Christmas recess ends; classes resume at 8:00 a.m.</td>
</tr>
<tr>
<td></td>
<td>17 Monday</td>
<td>Semester examinations begin.</td>
</tr>
<tr>
<td></td>
<td>22 Saturday</td>
<td>First semester closes. Last day to file theses for work completed in January, 1966.</td>
</tr>
<tr>
<td></td>
<td>24 Monday</td>
<td>Registration for second semester (undergraduate students).</td>
</tr>
<tr>
<td></td>
<td>25 Tuesday</td>
<td>Registration for second semester (graduate and undergraduate students).</td>
</tr>
<tr>
<td></td>
<td>26 Wednesday</td>
<td>Classes begin.</td>
</tr>
<tr>
<td></td>
<td>29 Saturday</td>
<td>Last day for second semester registration in the undergraduate colleges.</td>
</tr>
<tr>
<td></td>
<td>29 Saturday</td>
<td>Registration for in-service teachers and other regularly employed individuals (late registration fee charged after January 29, 1966).</td>
</tr>
<tr>
<td>February</td>
<td>30 Sunday</td>
<td>University Center Convocation.</td>
</tr>
<tr>
<td></td>
<td>5 Saturday</td>
<td>Last day to register for second semester credit for graduate students and graduate exchange students.</td>
</tr>
<tr>
<td></td>
<td>7 Monday</td>
<td>Examination in English Fundamentals; required of all students in the University.</td>
</tr>
<tr>
<td></td>
<td>9 Wednesday</td>
<td>Examination in foreign languages; required for the master's degree in arts and sciences, library service, and education.</td>
</tr>
<tr>
<td></td>
<td>12 Saturday</td>
<td>Graduate Record Examination.</td>
</tr>
<tr>
<td></td>
<td>19 Saturday</td>
<td>Preliminary Examination in Education.</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>February</td>
<td>25 Friday</td>
<td>Last day to file candidacy for degrees to be conferred in June, 1966.</td>
</tr>
<tr>
<td>March</td>
<td>6 Sunday</td>
<td>University Center Religious Emphasis Week.</td>
</tr>
<tr>
<td>March</td>
<td>9 Wednesday</td>
<td>Examination in English Fundamentals; required of all students in the University.</td>
</tr>
<tr>
<td>April</td>
<td>4 Monday</td>
<td>Spring recess begins at end of scheduled classes.</td>
</tr>
<tr>
<td>May</td>
<td>13 Wednesday</td>
<td>Spring recess ends at 8:00 a.m.</td>
</tr>
<tr>
<td>May</td>
<td>16 Monday</td>
<td>Last day to file theses for master's degrees to be conferred in June.</td>
</tr>
<tr>
<td>May</td>
<td>19 Thursday</td>
<td>Semester examinations begin.</td>
</tr>
<tr>
<td>May</td>
<td>19 Thursday</td>
<td>Final examinations for candidates for master's degrees to be conferred in June. (Oral, Course, and Comprehensive).</td>
</tr>
<tr>
<td>June</td>
<td>1 Wednesday</td>
<td>Commencement Day — Interdenominational Theological Center.</td>
</tr>
<tr>
<td>June</td>
<td>28 Saturday</td>
<td>Semester examinations end. Semester ends.</td>
</tr>
<tr>
<td>June</td>
<td>29 Sunday</td>
<td>Baccalaureate Services.</td>
</tr>
<tr>
<td>June</td>
<td>30 Monday</td>
<td>Commencement Day — Atlanta University and Spelman College.</td>
</tr>
<tr>
<td>June</td>
<td>31 Tuesday</td>
<td>Commencement Day — Morehouse College and Clark College.</td>
</tr>
<tr>
<td>June</td>
<td>16 Saturday</td>
<td>Commencement Day—Morris Brown College.</td>
</tr>
<tr>
<td>August</td>
<td>18 Friday</td>
<td>Morehouse College.</td>
</tr>
<tr>
<td>August</td>
<td>23 Wednesday</td>
<td>Clark College.</td>
</tr>
<tr>
<td>March</td>
<td>11 Friday</td>
<td>Interdenominational Theological Center.</td>
</tr>
<tr>
<td>April</td>
<td>12 Saturday</td>
<td>Morris Brown College.</td>
</tr>
<tr>
<td>April</td>
<td>11 Monday*</td>
<td>Spelman College*</td>
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</table>

*Formal exercises will be held on Thursday, April 7, 1966 due to Spring Recess.

FOUNDER'S DAY CELEBRATIONS

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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
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<tr>
<td>October</td>
<td>16 Saturday</td>
<td>Atlanta University.</td>
</tr>
<tr>
<td>1966</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>18 Friday</td>
<td>Morehouse College.</td>
</tr>
<tr>
<td>February</td>
<td>23 Wednesday</td>
<td>Clark College.</td>
</tr>
<tr>
<td>March</td>
<td>11 Friday</td>
<td>Interdenominational Theological Center.</td>
</tr>
<tr>
<td>April</td>
<td>12 Saturday</td>
<td>Morris Brown College.</td>
</tr>
<tr>
<td>April</td>
<td>11 Monday*</td>
<td>Spelman College*</td>
</tr>
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BOARD OF TRUSTEES

1962-1965

Harry J. Carman* ........................................... New York, New York
R. Inslee Clark ............................................. 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

Willette R. Banks ........................................... Prairie View, Texas
Marquis L. Harris ........................................... Atlanta, Georgia
Martin L. King .............................................. Atlanta, Georgia
Garfield D. Merner .......................................... San Francisco, California
Henry M. Minton ............................................ New York, New York
John Spencer ................................................. New York, New York
Chauncey L. Waddell ....................................... New York, New York
William R. Wilkes ........................................... Atlanta, Georgia

1964-1967

J. Curtis Dixon ............................................. Atlanta, Georgia
Sidney A. Jones ........................................... Chicago, Illinois
William T. Gossett .......................................... Bloomfield Hills, Michigan
Lawrence J. MacGregor ................................... Chatham, New Jersey
Albert E. Manley ............................................. Atlanta, Georgia
Benjamin E. Mays ........................................... Atlanta, Georgia
Florence M. Read ........................................... Claremont, California
Hughes Spalding, Jr. ..................................... Atlanta, Georgia

TRUSTEES EMERITI

C. Everett Bacon, New York, New York
Truman K. Gibson, Chicago, Illinois

EXECUTIVE COMMITTEE

Lawrence J. MacGregor ................................... Benjamin E. Mays
Rufus E. Clement ............................................ Charles E. Merrill
J. Curtis Dixon ............................................. John H. Wheeler
Albert E. Manley .............................................

FINANCE COMMITTEE

R. Inslee Clark ........................................... Lawrence J. MacGregor
Albert E. Manley ........................................... Henry M. Minton

OFFICERS

Lawrence J. MacGregor ................................... Chairman
Rufus E. Clement ............................................ President
R. Inslee Clark ........................................... Treasurer
C. C. Nabrit .................................................. Secretary
Clayton R. Yates ........................................... Secretary of the Corporation

*Deceased, December 26, 1964.
OFFICERS OF ADMINISTRATION

RUFUS EARLY CLEMENT, Ph.D., D.C.L., LL.D., L.H.D.
President

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

R. INSLEE CLARK
Treasurer

MILES M. JACKSON, JR., M.S. in L.S.
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 ................. Secretary to the Comptroller
Carrrie Washington Bell, A.B. ....... Secretary to the Dean,
The Graduate School

Grace M. Bickers** ................ Secretarial Assistant,
National Defense Counseling and Guidance Institute

G. Cletus Birchette, A.M. ............... Comptroller
Lucile J. Boykin ........................ Switchboard Operator
Bertha Brown .......................... Secretary to the Faculty,
School of Social Work

Virginia M. Brown, A.B. .................. Secretary to
the Faculty, The Graduate School

Charlestina B. Charlton, B.S. .......... Secretary,
National Defense Counseling and Guidance Institute

Ollie Mae Clayton ....................... Secretarial Assistant,
Office of the Registrar

Ernestine Moreland Comer, B.S. .......... Secretary to
the President

Jean L. Conyers, A.B. ..................... Secretary to
the Dean, School of Business Administration

Eleanor C. Dean .......................... Secretary to the Dean,
School of Social Work

Ethel Sheftall Forbes ........................ Manager, University
Book Shop

Doris Monctia 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. Hammond, A.B. ................ Postmistress
Geneva E. Harrell ....................... Secretary to the Registrar
Gertrude W. Hicks, A.B.* .............. Secretary to the
Dean, School of Business Administration

Barbara Cato Holton, A.B.* ............ Secretary
to the Personnel Deans

Motea P. Jackson ........................ I.B.M. Operator
Juanita C. Manuel ...................... Secretary,
School of Social Work

*Part of the year.
**Part-time.
NAVINCHANDRA M. JARECHA, B.C. .... Bookkeeper, Office of the Comptroller
CHRISTINE H. KENNER, A.B. .... Secretary for Student Records School of Social Work
YVONNE ARNOLD KING ....... Assistant, Public Relations and 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
CAROLYN L. LYLES, B.S. .... Secretary, Phylon Office
JULIA P. McCRARY ....... Assistant, University Book Shop
LOVEREE L. McCRARY, B.S. .... Secretary Office of the Comptroller
NORAH McNIVEN ........... Director of Publicity and Public Relations
VIOLA FRANCES MATHEWS .... Secretary, Reading Clinic
LUCY WHITE MILLINES, B.S.* .... Secretary, Personnel Deans
MARTHA M. ORR ............ Cashier
PINKIE E. PORTER ....... Secretary, Purchasing Office
BARBARA L. RAMEY* .... Secretary to the Faculty School of Library Service
OTHA M. RUSSELL, B.S. .... General Assistant, The Reading Clinic
HELEN SEALs, A.B. ........ Secretary, Office of the President
DORIS SHIELDS .............. Clerical Assistant, Comptroller's Office
JOYCE B. SMITH .......... Secretary to the Dean, School of Library Service
JOSEPHINE B. SPEARS, B.S. .... Secretary, Office of the Dean, School of Social Work
BARBARA B. STEWART, B.S.* .... Secretary to the Faculty, School of Library Service
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 Comptroller
HARRIETTE E. WASHINGTON, B.S. .... Secretary, Regional Economic Development and Business Service Center

*Part of the year.
LIBRARY STAFF
Miles M. Jackson, Jr., A.B., M.S. in L.S. ........... Librarian
Gaynelle Wright Barksdale, A.M. in L.S. .......... Reference Librarian and Head, Readers' Service
Julia W. Bond, A.B., M.S. in L.S. .......... Librarian, Assistant in Readers' Service
Bessie Drewery Briscoe, M.S. in L.S. ....... Catalog Librarian and Head, Technical Services
Roslyn W. Clark, A.B. ................. Secretary to the Librarian
Margaret Jean Catchings, M.S. in L.S. .. Library Assistant, School of Library Service
Jessie Mae Dickerson, B.S., M.S. in L.S. Assistant Cataloger
Nicholas E. Gaymon, M.S. in L.S. .... Circulation Librarian
Almeta Exson Gould, A.B., M.S. in L.S. Librarian, in Charge of the Curriculum Materials Center
Ethel Bowden Hawkins, B.S. in L.S. .......... Assistant in Readers' Service
Annabelle M. Jarrett, A.B. ............. General Assistant
Sarah K. Middlebrooks .............. Acquisitions Assistant
Annette Hoage Phinazee, M.I.S., D.L.S. .... Librarian, Head of Special Services
Barbara P. Riley, M.S. in L.S. ........ Acquisition Librarian
Edith Green Sanders, A.B., M.S. in L.S. .......... Assistant, Special Services
Thelma Sun, M.S. in L.S. ........ Library Assistant, School of Library 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, A.B., M.A. ............... Dean of Men

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

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

TOMMIE M. ALLEN  
Assistant Professor,  
School of Library Service  

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.

HAROLD BARDONILLE, JR.  
School of Social Work  

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.

JEROME I. BERLIN  
Lecturer,  
School of Business Administration  

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.

D. L. BOGER  
Professor of Education and Director of Teacher Education  
ATLANTA UNIVERSITY

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  Professor of Guidance and Counseling

KATHRYN BRISBANE  Assistant Professor, School of Social Work
A.B., Spelman College, 1955; M.S.W., Atlanta University School of Social Work, 1957.

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.

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

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.

JAMES E. CONYERS  
Associate Professor of Sociology  

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.

LOUIS DALE  
Instructor of Mathematics  
A.B., Miles College, 1960; M.S., Atlanta University, 1964.

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.

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.

Cecil L. Edwards*  
Lecturer, School of Education  
A.B., Spelman College, 1933; M.A., Atlanta University, 1949.

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.

Calvin W. Fenton  
Assistant Professor, School of Social Work  
A.B., City College of New York, 1956; M.S.S., Adelphi College, Graduate School of Social Work, 1962.

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.

Lynette Saine Gaines  
Professor of Reading  
A.B., Spelman College, 1940; A.M., Atlanta University, 1942; Ph.D., University of Chicago, 1950.

Joseph Golden  
Professor of Social Work  
A.B., University of Pennsylvania, 1932; A.M., 1933; Ph.D., 1951.

Pearl B. Golden  
Field Work Supervisor, School of Social Work  
A.B., New Jersey College for Women, 1940; M.S.S., Smith College School for Social Work, 1943.

Beatrice B. Gore**  
Lecturer, School of Education  
Mus.B., West Virginia State College, 1934; M.A., Atlanta University, 1954.

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CATALOGUE

WILLIAM E. GORDON  Professor of Economics
B. Com., McGill University (Canada), 1951; D.P.A., Lon­
don University, 1945; M.P.A., Princeton University, 1953,
Ph.D., 1955.

LINWOOD D. GRAVES  Professor of Secondary Education
A.B., Virginia State College, 1938; 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, 1850; 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
A.B., Virginia State College, 1945; M.A., University of Chi­
cago, 1947.

CECELIA JEAN HARSCH  Associate Professor,
School of Social Work
A.B., Alabama College for Women, 1948; M.S.W., Atlanta
University, 1960.

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

BENJAMIN F. HUDSON, JR.  Professor of French
A.B., 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’Etranger, 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.

ATLANTA UNIVERSITY

ROY HUNTER, JR.  
Associate Professor of Biology  
B.S., Morehouse College, 1950; M.S., Atlanta University, 1953; Ph.D., Brown University, 1962.

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.

JOHNNY JACKSON  
Assistant Professor of Biology  
B.S., Southern University, 1958; M.S., University of Oklahoma, 1961; Ph.D., 1964.

MILES MERRILL JACKSON, JR.**  
Lecturer, School of Library Service  

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

JOHN HALL JACOBS**  
Lecturer, School of Library Service  
B.S., Memphis State College, 1928; George Peabody College, 1929; B.S. in L.S., Emory University, 1933.

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’Études Françaises, Université de Grenoble, Summer, 1929; A.M., Middlebury College, 1930; Diplôme de l’École de Préparation des Professeurs de Français à l’Étranger, 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., 1936; 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.

THEODORE KOPKIN*  
Lecturer, School of Library Service  

VEERIAH V. KOTA**  
Professor of Mathematics  
B.S., Osmania University (India), 1939; M.S., 1941; Ph.D., 1946.

GEORGE THOMAS LOCKWOOD  
Assistant Professor of French  
A.B., Duke University, 1938; M.A., University of Pennsylvania, 1941; Student, Alexander School of Business (Philadelphia), 1941-1942; University of Wisconsin, 1949-1954.

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.

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**Part of the year.
JAMES A. 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.

JAMES D. PALMER  
Lecturer, School of Social Work  
B.A., Fisk University, 1949; M.D., Meharry Medical College, 1954.

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

BARBARA GAINEY PETROF  
Instructor, in School of Library Service  
B.A., Emory University, 1959; M.S. in L.S., Atlanta University, 1962.

JOHN V. PETROF  
Associate Professor, School of Business Administration  

ANNETTE HOAGE PHINAZEE*  
Professor, School of Library Service  

ROBERT ALTON PORTER  
Lecturer  
School of Social Work  
A.B., Duke University, 1950; M.S.W., Richmond Professional Institute, 1952.

MELVIN RANDOLPH  
Lecturer, Business Administration  
A.B., Morehouse College, 1954; M.B.A., Atlanta University, 1957.

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.

C. DAVID RIFE*  
Lecturer,  
School of Library Service  
A.B., Mount Union College, 1948; M.S. in L.S., Western Reserve University, 1949.

GEORGE EMERSON RILEY  
Professor of Biology  
A.B., Syracuse University, 1949; M.A., Oberlin College, 1950; Ph.D., University of Wisconsin, 1959.

EDYTH 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  
A.B., Wesleyan University, Connecticut, 1939; A.M. Yale University, 1942; Ph.D., Columbia University, 1954.

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

JOLANDA B. RUPPERT  
Assistant Professor  
School of German  
B.S., Erzhebeth College, Miskolc, Hungary, 1935; A.M., University of Graz, Austria, 1941; Department of German, Morehouse College.

VICTORIA M. SCOTT  
Associate Professor of Social Work  

BOOKER T. SIMPSON  
Associate Professor of Chemistry  
B.S., Claflin College, 1935; M.S., The State University of Iowa, 1948; Study, Chemistry Institute for College Teachers, Summer, 1957. Department of Chemistry, Clark College.

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.

Alfred S. Spriggs  Professor of Chemistry
A.B., Dillard University, 1942; M.S., Howard University, 1944; Ph.D., Washington University, 1954, Chairman Department of Chemistry, Clark College.

Albert L. Thompson  Lecturer, Housing
B.S., LeMoyne College, 1938.

Josephine Fawcett Thompson  Assistant Professor, School of Library Service
A.B., West Virginia State College, 1932; A.M., Atlanta University, 1938; 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.

Stephen Scott Wagner*  Lecturer, School of Arts and Sciences

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 University 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.

CATALOGUE

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

LLOYD KENNETH WILLIAMS
Professor and Chairman of the Department of Mathematics
A.B., University of California (Berkley), 1948; M.A., 1949; Ph.D., 1956.

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

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.

PUBLIC SCHOOLS AND SUPERVISING TEACHERS
PARTICIPATING IN THE ATLANTA UNIVERSITY
STUDENT TEACHING PROGRAM 1964-1965

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 1964-1965

SAMUEL HOWARD ARCHER HIGH SCHOOL
Mr. Arthur H. Richardson .................... Principal
Mrs. Anne W. Fannin ........................ Counselor
Miss Virginia Battle ....................... Counselor

JOSEPH E. BROWN HIGH SCHOOL
Mr. James Hinson, Jr. ....................... Principal
Mr. Bobby Freeman .......................... Counselor

GEORGE WASHINGTON CARVER
VOCATIONAL HIGH SCHOOL
Dr. Cleveland Dennard ..................... Principal
Miss Sarah E. Wingfield .................. Counselor
Mr. Oliver G. Prince ...................... Counselor

CENTRAL JUNIOR HIGH SCHOOL
Mr. Lincoln Harper .......................... Principal
Mr. M. C. Norman .......................... Counselor
Mrs. Gwendolyn Coleman .................... Counselor

SOUTH FULTON HIGH SCHOOL
Mr. Frank McClarin .................................... Principal
Mr. Clarence O. Brown .......................... Counselor

WEST FULTON HIGH SCHOOL
Mr. Cecil Thornton .......................... Principal
Mr. B. N. Brinkley .......................... Counselor
HAMILTON HIGH SCHOOL
Mr. William H. Hatton .................... Principal
Mrs. Ella E. Montgomery .................. Counselor

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

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

LUTHER JUDSON PRICE HIGH SCHOOL
Mr. Edwin Thompson ....................... Principal
Mrs. Eula M. Cohen ....................... Counselor
Mrs. Carrie M. Lacey ..................... Counselor
Mr. Raymonde B. Odom ................... Counselor

SOUTHWEST HIGH SCHOOL
Mr. Claude C. Wills ....................... Principal
Mr. Clarence C. Dixon .................... Counselor

D. M. THERRELL HIGH SCHOOL
Mr. Clyde T. Warren ...................... Principal
Mr. Dean Brooks .......................... Counselor

EVA THOMAS HIGH SCHOOL
Mr. Wilbert Gilbert ....................... Principal
Mrs. Alice H. Washington ................ 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. Claude C. George .................... Counselor
Mrs. Mary E. Griggs ..................... Counselor
Mr. Eugene Wimby ........................ 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 Storrs School, and Asylum.
1867 Incorporation of “The Trustees of the Atlanta University.”
1869 Formal Opening: Asylum in April, North Hall in October.
1869-1885 PRESIDENCY OF EDMUND ASA WARE.
1885-1886 Acting Presidency of Thomas N. Chase.
1886-1887 Acting Presidency of Horace Bumstead.
1887-1888 Acting Presidency of Cyrus W. Francis.
1888-1907 PRESIDENCY OF HORACE BUMSTEAD.
1907-1922 PRESIDENCY OF EDWARD TWICHELL WARE.
1922-1923 Acting Presidency of Myron W. Adams.
1923-1929 PRESIDENCY OF MYRON W. ADAMS.
1929-1936 PRESIDENCY OF JOHN HOPE.
1936-1937 Acting Presidency of Florence M. Read.
1937-PRESIDENCY OF RUFUS E. CLEMENT.

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

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

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

On September 1, 1947, the Atlanta University School of Social Work gave up its charter as a separate corporation and became an integral part of Atlanta University.

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.

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 — 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 195,000 bound volumes, of which 20,000 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 Chrittendon 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 photo copier machine for reproducing printed materials is located on the second floor 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 recently 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 may be 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

1964

Sept. 17 Atlanta-Morehouse-Spelman Players in “The Trials of Brother Jero” by Wole Soyinka.

Oct. 1 John Cotton Dana Lecture. Mr. Burton E. Lamkin, Manager, Development Laboratory Library, IBM Corporation, “Education, Attitudes and Challenges of Special Librarianship.”
Oct. 5 Atlanta University Center Cultural Series. Don Shirley Trio.

7 Lecture. Dr. Jeanne Noble, Special Assistant to the President in the War on Poverty, "The Community Stake in the War on Poverty."

12 Atlanta University Center Third Annual Federal Employment Outlook Program.

16 Charter Day Convocation. The Honorable George L. P. Weaver, Assistant Secretary of Labor for International Affairs.

19 Atlanta University Center Special Convocation. Ambassador Franklin H. Williams, United States Representative to the United Nations Economic and Social Council (ECOSOC).

24 Atlanta University Center "Crossroads Africa" Conference.


Nov. 4 Lecture. Mrs. Charlemae Rollins, librarian and author, "Poetry for Children."

5 Lecture. Mrs. Charlemae Rollins, "Inter-Cultural Interests in Books for Children and Young People."

5 Atlanta-Morehouse-Spelman Players in "The Tempest" by William Shakespeare.

6 Lecture. Mrs. Charlemae Rollins, "The Art of Storytelling."


3 Lecture. Mr. Wallace Van Jackson, librarian, Virginia State College, "Library Development in West Africa."

3 Atlanta-Morehouse-Spelman Players in "The House of Bernarda Alba" by Federico Garcia-Lorca.

4 Lecture. Mr. Wallace Van Jackson, "Library Development in West Africa."

11 The Thirty-eighth Annual Atlanta-Morehouse-Spelman Christmas Carol Concert.

1965

Jan. 7 Special Convocation. Rev. Martin Luther King, Jr., Winner of the 1964 Nobel Peace Prize.

12 Forum Lecture. Dr. Samuel Du. B. Cook, Atlanta University.

14 Forum Lecture. Dr. Samuel Du. B. Cook, Atlanta University.
ATLANTA UNIVERSITY

Jan. 31 Atlanta University Center Convocation.
Feb. 6 Atlanta University Centennial Institute I.
  7 Atlanta University Centennial Institute I.
  16 Atlanta University Center Lecture Series.
  18 Atlanta University Center Lecture Series.
Mar. 7 Religious Emphasis Week.
  17 Atlanta University Center Lecture Series.
  18 Atlanta University Center Lecture Series.
Apr. 1 Atlanta-Morehouse-Spelman Players. “South Pacific” by Rodgers & Hammerstein.
  4 Opening of Annual Art Exhibition.
  6 Atlanta University Center Lecture Series.
  7 Atlanta University Center Lecture Series.
  8 Conference, Atlanta University School of Library Service.

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 — totaling less than nine 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 315.00 630.00
  Double room — per semester 270.00 540.00

*The University matches this fee up to $25.00 for chemicals and supplies. Additional costs of research material over $50.00 are borne by the student.
*This fee is charged each semester or summer session in which the student receives consultation from his thesis 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.
Tuition and fees, including laboratory fees, are due and payable at the beginning of each semester.

Board and room will be charged by the semester, and is due to be paid at time of registration.

In exceptional cases, the Comptroller may agree to accept payments in installments, but only in cases where a substantial initial payment is made. The dormitories including the boarding department, will be closed during the Christmas Holidays, December 19, 1965 to January 2, 1966. No deductions will be made in the charges for board for any fraction of a week, nor for opening and closing weeks.

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 Comptroller, 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 Comptroller, Atlanta University, Atlanta, Georgia 30314. 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 Univer-
sity, Atlanta, Georgia 30314 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 ses-
son 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 regis-
tration 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 $60.00 per four weeks
for a double room, and $70.00 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 ........................................... 540.00 - 630.00
Fees (Admission, Matriculation, Health Service,
  Activities) .................................................. 30.00
Laundry, pressing and incidentals ................ 75.00
Textbooks and supplies ........................... 75.00

Total $1360.00

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.

FULL ACADEMIC LOAD

A full academic load at Atlanta University ranges from nine to fifteen semester hours per semester. Each School or department has the authority to determine its full load within this range. Any student carrying a load beyond fifteen semester hours will be charged an additional tuition fee of twenty-five dollars for each hour in excess of fifteen. Any student carrying less than nine semester hours will be charged as indicated in the itemized listing of Tuition and Fees on Page 37 of this Bulletin.

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 as amended 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 graduate or professional work. In all cases, however, an applicant must hold a baccalaureate degree from an accredited college.
or university, or must be a candidate for such a degree at the next convocation following the date of the application.

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

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

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

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

7. Each Fellow will be granted a stipend of $1200.00. The stipend will be paid during the nine-month academic year only, id. est., the Fellowship cannot be extended for the summer. The $1200.00 will be applied to the Fellow's account. 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 $1200.00 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.

THE CHARLES E. MERRILL SCHOLARSHIPS FOR FOREIGN STUDY AND TRAVEL

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

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 partial 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.

THE ROCKEFELLER FOUNDATION SCHOLARSHIPS AND FELLOWSHIPS

The Rockefeller Foundation grant to the Atlanta University School of Library Service for scholarships and fellowships was prompted by the acute need for professionally trained Negro librarians to serve in positions of leadership throughout the South and the nation. Twelve scholarships of $1,750 each are to be awarded to graduates of regionally accredited colleges with grade point averages of B who wish to study for the master's degree in library service to prepare for careers in librarianship. Three fellowships of $3,500 each are to be awarded to graduates of accredited colleges who also hold a master's degree in a subject field, are teaching at the secondary or college level and who wish to prepare for careers as administrators of libraries in predominantly Negro institutions of higher learning. Young men are especially encouraged to apply for these fellowships.

PRESIDENTIAL SCHOLARSHIPS

In addition to the other scholarships and fellowships awarded by Atlanta University, there will be fifty (50) $1000.00 Presidential Scholarships offered during the academic year 1965-1966. The Presidential Scholarships are distributed as follows:

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<tr>
<th>Institution</th>
<th>Scholarships</th>
<th>Amount</th>
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<tr>
<td>The School of Education</td>
<td>12 Scholarships</td>
<td>$1000.00 each</td>
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<tr>
<td>The School of Business Administration</td>
<td>14 Scholarships</td>
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<tr>
<td>The Graduate School of Arts and Sciences</td>
<td>24 Scholarships</td>
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To be eligible for a Presidential Scholarship the applicant must be an American, and must have a scholastic average of B or better in the last two years of his college career.
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

The American University  Bowling Green State University
Atlanta University  Brown University
Auburn University  Byrn Mawr College
Barry College  California Institute of Technology
Boston University  Technology
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<td>Carnegie Institute of Technology</td>
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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 Atlanta University, Clark, Morehouse, Morris Brown and Spelman Colleges. 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 and the University. In the latter instance the student is expected to work for a minimum of fifteen hours per week in the 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 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

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1 Students working toward the master's degree must take the examination in English fundamentals during the first semester or summer of residence.
known to the administrative officers, and graduates of any college who have not had sufficient preparation for advanced work in their particular subject of study, will probably find it necessary to devote two years to their study for the master's degree.

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

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

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

2. The completion of at least twenty-four semester hours of graduate work at Atlanta University.

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 lan-
guages; (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 Comptroller 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 Comptroller.

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 concentra-
tion 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 ex-
amination 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 bene-
fit of students who desire to present Spanish as their
foreign language.

3.5 Foreign Language Requirement for Foreign Stu-
dents.

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 on a subject approved by the chair-
man 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 may be assigned at
the discretion of the department at any time following regis-
tration for graduate study. The University will allow a maxi-
mum of six semester hours of graduate credit in any semes-
ter 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 op-
tional and yields six semester hours credit.

6. The delivery of two typewritten copies of the thesis
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 $1,360.00 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 $550.00 per academic year. The student must be responsible for either $910.00 or $810.00, 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-Films, 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 B.S. or M.S. degree, with a major in the biological sciences or in biochemistry, from an accredited institution.
   b. An overall academic average of B or better.
   c. A creditable Graduate Record Examination Score.
   d. Undergraduate prerequisites as indicated for the M.S. degree.

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.
   e. The Dissertation.—This will be a scholarly presentation of the research problem.
   f. 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

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<th>Title of Course</th>
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<td>General Parasitology</td>
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<td>472</td>
<td>Advanced Zoological Problems</td>
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<td>526</td>
<td>Experimental Zoology</td>
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<td>Plant Morphology</td>
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<td>Seminar in Biological Problems</td>
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### 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 Life2-4 — 3 Semester Hours
   d) Educ. 613 Vocational Development Theory2-3 — 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. 688 Introduction to Projective Technics of Personality Assessment
   — 3 Semester Hours

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

e) Educ. 696 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. 698 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 Independent Study in Personality Organization and Development — 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-A Laboratory Experiences in Guidance and Testing — 3 Semester Hours

b) Educ. 555-B Practice Counseling Under Supervision (Practicum) — 6 Semester Hours

c) Educ. 555-C Internship in Guidance and Counseling — 3 Semester Hours

d) Educ. 555-D Advanced Practicum — 3 Semester Hours

e) Educ. 676 Contemporary Theories of Counseling — 3 Semester Hours

f) Educ. 677 Independent Study in Counseling Theory — 3 Semester Hours

g) Educ. 678 Therapeutic 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

6) Professional Problems of the Counselor — 9 Graduate Semester Hours Are Offered
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.
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 prerequisites.
In addition to twenty-four hours of biology, undergraduate prerequisites include one year of mathematics, one year of general physics, one year of general chemistry and one year of organic chemistry. Credit for these courses as prerequisites will be given only if they have been passed with a grade of C and above. When necessary, these prerequisites may be met by taking the course and/or courses needed in one of the undergraduate colleges in the Center.

**Requirement for the M.S. Degree in Biology**

In order to qualify for the M.S. degree in biology a student must satisfactorily complete a minimum of thirty hours of approved course work, with four of the total in research. Courses required of all students are Biology 521 (Experimental Biology) and Biology 565 (General Physiology) or Biology 575 (Plant Physiology). The remaining course hour requirements may be fulfilled by selecting courses from those listed below, excluding Biology 500, 502, and 504. A student may elect to concentrate his course work in either botany or zoology. For students concentrating in botany eight credit hours in zoology must be taken, and for students concentrating in zoology eight credit hours in botany must be taken. Biology 565 and Biology 575 are counted towards the fulfillment of the botany or zoology course hour requirements. A student must also demonstrate the 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 examination on the thesis is given by the faculty of the department.

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

**List of Courses**

Courses numbered 400 and 500 are regular courses offered by the Department. Six hundred courses are designed primarily for students 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 structure, 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.

500. BOTANY FOR TEACHERS. A course designed to provide an intensive study of basic principles of plant life, from a modern point of view, in a fashion that is more probing and comprehensive than possible in a general botany course. For the laboratory, aspects of plant life included in exercises from versions of BSCS publications are utilized with particular emphasis placed on pertinent laboratory block studies. (Available to students in science education programs) 3 credits.

502. ZOOLOGY FOR TEACHERS. A course designed to provide an intensive study of basic principles of animal life, from a modern point of view, in a fashion that is more probing and comprehensive than possible in a general zoology course. For the laboratory, aspects of animal life included in exercises from versions of BSCS publications are utilized with particular emphasis placed on pertinent laboratory block studies. (Available to students in science education programs) 3 credits.

504. MICROBIOLOGY FOR TEACHERS. A course designed to acquaint secondary school teachers with the biology of bacteria, viruses, and certain fungi, and to provide an understanding of the relationship of these forms to higher plant and animal life. In the laboratory, aspects of microbiology patterned after material included in versions of BSCS publications are utilized, with particular emphasis placed on pertinent laboratory block studies. (Available to students in science education programs) 3 credits.
521. EXPERIMENTAL BIOLOGY. Primarily a laboratory course designed to provide an introduction to the methods, techniques, and instruments used in experimental research in biology. 3 credits.

526. EXPERIMENTAL ZOOLOGY. The course includes some of the theories and principles concerned with regeneration and related problems in selected invertebrate and vertebrate forms. The laboratory work consists of experiments on axial gradients, regeneration and training in microtechnique. Two lecture-discussion 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 functional physico-chemical concepts in living matter. The role of surface phenomena, permeability, and the significance of certain ions on function, as well as, the properties of water, viscosity, temperature, pff, and enzyme kinetics are included. Ciliary action and muscular contraction, and nerve potentials will also be discussed. General effects of hormones and metabolism will also be included. Prerequisites: organic chemistry, physics, and consent of the instructor. 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 lec-
tures and two three-hour laboratory periods each week. Prerequisites: organic chemistry. 4 credits.

601. 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 periods each week. 4 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 dealing with an analysis of the works which formed the basis for experimental embryology (e.g., Roux, Driesch, E. B. Wilson, F. R. Lillie, Spemann, et al.) and more recent studies on nucleocytoplasmic relationships in cell differentiation, organizer-induction mechanisms, fertilization, cleavage, and gastrulation. Two lectures and one four hour laboratory period. 4 credits.

632. MORPHOGENESIS. A series of lectures and discussions on the formation of structure and pattern in living systems — plants and animals. Consideration will be given to the cellular and cellular aggregate levels of biological organization. Each student will be required to do a short-term problem on some aspect of development and present his findings to the class in the form of a seminar. Three one hour sessions each week. 3 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 theore-
tical 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.

670. **Advanced Plant Physiology.** This course deals with a comprehensive study of certain aspects of plant growth and development. Two lectures and two three-hour laboratory periods each week. Prerequisites: Biology 575 and approval of the instructor. 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 lecture-laboratory course involving some specialized techniques for the measurement of macromolecules and other components in complex biological systems. Cellular respiration, determinations of membrane potentials and other bioelectrical phenomena, colorimetry and spectrophotometer, electrophoresis, chromatography, scalar and vector analyses,
biometry, and instrumentation are included. An introduction to radiation biology will also be discussed. Prerequisites: Consent of the instructor. 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.

471. CHEMISTRY FOR HIGH SCHOOL TEACHERS. This course is designed especially for teachers planning to use the CBA and Chem Study Textbooks and Laboratory Manuals. Lectures, two hours per week; laboratory, four hours per week. 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 stereochemical 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 sub-
stances and teaches him the reactions and basic laboratory techniques of handling compounds which are sensitive to light, heat, air or moisture. 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, 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 FLUCTUATIONS. 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, subjectivistic, 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.
600. SEMINAR ON BASIC ECONOMIC PROBLEMS. An analysis and dis­
cussion of basic economic principles and contemporary economic
problems. Prerequisite: Economic Principles. 3 credits.

602-603. ECONOMIC ANALYSIS. An interpretation and analysis of eco­
nomic problems and theories (money, the circuit of payments, in­
come, distribution, price, competition and similar topics). Pre­
requisite: 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 em­
phasis 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 mini­
mum 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, stu­
dents 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. How­
ever, at least one language course (Modern English Grammar or
the History of the English Language) as well as courses in Introduc­
tion 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.


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 1842. The development of English drama from its beginning to the closing of the theaters in 1842. 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.

571. THE ENGLISH NOVEL. A study of the English novel of the eighteenth century. 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.
English—Education Program

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.

400. THE TEACHING OF ENGLISH IN SECONDARY SCHOOLS. A study of the new materials and modern methods in the teaching of high school English.

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*

Credit Hours

English 545. Materials and Methods of Research 3
English 405. Modern English Grammar or 495. History of the English Language 3
English 477-478. American Literature 6
English 400. The Teaching of English in Secondary Schools 3

*NOTE: In special cases students in this Department may be granted the privilege of taking either Education 543, Statistics in Psychology and Education, or Psychological and Sociological Principles in the Teaching of Reading.
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, participate in class discussions, and write papers in French. If a student's proficiency in the four basic language skills are so minimal that his classroom performance is seriously impaired he may be required to take six additional hours.

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.

509. **Independent Reading in French** 3 to 6 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-
dents to proceed to specialized graduate studies in history. 3 credits each semester.

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

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

American History

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 each 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.

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

Negro History


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

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. Mediæval Institutions. Selected mediæval 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.

Prehistorical 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 1st Dynasty of Babylon; what is known of India in the Amri and Harappa periods (Indus Valley); what is known of China from the Yang Shao period to the Shang Dynasty; and Crete through the Minoan periods: The Middle American and Andean Societies. 3 credits second semester.

**MATHEMATICS**

Requirements for Master's Degree in Mathematics

For the master's degree in mathematics, the department requires a minimum of twenty-seven graduate hours in mathematics including two courses in Real Analysis (511 and 512), one course in Complex Variables (513 or 514), one course in Topology (641 or 642) and two courses in Algebra (432 and either 431, 639 or 640). In addition, students entering without a background in Advanced Calculus will need to make up the deficiency by taking 411 and 412. Further, it is advisable to have had exposure to projective geometry. 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.

432. ***Higher Algebra II.*** Vector spaces. Matrices and linear transformations. Determinants, volumes, and systems of linear equations. 3 credits.

500-501. ***Foundations of Mathematics.*** A critical re-examination of the fundamental concepts of algebra, analysis, and geometry. Empirical and logical foundations; developments and applications. 6 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.

512. ***Real Variables.*** Measure (inner and outer). Measurable and non-measurable sets, measurable functions. Lebesgue integral, Lebesgue-Stieltje's integral; the relation between the Lebesgue and the Riemann integral. Function spaces. Prerequisite: Foundations of Modern Analysis 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 Russel'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 estab­
ishment 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 fam­
ily organization in contemporary and earlier societies.
3 credits second semester, alternate years.

512. SOCIOLOGY OF THE COMMUNITY. Analysis of community institu­
tions, especially family, schools, churches and government; com­
munity organization and problems and community planning.
3 credits either semester.

540. INDUSTRIAL SOCIOLOGY. The study of occupations, the work situa­
tion — 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 politi­
cal 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.

610. EDUCATIONAL SOCIOLOGY (Identical with Education 610). An
analysis of education in terms of its Sociological, Psychological,
and Anthropological aspects with emphasis on value conflict, so-
cial 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 profession 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.

Field instruction is a vital part of the educational program, and is required in both first and second years. Two plans of field instruction are utilized. During the first year of study the student participates in field work two consecutive days a week during Units I and II. In the second year, Unit IV, the student engages in field work on the block basis of six consecutive months, working full-time in an agency.

During the first year, field work placements may be made within a 100 mile radius of Atlanta. Second year placements are usually made outside the city and state. A minimal number of block field work placements are available in Atlanta.

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.
# 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>
</tr>
<tr>
<td>604</td>
<td>Social Process I</td>
<td>1</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<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>
</tr>
<tr>
<td>500</td>
<td>Social Case Work I</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>550</td>
<td>Social Group Work I</td>
<td>2</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>579</td>
<td>Community Organization II</td>
<td>2</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>589</td>
<td>Social Statistics (see course description)</td>
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<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>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
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<th>Case Work</th>
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<th>Community Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>601</td>
<td>Human Behavior and the Social Environment II</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>605</td>
<td>Social Process II</td>
<td>1</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>701</td>
<td>Social Welfare Policy and Services II</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>586</td>
<td>Social Research II</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>501</td>
<td>Social Case Work II</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>551</td>
<td>Social Group Work II</td>
<td>2</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>577</td>
<td>Community Organization II</td>
<td>2</td>
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<td></td>
<td>X</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>
</tr>
<tr>
<td>594</td>
<td>Field Instruction II</td>
<td>4</td>
<td>X</td>
<td>X</td>
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</table>

Total Credit Hours: 15

## Third Unit

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>602</td>
<td>Human Behavior and the Social Environment III</td>
<td>2</td>
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</table>

### THIRD 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>602</td>
<td>Human Behavior and the Social Environment III</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>702</td>
<td>Social Problems and the Social Structure</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>703</td>
<td>Social Change and Social Policy</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>587</td>
<td>Research Seminar</td>
<td>1</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>502</td>
<td>Social Case Work III</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>555</td>
<td>Social Group Work III</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>578</td>
<td>Community Organization III</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>503</td>
<td>Introduction to Social Case Work</td>
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<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>556</td>
<td>Introduction to Social Group Work</td>
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<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>580</td>
<td>Introduction to Community Organization</td>
<td>1</td>
<td>X</td>
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</tbody>
</table>

Seminar for Field Instructors (No Credit)

Total Credit Hours 8

### FOURTH 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>588</td>
<td>Thesis or Participation in Group Projects</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>595</td>
<td>Field Instruction III</td>
<td>12</td>
<td>X</td>
<td>X</td>
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Total Credit Hours 15

### FIFTH UNIT

<table>
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<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>603</td>
<td>Human Behavior and the Social Environment IV</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>704</td>
<td>Social Welfare Policy and Services III</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>589</td>
<td>Thesis or Participation in Group Projects</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>581</td>
<td>Issues in Social Work Practice Seminar</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</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 Chairman of Admissions and Recruitment, School of Social Work, Atlanta University, Atlanta, Georgia 30314.

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

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

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

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

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

6. 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).
ATLANTA UNIVERSITY

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 Comptroller, Atlanta, Georgia 30314, by money order or certified check.

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>Matriculation fee, payable at first registration</td>
<td>$5.00</td>
</tr>
<tr>
<td>Admission fee, required of all students upon</td>
<td></td>
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<tr>
<td>notification of acceptance for admission. This fee</td>
<td></td>
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<tr>
<td>is credited toward tuition payment</td>
<td>$10.00</td>
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<tr>
<td>Late registration fee, payable after 9/18/65,</td>
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<tr>
<td>1/29/66, 6/1/66</td>
<td>$5.00</td>
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<tr>
<td>Health Service fee, payable by resident students</td>
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<tr>
<td>at first registration each year</td>
<td>$5.00</td>
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<tr>
<td>Activities fee, payable yearly at time of registration</td>
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<tr>
<td>For students taking less than nine hours</td>
<td>$10.00</td>
</tr>
<tr>
<td>Graduation fee</td>
<td>$15.00</td>
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Students should budget a minimum of $50.00 per unit for books and other necessary school equipment.

TUITION

<table>
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<tr>
<th>Tuition Period</th>
<th>Amount</th>
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<tr>
<td>First Unit Tuition payable</td>
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<td>Second Unit Tuition payable</td>
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<tr>
<td>Third Unit Tuition payable</td>
<td>*205.00</td>
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<tr>
<td>June 1, 1965</td>
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<td>Fourth Unit Tuition payable</td>
<td>275.00</td>
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<td>Sept. 15, 1965</td>
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<tr>
<td>Fifth Unit Tuition payable</td>
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<td>Jan. 26, 1965</td>
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BOARD AND ROOM

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<th>Fee Description</th>
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<td>Room Reservation fee — credited toward first</td>
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<tr>
<td>month's bill</td>
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<tr>
<td>Board and room during regular school year</td>
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<tr>
<td>Single room — average per four weeks</td>
<td>70.00</td>
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<tr>
<td>Double room — average per four weeks</td>
<td>60.00</td>
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<tr>
<td>Board and room during Third Unit</td>
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</tr>
<tr>
<td>Double room — per week</td>
<td>16.00</td>
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<tr>
<td>Furniture Damage Deposit</td>
<td>10.00</td>
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</table>

*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 arrangement most nearly conforms with regular tuition payment of other schools in the University Center.*
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 holidays.

THESIS CONSULTANT FEE

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

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.
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 prevailing 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 1964-65. This list varies from year to year depending upon student needs and the availability of qualified instructors in agencies selected for field instruction.

Adams, Mary, Veterans Administration Hospital, Marion, Indiana — 1964.
   B.S.C., Ohio State University, 1947; M.S.W., Tulane School of Social Work, 1953.

Beck, Duane, Community Council of the Atlanta Area, Inc., Atlanta, Georgia — 1964.
   B.A., Western Michigan University, 1949; M.S.W., Michigan State University, 1955.

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

Bunch, Ann C., DeKalb County Child Guidance Clinic, Decatur, Georgia — 1962.
   B.S., University of Miami, 1945; M.A., Chicago University, 1949.

Clemmons, Estelle, Fulton County Department of Family and Children Services, Atlanta, Georgia — 1964.
   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
A.B., Virginia Union University, 1941; M.S.W., Atlanta University, 1945.

Fitzgerald, Margaret, Veterans Administration Center, Dayton, Ohio — 1964.
B.S., Butler University, 1943; M.A., Indiana University, 1948.

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

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.
B.A., Virginia State College, 1945; M.S., University of Chicago, School of Social Service Administration, 1947.

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

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

Harsch, Jean, Gate City Day Care Centers, Atlanta, Georgia — 1964.
B.A., Alabama College, 1943; M.S.W., Atlanta University, School of Social Work, 1960.

B.S., University of Tampa, 1937; M.S.W., Tulane University School of Social Work, 1958; Teachers Certificate, State of Florida.

Latteier, Willard, Veterans Administration Regional Office, Atlanta, Georgia — 1964.
A.B., University of Utah, 1940; M.A., University of Utah, 1941; M.S.W., Wayne University, 1952.
Lincoln, Samuel, Boys Village of Maryland, Cheltenham, Maryland — 1963.
B.S., Howard University, 1953; M.S.W., Howard University School of Social Work, 1955.

A.B., University of Cincinnati, 1939; Western Reserve School of Applied Social Sciences, 1942-43.

Maass, Phyllis, Veterans Administration Regional Office, Atlanta, Georgia — 1964.
B.A., Mary Washington College of the University of Virginia, 1954; M.S.W., National Catholic School of Social Service at the Catholic University of America, 1961.

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

Rotter, Allan, Milledgeville State Hospital, Milledgeville, Georgia — 1964.
B.S., Lycoming College, 1960; M.S.W., Florida State University, 1962.

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.

A.B., Morehouse College, 1959; M.S.W., Atlanta University, 1961.

Snead, James, Veterans Administration Hospital, Marion, Indiana — 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, School of Social Work, 1948.

Thomas, Raymond, Neighborhood House, Inc., Columbus, Ohio — 1964.
B.S., Wilberforce University, 1942; M.A., Ohio State University School of Social Work, 1945.

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

Wade, Lyndon, Emory University Alcohol Project, Atlanta, Georgia — 1964.
B.A., Morehouse College, 1956; M.S.W. Atlanta University, 1958.

Whitaker, Barbara, Emory Intensive Treatment Unit, Atlanta, Georgia — 1964.
A.B., Spelman College, 1952; M.S.W., Atlanta University, 1958.

M.S.W., Tulane University School of Social Work, 1957.

Wohl, Bernard, Southside Settlement, Columbus, Ohio — 1964.
M.S.W., University of Buffalo School of Social Work, 1953.

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.
Cook County Hospital, Chicago, Illinois.
County Court, Kings County Probation Department, Brooklyn, New York.
Crownsville State Hospital, Crownsville, Maryland.
East End Neighborhood House, Cleveland, Ohio.
Family Service Society, Atlanta, Georgia.
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.
Grady Homes Community Girls Club, Atlanta, Georgia.
Guidance Center of Hillsborough County, Tampa, Florida.
Industrial Home for the Blind, Brooklyn, New York.
Irvington House, Irvington-on-Hudson, New York.
Larue D. Carter Hospital, Indianapolis, Indiana.
Metropolitan Youth Commission, St. Louis, Missouri.
National Urban League, Southern Field Division, Atlanta, Georgia.
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.
Travelers Aid Society, Atlanta, Georgia.
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.
West Side Community House, Cleveland, Ohio.
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. 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. 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. 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. 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. 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. This course deals with the relationship of social 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. 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 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. 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.
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. 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. 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 is 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. 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.

581. 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 under-
lying 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. 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 student's concurrent field work assignments with appropriate reference materials form the basis for class discussion. 2 credits.

555. Social Group Work III. 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. 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 organization 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. 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. 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.

580. INTRODUCTION TO COMMUNITY ORGANIZATION. 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. 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. 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. 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. (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. 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. 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.

SEMINAR FOR FIELD INSTRUCTORS

This seminar emphasizes the educational role of field instructors in the graduate education of social workers and examines how field teaching can be distinguished from worker supervision. The seminar is concerned with the principles, objectives and method of field teaching in social work. Problems of student-field instructor relations, field teaching content and evaluations are examined as revealed in material from members of the group. The development of opportunities for enriching and broadening field work experiences for students is explored.
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.
REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN LIBRARY SERVICE

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.

Books and Materials .......................... $ 30.00
Field Work ................................... 100.00
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 LEADING TO THE M.S. IN L.S. DEGREE IN COLLEGE LIBRARY SERVICE

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<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>400</td>
<td>History of Books</td>
<td>3</td>
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<tr>
<td>409</td>
<td>Evaluation and Selection of Library Materials</td>
<td>3</td>
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<tr>
<td>410</td>
<td>Reference Materials</td>
<td>3</td>
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<tr>
<td>420</td>
<td>Libraries and Librarianship</td>
<td>3</td>
</tr>
<tr>
<td>430</td>
<td>Introduction to Library Procedures</td>
<td>3</td>
</tr>
<tr>
<td>431</td>
<td>Cataloging and Classification</td>
<td>3</td>
</tr>
<tr>
<td>500</td>
<td>Research Methods in Library Service</td>
<td>3</td>
</tr>
<tr>
<td>511</td>
<td>Literature of the Humanities</td>
<td>3</td>
</tr>
<tr>
<td>520</td>
<td>Library Administration</td>
<td>3</td>
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<tr>
<td>522</td>
<td>College Library Service</td>
<td>3</td>
</tr>
<tr>
<td>550</td>
<td>Communications</td>
<td>3</td>
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One elective to be selected from a subject area or from the following library service courses:

<table>
<thead>
<tr>
<th>Course Number</th>
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</thead>
<tbody>
<tr>
<td>512</td>
<td>Literature of the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>513</td>
<td>Literature of Science and Technology</td>
<td>3</td>
</tr>
<tr>
<td>541</td>
<td>Publishers and Publishing</td>
<td>3</td>
</tr>
<tr>
<td>612</td>
<td>Documentation</td>
<td>3</td>
</tr>
<tr>
<td>630</td>
<td>Advanced Cataloging</td>
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</tr>
<tr>
<td>635</td>
<td>Indexing and Abstracting</td>
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COURSES LEADING TO THE M.S. IN L.S. DEGREE IN PUBLIC LIBRARY SERVICE

<table>
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<tr>
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<td>400</td>
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<td>Reference Materials</td>
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<td>420</td>
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<td>Introduction to Library Procedures</td>
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</tr>
<tr>
<td>431</td>
<td>Cataloging and Classification</td>
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</tr>
<tr>
<td>500</td>
<td>Research Methods in Library Service</td>
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</tr>
<tr>
<td>511</td>
<td>Literature of the Humanities</td>
<td>3</td>
</tr>
<tr>
<td>520</td>
<td>Library Administration</td>
<td>3</td>
</tr>
<tr>
<td>521</td>
<td>Public Library Service</td>
<td>3</td>
</tr>
<tr>
<td>550</td>
<td>Communications</td>
<td>3</td>
</tr>
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# ATLANTA UNIVERSITY

## Course Number

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</table>

## COURSES LEADING TO THE M.S. IN L.S. DEGREE IN PUBLIC LIBRARY SERVICE FOR CHILDREN AND YOUNG ADULTS

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<td>Reference Materials</td>
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</tr>
<tr>
<td>414</td>
<td>Children’s Literature</td>
<td>3</td>
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<tr>
<td>415</td>
<td>Literature for Young Adults</td>
<td>3</td>
</tr>
<tr>
<td>420</td>
<td>Libraries and Librarianship</td>
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<td>Public Library Service</td>
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</table>

If a student receives credit for any of the above 400 courses taken at the undergraduate level the necessary number of electives to complete a 36 semester hour program may be selected in library service or in subject areas.

## COURSES LEADING TO THE M.S. IN L.S. DEGREE IN CATALOGING AND REFERENCE

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<td>Credit</td>
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<td>--------</td>
</tr>
<tr>
<td>550</td>
<td>Communications</td>
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<td>630</td>
<td>Advanced Cataloging</td>
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<tr>
<td>635 or 612</td>
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<tr>
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</table>

If a student receives credit for any of the above 400 courses taken at the undergraduate level, the necessary number of electives to complete a 36 semester hour program may be selected in library service or in a subject area. Preference should be given to the following courses in selecting electives in this area:

<table>
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COURSES LEADING TO THE M.S. IN L.S. DEGREE IN SCHOOL LIBRARY SERVICE

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<td>Children's Literature</td>
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<td>415</td>
<td>Literature for Young Adults</td>
<td>3</td>
</tr>
<tr>
<td>420</td>
<td>Libraries and Librarianship</td>
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</tr>
<tr>
<td>423</td>
<td>School Library Service</td>
<td>3</td>
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<td>Introduction to Library Procedures</td>
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<tr>
<td>431 or 432</td>
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<tr>
<td>431</td>
<td>Cataloging and Classification</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: 430</td>
<td></td>
</tr>
<tr>
<td>432</td>
<td>Cataloging and Classification for School Librarians</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: 430</td>
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Electives to be selected from the following courses in Education:

<table>
<thead>
<tr>
<th>Course Number</th>
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<tbody>
<tr>
<td>Ed. 550</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 551</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 619</td>
<td>Advanced Educational Psychology</td>
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</table>
ATLANTA UNIVERSITY

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 42 semester hours distributed as follows:
   
   Area a.* Courses dealing with educational psychology and/or educational sociology. One or two courses, 3 or 6 semester hours, to be selected from the following:

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<td>Social Status and Learning</td>
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<td>Ed. 653</td>
<td>Psychologic Appraisal of the Individual</td>
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</table>

   Area b.* Courses dealing with curriculum, methods and problems of teaching. One or two courses, 3 or 6 semester hours, to be selected from the following:

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<tbody>
<tr>
<td>Ed. 541</td>
<td>Methods of Utilizing Audio-Visual Teaching Aids</td>
<td>3</td>
</tr>
</tbody>
</table>

   *There should be a total of three courses, 9 semester hours from areas a and b.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area b. Ed. 560</td>
<td>Elementary Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 561</td>
<td>Secondary Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 591</td>
<td>Teaching Reading in the Elementary School</td>
<td>3</td>
</tr>
</tbody>
</table>

Area c. Thirty-three semester hours of required graduate courses in library service:

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**REQUIREMENTS FOR THE T-6 CERTIFICATE IN SCHOOL LIBRARY SERVICE IN GEORGIA**

1. Acceptable score on the National Teachers Examination.
2. The T-5 Certificate.
3. Master's degree in library service.
4. Thirty semester hours of graduate study beyond the master's degree in library service.
5. For the T-6 Certificate students will be required to earn a total of 66 semester hours. This will include the 36 semester hours earned for the master's degree. The 66 semester hours are to be distributed in four areas as follows:

Area a. A minimum of nine semester hours of courses dealing with educational psychology and/or educational sociology to be selected from the following:

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Area b. A minimum of nine semester hours of courses dealing with curriculum, methods and problems of teaching to be selected from the following:

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Area c. Thirty-three semester hours of required graduate courses in library service:

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CATALOGUE

Course Number Title of Course Credit
420 Libraries and Librarianship .... 3
423 School Library Service .......... 3
430 Introduction to Library Procedures ............ 3
431 or 432
431 Cataloging and Classification ... 3
432 Cataloging and Classification for School Librarians .......... 3
500 Research Methods in Library Service ............ 3
550 Communications ............ 3

Area d. Nine semester hours of elective courses in library service and/or subject fields related to the area of special interest to the individual student.

Course Number Title of Course Credit
512 Literature of the Social Sciences .. 3
513 Literature of Science and Technology .......... 3
520 Library Administration ............ 3
541 Publishers and Publishing .......... 3
615 Reading Interests ............ 3
623 School Library Supervision ............ 3
635 Indexing and Abstracting ............ 3

Area e. Six semester hours of directed research.

Course Number Title of Course Credit
600 Directed Research ............ 6

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. Special 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.


Prerequisite: 430. 3 credits.

432. CATALOGING AND CLASSIFICATION FOR SCHOOL LIBRARIANS. Simplified cataloging and classification using Sears List of Subject Headings and the Dewey Decimal Classification Scheme. The use of Wilson printed cards. The construction and maintenance of a pamphlet file including sources of free and inexpensive materials. Simplified procedures for the organization of non-book materials. Maintenance of records and files for a school library,
exempli gratia, accession, approved buying lists. Utilization of high school and elementary library assistants in library procedures. 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.

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 politi­
cal 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 activi­
ties 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 serv­
ices. 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
technological innovations which have affected book production; and
(3) present-day aspects such as types of materials, editorial
functions, financial status and distribution, advertising and sales
methods used by trade, reprint, university and governmental
publishers. 3 credits.

600. DIRECTED RESEARCH. The selection, formulation and develop­
ment of a research study in an area of the student's special in­
terest. The successful completion of this project under the direc­
tion 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 ab­
stracting, annotating, reviewing and indexing services and tech­
niques. Includes developments in mechanized searching. 3 credits.

615. READING INTERESTS. A survey of the role of reading in the total
educative process; examination and exploration of significant in­
vestigations relating to reading habits, tastes, and interests; critical evaluation of current booklists, factors of readability, and guidelines in choice of materials. 3 credits.

623. School Library Supervision. A study of problems and potentials involved in administering a centralized school library system; principles of educational administration; dynamics of education and library cooperation. Designed for the advanced student of school library service. 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.

635. Indexing and Abstracting. Discussion, examination and evaluation of indexing and abstracting techniques that have been developed in the past twenty years, particularly as applied to scientific information. Discussion of specific techniques used in the indexing and abstracting of technical reports as well as journal articles. 3 credits.

645. Library Methods Analysis. The course will emphasize the basic principles of organizing and simplifying library procedures, motion economy and layout of work areas for increased efficiency and adoption to library needs. Class sessions are to be supplemented by laboratory exercise and readings in philosophy, terminology and objectives of library work simplification. 3 credits.
1.1 **The Purpose of the School of Education:** The purpose of the School of Education is to develop professional 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.

1.2.1. **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
1.227 Modern Foreign Language (French)

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 has access to Atlanta Public Schools 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 Education; the School program is enriched through ready access to consultative services by members of the State Staff, and through special training programs jointly sponsored by the State Department of Education and by the School of Education.

A regulation of the State Board of Education limits the amount of credit that can be earned by full-time school em-
ployees to 9 semester hours (three courses) in any one regular academic (nine months) year. Of the permissible 9 hours, not more than 6 can be earned in any one semester. Workers violating this rule may be penalized by withholding of a certificate for one year.

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

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

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

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

Graduate students seeking student teacher placements should seek this opportunity on the first day of Registration, and consult Dr. L. D. Graves, Coordinator of Student Teaching for Atlanta University.
2.1. The Beginning Student:

2.11. Admission: Applications for admission to the School of Education may be submitted at any time but should, if possible, be presented at least one month before the opening of the session to which admission is sought. The application for admission must be submitted on an application form which may be obtained by request from the Registrar. The applicant must arrange also to have sent to the University a complete transcript of all previous study undertaken in high school, in college, or in any other graduate school.

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

Applicants for admission to unconditioned status in the School of Education should present, as part of their undergraduate preparation, (1) a course in Educational Psychology, (2) a course in the Introduction to Education, and (3) a course in Elementary or High School Curriculum and Methods.

The undergraduate record must also show an average grade of "B" in the applicant’s proposed field of graduate concentration; persons deficient in this respect, or lacking the required courses listed above, must repair these deficiencies on the undergraduate level, or by submitting other evidences of capability (e.g., scores in standard tests in content areas).

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 Advice 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 a faculty member from one of the areas of study 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 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, appreciations, and skills which are basic to the work for the Master of Arts degree.

The staff of the School of Education believes that the best results in learning and 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 exami-
nation 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, or enrolled in 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 Faculty. 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

*Not more than 6 semester hours of credit secured by taking service courses—such as workshops in special areas—may be applied toward the thirty hours required.
**The School of Education may administer selected standardized tests as a part of this examination.
2.323. Achievement of a grade average of B or higher in 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 and its abstract have been written and approved by the student's advisory committee, the Dean of the School of Education will arrange for the Oral examination.

2.325. 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 may be supplemented by representation from other departments.

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 GUIDANCE AND COUNSELING.

These courses have a cumulative total of 48 graduate semester hours.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>550</td>
<td>Foundation 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 Philosophy, 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>Program Development and Management \ Responsibilities of the Counselor</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>557</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>or 631</td>
<td>Curricular Problems Related to Guidance</td>
<td>3</td>
</tr>
<tr>
<td>559</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>
<tr>
<td>636</td>
<td>Group Processes in Guidance</td>
<td>3</td>
</tr>
<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

General Preparation in the Area: Required

<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>Course Number</td>
<td>Title of Course</td>
<td>Credit</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------</td>
<td>--------</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 School Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>547</td>
<td>Research Seminar</td>
<td>0</td>
</tr>
</tbody>
</table>

Select any Four of the following 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 Schools</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>566A</td>
<td>Man in Relationship to his Environment (I)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required: General Preparation Sequence 30

Special Preparation Reading: Required

(All required courses listed under "General Preparation", except Education 589) 15

Select any Four of the following courses 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 Elementary 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>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>601</td>
<td>Reading Laboratory and Clinic</td>
<td>3</td>
</tr>
</tbody>
</table>

Select an additional course from: 502, 504, 506, 410, 483, 518, 566-A, 599, 603, 566-B 3

Total Required: Special Preparation in Reading 30

*589 is required only for those in the General Preparation Area of Elementary Education.
<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>509</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-A</td>
<td>Man in Relationship to his Environment</td>
<td>3</td>
</tr>
<tr>
<td>518</td>
<td>The Teaching of Health</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required: Special Preparation in Science 30

<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-A</td>
<td>Man in Relationship to his Environment</td>
<td>3</td>
</tr>
<tr>
<td>566-B</td>
<td>Man in Relationship to his Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required: Special Preparation in Health 15

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>Research Seminar</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Methods in the Teaching Field</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 15
Courses from the Subject-Matter Field

(Students pursuing one of these instructional fields, offered in the School of Arts and Sciences, are expected to work out detailed programs including at least 15 semester hours—five courses—in consultation with the (1) Dean of the School of Education, and the (2) Dean and the major departmental professor concerned in the School of Arts and Sciences. Subject areas include: English, Foreign Language (French), Economics, History, Political Science, Sociology and Anthropology, and Social Studies, in the Humanities and Social Studies.

In the Natural and Physical Sciences, instructional fields are: Biology, and Chemistry.

Mathematics is an additional field.

The credit hours required in the subject-matter field are: 15

Total number of hours required for the M.A. in Secondary Education (Instruction) are: 30

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

<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 Research Seminar</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Methods Course in the Teaching Field</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Five courses in the Teaching Field</td>
<td>15</td>
</tr>
</tbody>
</table>

Total Required ........................................... 30

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

<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>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>
<td>3</td>
</tr>
<tr>
<td>565</td>
<td>The Essentials of Geography: Human Geography</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives: Choices to be made from the Social Sciences</td>
<td>6</td>
</tr>
</tbody>
</table>

Total required in the Social Sciences sequence 30

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</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>548</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>547</td>
<td>Research Seminar</td>
<td>0</td>
</tr>
<tr>
<td>553</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>599</td>
<td>Teaching of General Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>600</td>
<td>Teaching of Biological Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>603</td>
<td>The Consultant in Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>602</td>
<td>The Teaching of Physical Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td>15</td>
</tr>
</tbody>
</table>

Electives in the Teaching Field 15

Total Required in the Sequence 30
### 3.7. Courses Leading to the M.A. Degree in Administration

<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>548</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>527-528</td>
<td>(Either Part) School Organization and Administration</td>
<td>3</td>
</tr>
<tr>
<td>560-561</td>
<td>(Either Part) Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>530</td>
<td>Basic Philosophy, Principles and Practices of Guidance Services</td>
<td>3</td>
</tr>
<tr>
<td>627</td>
<td>Seminar in School Administration</td>
<td>3</td>
</tr>
<tr>
<td>539</td>
<td>Administration of the Junior High School</td>
<td>3</td>
</tr>
<tr>
<td>526</td>
<td>Principles of School Administration</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>672 School System Administration</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>675 School Legislation and Law</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total required in the sequence in Administration</td>
<td>30</td>
</tr>
</tbody>
</table>

### 3.8. Summer Program for Supervisors*

(Leading to the CD-5 Certificate in the State of Georgia)

First Summer:

<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>Examination in English Fundamentals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate Record Examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading Examination</td>
<td></td>
</tr>
</tbody>
</table>

Follow-up, Fall School Term:

<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>

Second Summer:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>551</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
</tbody>
</table>

*Other courses advised for Supervisory programs are: Ed. 671, Ed. 672, Ed. 675.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>560</td>
<td>Elementary Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>553</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foreign Language Examination, or Course in French</td>
<td>9</td>
</tr>
</tbody>
</table>

Third Summer:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>590-B</td>
<td>Supervision of the Language Arts</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>
</tbody>
</table>

|                | Present thesis in final form (in general, on a subject chosen from a field of study) |
|                | Final Oral Examination                                    |

### 3.9 Summer Program for Principals
(Leading to the A-5 Certificate 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>
</tbody>
</table>

|                | Examintion in English Fundamentals                        |
|                | Graduate Record Examination                               |
|                | Reading Examination                                       |

Follow-up, Fall School Term:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>506-561</td>
<td>Elementary School Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
<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>
</tbody>
</table>

|                | Foreign Language Examination, or course in French         | 9      |
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Course Number  Title of Course  Credit

Follow-up subsequent year:

511  Supervised Field Experience  

Third Summer:

530  Basic Philosophy, Principles, and Practices of Guidance Services  

627  Seminar in School Administration  

547  Research Seminar (this non-credit course may be taken along with Ed. 548 at an earlier period)  

671, or  (Student Personnel Administration) (One of these courses advised  

672, or  (School System Administration) for final  

675  (School Legislation and Law) Summer)  

3.10 COURSES LEADING TO THE M.A. DEGREE IN SPECIAL EDUCATION  (Teaching the Mentally Retarded) 

550  Foundations of Education  

551  Human Growth and Development  

553  Statistics in Psychology and Education  

547  Research Seminar  

548  Methods of Educational Research  

580  Introduction to the Study of Exceptional Children  

581  The Nature of Mental Retardation  

582  Methods and Materials in Teaching Mentally Retarded Children  

583  Speech Correction for the Classroom Teacher  

535  Psychology of Adjustment  

557  Administration and Interpretation of Psychometric Instruments  


Course Number | Title of Course                                      | Credit |
---|---------------------------------------------------|--------|
560  | Elementary School Curriculum Planning and Evaluation | 3      |

Total required to complete sequence | 33

586  | Practice Teaching with Mentally Retarded Children (or Interneship) is required of teachers seeking the Georgia T-5m Certificate | 3

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

547  | Research Seminar                              | 0      |
548  | Methods of Educational Research              | 3      |
550  | Foundations of Education                     | 3      |
551  | Human Growth and Development                 | 3      |
553  | Statistics in Psychology and Education       | 3      |
560-561 | Elementary or Secondary School Planning and Evaluation | 3      |
590-A | Language Arts in the Elementary School       | 3      |
591-593 | Teaching Reading in the Elementary or Secondary School | 3      |
592  | Reading Difficulties                         | 3      |
594  | Clinical Procedures                          | 3      |

or

601  | Reading Laboratory and Clinic                 | 3      |
604  | Apprenticeship in Reading I                  | 1      |
605  | Apprenticeship in Reading II                 | 1      |
606  | Apprenticeship in Reading III                | 1      |
607  | Psychological and Sociological Principles in the Teaching of Reading | 3      |

Total required hours, Reading Area | 30

3.12. REQUIREMENTS FOR THE CERTIFICATION OF SCHOOL LIBRARIANS IN GEORGIA

(The curriculum, including specific course requirements in Education by which librarians can qualify for the T-5 Certificate in Library Science in Georgia, is listed in the section of this catalogue describing the offerings in the School of Library Service).
<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>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>548</td>
<td>Historical and Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>Soc. 637-638</td>
<td>Seminar in the Foundations of Social Science</td>
<td>0-6</td>
</tr>
<tr>
<td>549</td>
<td>The School in the American Social Order</td>
<td>3</td>
</tr>
<tr>
<td>Soc. 400</td>
<td>Study of Society</td>
<td>3</td>
</tr>
<tr>
<td>Soc. 402</td>
<td>Population and Ecology</td>
<td>3</td>
</tr>
<tr>
<td>Soc. 429</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
</tbody>
</table>

30-33

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 and Supervision
Counselor Education
Elementary Education
Secondary Education—Instruction
   English
   The Natural and Physical Sciences
       Biology
       Chemistry
       Mathematics
   Foreign Languages (French)
The Social Sciences
       Economics
       History
       Political Science
       Sociology and Anthropology
Library Service

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.

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 compensation 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;

—must teach in Georgia the year following each summer’s work.

4.2. THE SIXTH-YEAR PROGRAMS

In pursuing a sixth-year program, the student distributes work over several areas, combining fifth-year and sixth-year study to meet minimum requirements. The accompanying chart sets forth minimum requirements in selected areas.

Once admitted to the sixth-year level of study in Atlanta University, the student must then work out, in consultation with the Dean of the School of Education, and the Chairman of the subject-matter field of concentration, a specific program designed so that (a) minimum requirements by areas, and (b) the general requirements, are fulfilled. Work taken in the combined fifth and sixth
years is counted toward meeting minimum area requirements. The combined two years of advanced study beyond the bachelor's degree should total sixty semester hours, thirty of which should come beyond the award of the Master's degree.

Detailed descriptions of Sixth-year programs in the various fields where this study is available—Administration, principally designed for high school principals; Supervision, principally designed for Supervisors and Curriculum Directors; Guidance and Counseling; Elementary School Teaching; Secondary School Teaching, with subject-matter concentration in English, Natural and Physical Science, Mathematics, and Social Science, and Foreign Language (French), may be obtained by writing to the Dean of the School of Education.

In addition to the requirements for admission listed above, the Department of Guidance and Counseling requires additionally, that the minimum scores on the National Teacher's Examination be 550 in the Common, 625 in the Optional, and 1250 in the Combined Score; that the applicant take the Graduate Record Examination, and obtain thereon 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. Additionally, each applicant must submit recommendations from three college or University faculty members who are acquainted with the applicant's academic ability.
<table>
<thead>
<tr>
<th>Types of Certificates</th>
<th>Credit Hours Required for the 6th Year Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education (TS-6)</td>
<td>Elementary Education (T-6)</td>
</tr>
<tr>
<td></td>
<td>Supervision (SC-6)</td>
</tr>
<tr>
<td></td>
<td>School Library</td>
</tr>
</tbody>
</table>

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### TOTAL REQUIRED (THE 5TH AND 6TH YEARS TAKEN TOGETHER)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psych. and/or Edu. Soc.</td>
<td>15</td>
</tr>
<tr>
<td>Current Methods or Problems of Teaching</td>
<td>15</td>
</tr>
<tr>
<td>Subject Matter or Content</td>
<td>50</td>
</tr>
<tr>
<td>Supervised Research</td>
<td>—</td>
</tr>
<tr>
<td>Enrich and Supplementary Leadership</td>
<td>—</td>
</tr>
<tr>
<td>TOTAL REQUIRED, 5th AND 6th YEARS</td>
<td>90</td>
</tr>
</tbody>
</table>

### Administration and Supervision (A-6, CD-6)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>10</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>20</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>30</td>
</tr>
</tbody>
</table>

### School Counselor (SC-6)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>15</td>
</tr>
<tr>
<td>School</td>
<td>15</td>
</tr>
<tr>
<td>(T-6)</td>
<td>15</td>
</tr>
</tbody>
</table>

### Types of Certificates

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psych. and/or Edu. Soc.</td>
<td>15</td>
</tr>
<tr>
<td>Current Methods or Problems of Teaching</td>
<td>15</td>
</tr>
<tr>
<td>Subject Matter or Content</td>
<td>50</td>
</tr>
<tr>
<td>Supervised Research</td>
<td>—</td>
</tr>
<tr>
<td>Enrich and Supplementary Leadership</td>
<td>—</td>
</tr>
<tr>
<td>TOTAL REQUIRED, 5th AND 6th YEARS</td>
<td>90</td>
</tr>
</tbody>
</table>

---

**RAW TEXT END**
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.
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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. This course is designed (1) to give general perspective in the area of statistics so that the student can comprehend its significance as a means of describing, comparing, and predicting probable trends in large and small samplings of data and (2) to provide opportunities for practice of computation basic to these understandings. Throughout the course illustrations will be drawn from current and classic research in Education, Psychology, and the Social Sciences, in general with appropriate emphasis on the role of devices used in processing the data. Each semester. 3 credits.

ADMINISTRATION AND SUPERVISION

The sequence of courses in administration and supervision is designed to provide the knowledgeableness and complete requisite to the role of educational leadership within the school and community. The program in educational leadership is organized to provide the necessary orientation in the structural patterns, principles, and procedures in the two distinct areas in public school programs and arrangements: (a) the specific administration of the overall educational enterprise and (b) the supervision of the immediate instructional activities of the teaching-learning situation.

The Master's degree program in either administration or supervision requires a course sequence of thirty (30) semester hours of required work which include the twelve (12) semester hours required in all of the programs in the School of Education. In addition to the required course work, a thesis requirement must be fulfilled by the student. The six-year programs in administration and in supervision require thirty (30) semester hours beyond the Master's degree requirements and are designed to qualify either the principal or supervisor (curriculum director) for the Georgia 6th year certification—A-6, or CD-6.

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 527 and 528, 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.

539. ADMINISTRATION OF THE JUNIOR HIGH SCHOOL. The course in the administration of the junior high school is designed to provide a comprehensive treatment of the history, present status, organization, curriculum, and probable direction of the future development of the junior high school. Specific attention is given to the role of the junior high school principal as an educational leader within the school complex and the community.

552. INITIAL WORKSHOP IN SUPERVISION. Individual and group guidance will be afforded students in 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.

590-B. SUPERVISION OF THE LANGUAGE ARTS. This course surveys the total language arts program and gives attention to the ways in which listening, speaking, reading, writing and spelling may best be supervised. Emphasis is given to the improvement of the teaching of the language arts through in-service study by classroom teachers. 3 credits, usually Summer.

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.

660. EDUCATION CURRICULUM DEVELOPMENT. An opportunity 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 credits.

661. EDUCATION PROCEDURES AND PROGRAMS IN CURRICULUM. 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 credits.

671. STUDENT PERSONNEL ADMINISTRATION. An inclusive survey of student personnel facts and problems in the contemporary American public school system. 3 credits.

672. SCHOOL SYSTEM ADMINISTRATION. This course traces the historical development of public school systems in the United States. Problems of legal authority and control are examined. Financing, pupil administration, personnel administration, and new administrative problems posed by such modern phenomena as
changes in the tax structure, population changes in urban and rural areas, and the impact of technology upon public schools, are surveyed. 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 effects 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 primary purpose 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. Three credits.

**Second Phase.** — Education 568 (Formerly Ed. 569), INTERNSHIP FOR SUPERVISING TEACHERS OF STUDENT TEACHERS. This is essentially a laboratory experience in which principles and suggested methods and techniques arrived at in the initial phase are tested in actual school situations.

At least one weekly seminar-clinic meeting is held where an exchange is made of reports, analyses, interpretations, and evaluations of ways of working with student teachers to the end of refinement of principles, methods and techniques through pooled thinking.

Special Note: This phase must be pursued during a period when the enrollee has an official assignment to supervise a student teacher.

Prerequisite: Education 567. Three credits.

**Third Phase.** — Education 569 (Formerly Ed. 573), SEMINAR FOR SUPERVISING TEACHERS OF STUDENT TEACHERS. This phase is summative and evaluative. Major emphasis is given to conceptualizing the experiences undertaken in the first and second phases. 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. Prerequisites: Education 567 and 568. 3 credits.
Elementary Education

The work in elementary education includes background courses required of all students in the School of Education and detailed programs for general preparation in the area of special training in health, reading, or science. Through such programs it is hoped that the student will develop breadth and depth in his understanding of concepts basic to the teaching-learning process and that excellence in teaching will be facilitated through concentrated study of content, methods, techniques, procedures and materials in general and specialized areas.

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 guidance in seeing how the needs of children in local school situations may be analyzed for the purpose of developing appropriate classroom procedures. Special attention will be given to the development of curriculum units of instruction. 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, 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 instruc-
tion, to develop appropriate units, and to formulate criteria for
measuring the results of social studies instruction.
3 credits second semester.

508. 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 gen-
erally 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 ac-
quaintance with recent science education literature and re-
searches, and for dealing with appropriate materials and proce-
dures 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 recondi-
tioning 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: Con-
current registration in 501. Summer only
3 credits.
514. Nursery-Kindergarten-Primary School Program. Consistent with the organismic point of view, the correlation of growth needs of children in the nursery, kindergarten, and primary school is studied in connection with the directional process goals, conditions necessary to achieve these goals, and evaluation techniques and instruments for obtaining evidence of pupil progress and growth toward these goals. Opportunities for student participation and practice, and the development of case studies are provided. 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

*592. Reading Difficulties

*594. Clinical Procedures in Reading

*601. Reading Laboratory and Clinic

*696. Survey and Analysis of Reading Materials

*See the section under READING for course descriptions.
The Counselor Education Program at Atlanta University is designed to develop professional and scholarly personnel for service as elementary and secondary school counselors, personnel workers in higher education, directors of guidance, and teachers of guidance and counseling in institutions of higher education.

Only those students who manifest high degrees of developed mental ability, high levels of motivation, and desirable personality organization are accepted and retained in the Counselor Education Program. Periodic assessment and evaluation of these qualities characterize the developmental nature of the program.

The courses and other experiences are to be taken in the sequence listed below unless modifications or substitutions are approved by the faculty. The usual academic load consists of twelve graduate hours each semester; however, for very able students, an additional three hours may be taken upon approval of the faculty.

For a description of the program leading to the Doctor of Philosophy degree see pages 61-65 of the Bulletin.

503. 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. Program Development and Management Responsibilities of the Counselor. 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.

545. PROSEMINAR: MATERIALS AND METHODS OF RESEARCH. No credit.

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.

555A. LABORATORY EXPERIENCES IN GUIDANCE. This course is designed to prepare the student for all subsequent supervised experiences in guidance and counseling. Students will have opportunities to analyze standardized tests, use educational and occupational information, visit community agencies, engage in role playing, conduct case conferences, and analyze theories and technics of counseling.

3 credits first semester.

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.

555C. INTERNSHIP IN GUIDANCE. The internship requires the student to work as a staff member in selected public schools. The intern may or may not be compensated by the institution which he serves. Written consent of the instructor. 3 credits each semester.

555D. ADVANCED PRACTICUM. The aim of this course is to provide the student with opportunities to engage in practice counseling after developing a synthesis of knowledge and skills acquired from careful study and experimentation with the various counseling theories and practices. Prerequisites: 555A, 555B, 555C, and 556.

3 credits.

557. ADMINISTRATION AND INTERPRETATION OF PSYCHOMETRIC INSTRUMENTS. A study of the detailed problems of administration and the use and interpretations of group and individual mental and educational tests. Prerequisite: Elementary Statistics.

3 credits second semester.
558. 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.

559. Theories and Techniques of Counseling. Attention is given to major counseling techniques and to the theory that undergirds each technique. Special attention is given to self-directive (self-actualization) theories; psychoanalytic and other dynamic theories; and behavioristic theories. 3 credits second 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 first semester.

612. Social Class and Sub-Cultural Influences Upon Marriage and Family Life. This course has for its major purpose the explanation of the relationships between socialization within the various social classes and subcultures 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.

666. The Professional Growth and Development of the Counselor. Prerequisite: Education 673. 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 first semester.

668. Introduction to Projective Instruments. 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 sem-
inar in the use of tests in guidance services. Restricted to graduate students. 3 credits summer only.

670. ADVANCED STATISTICS. Prerequisite Education 553. 3 credits first semester.

673. PROFESSIONAL ETHICS AND LEGAL RELATIONSHIPS IN COUNSELING, GUIDANCE AND TESTING. 3 credits first semester.

676. CONTEMPORARY THEORIES OF COUNSELING. A consideration of the major theoretical approaches to counseling. 3 credits first semester.

677. INDEPENDENT STUDY IN COUNSELING THEORY. Designed for students at the doctoral level, working under the direction of an advisor. Written consent of the instructor. 3 credits first semester.

678. THERAPEUTIC COUNSELING. The psychotherapeutic aspects of counseling. Theoretical considerations in psychotherapy. 3 credits first semester.

683. INDEPENDENT STUDY IN PERSONALITY ORGANIZATION AND DEVELOPMENT. Designed for students at the doctoral level, working under the direction of an advisor. Written consent of the instructor. 3 credits each semester.

684. SOCIAL AND CULTURAL DETRIMENTS 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.


687. WECHSLER AND STANFORD-BINET PRACTICUM. Supervised experiences in Wechsler and Stanford-Binet administration and interpretation. Prerequisites: Educ. 685 and Educ. 686. 3 credits second 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. 636, Educ. 684, Soc. 429, and Soc. 510.

3 credits second 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.

694. **Research Methodology and Experimental Design.** The design of experiments and other major methodological approaches to research in the area of counseling and guidance.
3 credits second semester.

695. **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.

697. **Integrative Seminar in the Social and Behavioral Sciences.**
This course provides the Substantive knowledge which undergirds Guidance and Counseling Theory and Practice.
3 credits each semester.

698-A. **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.

698-B. **Rorschach and TAT Practicum.** Supervised experiences in Rorschach and TAT administration and interpretation. Prerequisites: Educ. 698. Written consent of the instructor.
3 credits second semester.

**HEALTH EDUCATION**

A program in health education is confined to summers only. At present this program is designed for students who desire courses leading to certification, or to assumption of the role of "School Health Coordinator", or to students who desire a specialization in health at the elementary school level, or a minor in health at the secondary school level.
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 summer only.

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.

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

566A. Man in Relationship to His Environment. The overall purpose of this course is to interpret the life about us in its relationship to man in his pursuit of happiness.

A general study will be made of the peculiar environments of the earth, sea and sky in their relationship to the organic world.
A more detailed study will be made of the life processes of plants and animals (lower and higher forms) and how they affect our lives through their processes of adaptation to various environmental conditions. Summer only. 3 credits.

566B. MAN IN RELATIONSHIP TO HIS ENVIRONMENT. The aim here is to give practice in ways and means of familiarizing pupils, on various grade levels, with facts concerning man's relationship with his environment.

The students will be given practice in preparing language arts and arithmetic lessons through which the pupils will become aware of and acquainted with the plant and animal life around them, and how they affect their daily lives. Prerequisite to Education 566-A or 506. Summer only. 3 credits.

MEASUREMENT, EVALUATION AND RESEARCH

The teacher and the administrator need to know how to measure the boundaries and depth of their tasks. They need to know how to evaluate the effects of their efforts. They need to understand studies that others are making, and to read with intelligence the literature in which these studies are presented to the professional and general public. They need to know how to conduct studies of the art and science of education.

It is the purpose of the courses listed in this section, to give to teachers and administrators, an introduction to the insights and techniques required by accurate measurement, adequate evaluation, and thorough research.

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

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

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

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

   No credit.

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.

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.

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.

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.

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

The program leading to the degree of master of arts with a major in educational psychology requires thirty (30) graduate semester hours for completion.

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.

558. 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.

578. 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.

579. 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**

Special preparation in Reading includes background courses required of all students in the School of Education and concentrated study of developmental, corrective, and remedial aspects of the program. Through this curriculum it is hoped that the student will develop depth and breadth in concepts basic to the teaching-learning process and that special training in reading will equip him for excellence in performance and for basic certification in the area.

591. **The Teaching of Reading in the Elementary School.** This course is concerned with content, techniques, and materials of the developmental reading program for pupils on the primary and upper levels of the elementary school.

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.

593. Teaching Reading in the Secondary School. Reading on the junior and senior high school levels is approached from a developmental point of view. The uses of basic reading skills and techniques are interpreted in the light of needs arising from the total curriculum and from the standpoint of current problems which are confronting pupils and teachers. 3 credits first semester.

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.

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.

604. Apprenticeship in Reading I. The purposes of supervised experiences and systematic discussions 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 592. 3 credits summer only.

696. 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.

SECONDARY EDUCATION

Students admitted into Secondary Education must, of course, meet all University and School of Education requirements. The work is concerned with educational programming at the secondary level, defined as work normally conducted at the junior high school, senior high school, and/or 14th grade levels. It gives particular attention, to all levels, to general problems of teaching, materials of instruction, supervision of instruction, and methods of improving the educational program.

Students concentrating in an area of secondary education must meet all of the "general" or "background" requirements of the School of Education, and confine themselves to an area of specialization upon consultation with the individual(s) in the School of Education responsible for that area (i.e.) science, social studies, mathematics, and so on as well as with the Department Chairman or other designated individual in the Department of the School of Arts and Sciences in which "subject-matter" courses are to be taken.

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

529. THE INSTRUCTIONAL PROGRAM OF THE SECONDARY SCHOOL. This course is recommended for 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, and to the measurement of outcomes of instruction. 3 credits.

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 concern 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.

565. 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 each semester.

587. 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 developmental point of view. The uses of basic reading skills and techniques are interpreted in the light of needs arising from the total curriculum and from the standpoint of current problems which are confronting pupils and teachers. 3 credits first semester.

596. CORE CLASSES IN THE SECONDARY SCHOOL. This course endeavors to deal with organizational and instructional designs for integrating content at the secondary school level. 3 credits 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 understanding and thinking about mathematics in a logical and rational 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 inter-dependencies 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. **SOCIOMETRY: 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.

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**

542. **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.

543. 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

The work in Special Education is designed to prepare professional personnel in the area of mental retardation. Through concentrated study of content, through observation and demonstration, practicum and field experiences, and research, it is hoped that the student will be prepared to teach the mentally retarded on the elementary and secondary levels.

580. INTRODUCTION TO THE STUDY OF EXCEPTIONAL CHILDREN. This course is designed (1) to introduce the student to major issues and problems in the education of exceptional children, and (2) to enable the student to acquire scientific information about those conditions which cause children to deviate in intellectual, emotional, social, physical, and educational functioning. 3 credits.
581. THE NATURE OF MENTAL RETARDATION. This course is concerned with the description of types, nature and causes of mental retardation. Consideration is given to the educational and psychological implications of mental retardation and to counseling parents of the retarded children. (Second semester and summer.) 3 credits.

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 credits.

583. SPEECH FOR THE CLASSROOM TEACHER. Comprises a study of the nature and causes of various kinds of speech handicaps and language problems. The role of the teacher in identification, examination and correction will be stressed. (Second semester and summer.) 3 credits.

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 credits.

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 credits.

586. INTERNSHIP FOR TEACHERS OF MENTALLY RETARDED CHILDREN. (Practicum) Through cooperative arrangements with selected school systems students will: (1) have extensive opportunities to observe and to participate in classes for the mentally retarded,
(2) do supervised teaching in special classes, (3) develop competencies in curriculum development, selection and utilization of appropriate instructional procedures and materials with retarded pupils. Regularly scheduled seminars are required. This course is required of all who seek fifth year certification as teachers of mentally retarded children. Prerequisites: Education 580, 581, 582, and permission of the instructor. (Regular term and summer.) 3-6 credits.

THE SCHOOL AND THE SOCIAL ORDER

The School is viewed as an integral part of the Social Order, and as affected by other social institutions of which that Order is comprised. The Family is regarded as having paramount importance; cultural, economic, political, religious, and other social structures and influences are considered. The background course, Education 551, FOUNDATIONS OF EDUCATION, gives a preliminary survey of this field.

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

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.
SCHOOL OF BUSINESS ADMINISTRATION

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

AIM

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

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

SCOPE OF THE WORK

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

PROGRAM OF STUDY

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

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

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

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

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

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

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

PREREQUISITES AND REQUIREMENTS FOR M.B.A. DEGREE

In addition to the general requirements of Atlanta University now in effect or hereafter imposed, the School of Business specifies the following minima as prerequisites for admission to the School of Business with intention to earn a Master of Business Administration degree:
One hundred and twenty semester hours in a college of approved accreditation, of which at least sixty hours shall have been completed in the following:

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

Upon admission to full candidacy for the Master of Business Administration degree, the student is required to take a prescribed program of work.

For 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**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hrs.</th>
<th>Second Semester</th>
<th>Hrs.</th>
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<tbody>
<tr>
<td>Marketing 420</td>
<td>3</td>
<td>Marketing 421</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics for Business 460</td>
<td>0</td>
<td>Intermediate Accounting 462</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Accounting 461</td>
<td>3</td>
<td>Administrative Practices and Human Relations 481</td>
<td>3</td>
</tr>
<tr>
<td>Administrative Practices and Human Relations 480</td>
<td>3</td>
<td>Public Policy and Private Enterprise 485</td>
<td>3</td>
</tr>
<tr>
<td>Business Economics 482</td>
<td>3</td>
<td>Business Law 488 or Elective 3</td>
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<tr>
<td>Business Law 487</td>
<td>3</td>
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| Total 15 |

**SECOND YEAR**

<table>
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<tr>
<th>First Semester</th>
<th>Hrs.</th>
<th>Second Semester</th>
<th>Hrs.</th>
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<tbody>
<tr>
<td>Industrial Management and Policy 402</td>
<td>3</td>
<td>Industrial Management and Policy 403</td>
<td>3</td>
</tr>
<tr>
<td>Business Statistics 464</td>
<td>3</td>
<td>Problems in Finance 443</td>
<td>3</td>
</tr>
<tr>
<td>Business Finance 442</td>
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<td>Electives</td>
<td>6</td>
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<tr>
<td>Electives</td>
<td>3</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Accounting 561</td>
<td>3</td>
<td>Total 15</td>
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</tbody>
</table>

| Total 15 |
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>
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<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>
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<tr>
<td>Management</td>
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</tbody>
</table>

**REQUIRED COURSES IN BUSINESS ADMINISTRATION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
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</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>
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</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.
CATALOGUE

PLACEMENT

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

COURSES OF INSTRUCTION

PRODUCTION

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

Three credits each semester.

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.
MARKETING

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 organizat-
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 individuals, 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, Verifying, Sorting and Accounting). In addition, students will be familiarized with the functions and applications of such machines as the facsimile posting machine and collator and special devices such as the bill feed. The course will emphasize not only the operational aspects of each machine, but will cover the development of complete programs according to managerial needs presented in case problems including the selection of machines for the volume and type of work required, the wiring of control panels, and the design of required forms.

Three credits each semester.

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

Three credits 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.
SCHOOL OF ARTS AND SCIENCES
MASTER OF ARTS

Clemens Martin Tibazarwa* ................................ Economics
A.B., Dillard University, 1962.
Thesis: Tariff Protection in the United States in the
Nineteenth Century.

Fera Kornegay Hill* .................................... English
A.B., Clark College, 1955.

Marva Elizabeth Draper Hobbs* ........................ English

Jo Ann Cole Weeks* ................................. English

Johnny Campbell, Jr.* .......................... Political Science
B.S., Savannah State College, 1958.
Thesis: Reinhold Niebuhr's Theory of International
Relations.

William Edward Nelson, Jr.* .................. Political Science
A.B., Agricultural, Mechanical and Normal College (Arkansas), 1962.
Thesis: Evolution and Continuity of Terror in the
U.S.S.R.

Alfred Robertson* .................................. Political Science
A.B., Johnson C. Smith University, 1962.
Thesis: A Critical Analysis of United States Lend-
Lease Aid to the Soviet Union.

Richard Kenneth Jones .............................. Sociology
Thesis: A Comparative Analysis of Racial News in
Ten Selected Southern Newspapers.

* Requirements completed as of January 25, 1964.
ELTON MORRIS* .................................. Sociology
Thesis: The Rehousing of Nonwhites Displaced by Urban Renewal in Atlanta, Georgia.

WALTER WILLIAM STAFFORD ...................... Sociology
B.S., Tuskegee Institute, 1962.

MASTER OF SCIENCE

JOSEPH BERNARD BERRY, JR. ....................... Biology

THOMAS WALTER GAITHER .......................... Biology
B.S., Claflin University, 1960.
Thesis: In Vitro Growth Studies on Clones of Bacteria-free Crown Gall Tumor Tissue.

LEONARD ALBERT HIGGINS ......................... Biology
B.S., Allen University, 1955.
Thesis: An Electrophoretic Analysis of the Plasma Protein of Myocaster coypus.

WILLIAM PORTER KING, JR.* ...................... Biology
B.S., Morehouse College, 1952.

LEON LEMON* ..................................... Biology

RICHARD GEORGE OLSSEN ........................ Biology
A.B., University of Kansas City, 1959.

* Requirements completed as of January 25, 1964.
F. C. Richardson .................................. Biology
A.B., Rust College, 1962.

Constance Marion Williams ........................ Biology
B.S., Xavier University, 1959.

George Anderson* ................................ Mathematics
B.S., Johnson C. Smith University, 1951.
Thesis: On Number-Theoretic Functions.

Theodore Chambers ............................... Mathematics
B.S., Morehouse College, 1962.
Thesis: Elliptic Functions and Some Applications.

Louis Dale .................................. Mathematics
A.B., Miles College, 1960.

James Edward Dawson* ........................ Mathematics
Thesis: On Uniform Convergence and a Series of Variable Terms.

Reuben Carbert Drake ........................... Mathematics
B.S., Agricultural and Technical College of North Carolina, 1956.

Edward Hill, Jr. .................................. Mathematics
B.S., Southern University, 1960.

Robert Lewis Marshall* ........................ Mathematics
B.S., Fort Valley State College, 1956.

Robert L. Montgomery* ........................ Mathematics
B.S., Clark College, 1959.

* Requirements completed as of January 25, 1964.
NATHANAEL POLLARD, JR. .................................. Mathematics
A.B., Miles College, 1960.

JAMES ORELL THOMAS* .................................. Mathematics
B.S., Southern University, 1952.
Thesis: Hemigroups and Dyads.

JESSIE LEE SMITH WILSON* .................................. Mathematics
B.S., South Carolina State College, 1956.

SCHOOL OF SOCIAL WORK
MASTER OF SOCIAL WORK

RACINE ALLEN

PATRICIA ANN BATTLE
A.B., University of Missouri, 1962.
Thesis: Role Perceptions of the Social Caseworker as a Functioning Team Member at Eastern Pennsylvania Psychiatric Institute.

PATRICIA FONSTINE BETHEL
A.B., Talladega College, 1962.

SYLVIA ANN BRYANT
B.S., Hampton Institute, 1961.
Thesis: Social Work Assessment in the Veterans Administration Center of Dayton, Ohio.

AIMA JACKSON CARTEN
A.B., Ohio University, 1963.
Thesis: The Pre-Community Residence Unit: A Comparative Study.

MYRTLE ALICE COLSTON
A.B., Johnson C. Smith University, 1958.

* Requirements completed as of January 25, 1964.
IVAN LOUIS COTMAN
A.B., Kentucky State College, 1962.
Thesis: Social Work Assessment in the Ohio State University Psychiatric Hospital (Upham Hall) of Columbus, Ohio.

ANNE B. DICKENS
Thesis: Children Who Fail: An Exploration of the Factors Impairing School Achievement.

SHERMAN EARL DIX
A.B., Tennessee State University, 1956; M.A., Atlanta University, 1958.

VIRGIL FINNEY GETTIS
A.B., Agricultural, Mechanical and Normal College (Arkansas), 1958.
Thesis: Assessment of Social Functioning at the Veterans Administration Hospital, Marion, Indiana.

CAROLINE LEE GILLESPIE
A.B., Coker College, 1931.

CYNTHIA BRITTON GORIN
A.B., University of Michigan, 1960.
Thesis: Social Work Assessment in Family Service Society of Atlanta, Georgia.

NADIA THEONIA GOSs
A.B., Knoxville College, 1945.
Thesis: Assessment of Social Functioning at Boy’s Village of Maryland, Cheltenham, Maryland.

CHARLES HUGH GRADY
Thesis: Assessment of Social Functioning at the Veterans Administration Hospital, Marion, Indiana.
CORA PRICE GRIER
B.S., Alabama State Teachers College, 1941.
Thesis: Assessment of Social Functioning at the Veterans Administration Hospital, Northport, Long Island, New York.

VIRGINIA LUCILLE HARRIS
A.B., Virginia Union University, 1960.
Thesis: Social Work Assessment in the Veterans Administration Center of Dayton, Ohio.

ALICE WYCHE HURLEY
B.S., Boston University, 1956.
Thesis: Assessment of Social Functioning at Cook County Hospital, Chicago, Illinois.

JEROME ROGER JENKINS
A.B., Clark College, 1962.

BERNICE ELIZABETH JOHNSON
B.S., Langston University, 1939.

EDDIE JOHNSON, JR.
Thesis: An Assessment of Social Functioning in the Social Service Department of the United States Penitentiary of Atlanta, Georgia.

LATHAN OLIVER JOHNSON
A.B., Washburn University, 1961.
Thesis: Social Work Assessment in Seven Hills Neighborhood House, Inc. of Cincinnati, Ohio.

AARON KNIGHT

RICHARD LYLE
B.S., Fort Valley State College, 1962.
Thesis: The Role of Neighborhood Organizations in Urban Renewal.
EDWARD ARTHUR McKitney
Thesis: An Assessment of Social Functioning in the Social Work Service Department Veterans Administration Hospital, Indianapolis, Indiana.

JOYCE VIRGINIA PRICE
B.S., Hampton Institute, 1961.

ANNIE ROSE ROBERTS
Thesis: An Assessment of Social Functioning in the Veterans Administration Hospital, 1481 West 10th Street, Indianapolis, Indiana.

TESSIE ANITA SMITH
B.S., Alabama State College, 1959.
Thesis: Assessment of Social Functioning in the Veterans Administration Hospital, Montrose, New York.

SAMUEL WORTHINGTON WARRINGTON, JR.

JANET BEVERLY WASHINGTON

MATTHEW WILLIAMS
A.B., South Carolina State College, 1962.
Thesis: An Assessment of Social Functioning at Cook County Hospital Mental Health Clinic, Chicago, Illinois.

SCHOOL OF LIBRARY SERVICE
MASTER OF SCIENCE IN LIBRARY SERVICE

WILLIE LEE BANKS ALDRICH
A.B., Livingston College, 1945.
CATALOGUE

MARThA LAvERNE ANDERSON
B.S. Hampton Institute, 1960.

JOMARJO GRAHAM BOWEN
B.S., Morehouse College, 1959.

BETTy FAYE McDowell DAVis*

MARGARET ELLINGTON

HELEN GREEN
A.B., Bennett College, 1957.

EDITH McRAE HAWKINS*
B.S., Alabama State Teachers College, 1945.

VIVIAN SINGLETON HOWARD
B.S., Hampton Institute, 1954.

RUBYE JEAN JONES
A.B., Southern University, 1960.

HENRIETTA BETTY KENNER KINNEY
A.B., Dillard University, 1943.

CHIN-JUANG LIN
A.B., National Taiwan University, 1960.

MAXINE ANTIONETTE MILLER

* Requirements completed as of January 25, 1964.
SATYA SHEEL PACHORI*
A.B., Meerut College, (India) 1956; M.A., Meerut College, 1959.

PAULINE FRANCES ROQUEMORE
Thesis: A Study of Negro College Libraries as Presented in their College Catalogs.

GLADYS MARIE STURGIS*
A.B., Stillman College, 1956.

LOIS REBECCA GREGORY THOMPSON*
A.B., New York University, 1953.
Thesis: An Analysis of the Portrayal of Social Classes in the United States in Selected Fiction Published for Young Adult Readers Since World War I.

SCHOOL OF EDUCATION
MASTER OF ARTS

SHIRLEY JIMSON ALEXANDER*
A.B., Southern University, 1943.

ARTHUR MARION BENSON
B.S., Tuskegee Institute, 1948.
Thesis: The Opinions of Teachers from Hancock and Greene Counties, Georgia Toward Pre-Planning and Post-Planning Week and the Implications for Administrators, 1962-1963.

* Requirements completed as of January 25, 1964.
ANNE BARTHOLOMEW HARRIS*
A.B., Howard University, 1958.
Thesis: A Study of the Psychological Adjustments, With Emphasis on Certain Aspects of the Personali­ties, of the Negro Students Who Desegregated The University of Georgia, The Georgia Institute of Tech­nology, and The Public Schools of Atlanta, Georgia.

LUCIA BACOTE JAMES

FANNIE BELL HOLMES JONES*
B.S., Morris Brown College, 1948.

AMANDA EVELYN HOLMES LANDERS
Thesis: The Development of Negro Education in Bald­win County, Georgia, 1865-1963.

THEODORE ROOSEVELT LONDON*
B.S., Albany State College, 1954.
Thesis: Tested Differences of Intelligence, Achieve­ment and Personality Between Normally Progressing and Educationally Retarded Seventh-Graders in the Northeast Elementary School, Sumter County, Georgia.

LILLIAN NAOMI GRAY MAYS
A.B., Morris Brown College, 1940.
Thesis: Tested Differences in Scholastic Achievement and Behavior Patterns Between Migrant and Non­Migrant Seventh-Graders in a Selected Elementary School, Atlanta, Georgia, 1963-1964.

EDDIE BROWN PAGE, JR.*
A.B., Morris Brown College, 1952.

ERVA JEAN PARKER
B.S., Knoxville College, 1962.
Thesis: The Differences in Relationships of Intelli­gence, General Reading Ability, and Achievement in Communications Among College Freshmen With Higher-Level and Lower-Level Critical Reading Abilities.

* Requirements completed as of January 25, 1964.
VERA COOPER PENN  
B.S., Winston-Salem Teachers College, 1956.  

GEORGE EDWARD POPE, JR.*  
B.S., St. Augustine's College, 1939.  
Thesis: Formal Analysis as a Diagnostic Technique in Arithmetic.

MILDRED VICTORIA WILSON QUARTERMAN*  
A.B., Clark College, 1944.  
Thesis: An Analysis of the Atlanta University Center Internship Program for Prospective Public School Teachers.

EUGENE CHRISTOPHER RANDOLPH*  
B.S., Florida Agricultural and Mechanical University, 1955.  

BERNICE BLOUNT RIDLEY*  
B.S., Fort Valley State College, 1951.  

MARTHA FRANCES STINSON*  
B.S., Savannah State College, 1949.  

WERTNA GOODWIN STORY*  
B.S., Alabama Agricultural and Mechanical College, 1959.  
Thesis: Tested Differences in Intelligence Achievement, Personality, Socio-Economic Status, and School Attendance of Transported and Non-Transported Second Grade Pupils in the Hooper City Elementary School, Birmingham, Alabama.

LAWRENCE TERRY*  

* Requirements completed as of January 25, 1964.
Kalu EgwuonwU Ume*  
A.B., MacGregor College (Nigeria), 1955.  

Otis Cross Victrum  
A.B., Morris Brown College, 1957.  

Mary Alice Cook Wilcher  
A.B., Paine College, 1954.  
Thesis: The Use of Community Resources as an Aid to Science Teaching.

SCHOOL OF BUSINESS ADMINISTRATION  
MASTER OF BUSINESS ADMINISTRATION

Claude Henry Anderson  
B.S., Southern University, 1946.  

Grady Ellenburg Copeland  
B.S., Savannah State College, 1963.  
Thesis: An Analysis of Bankruptcy Accounting as it Relates to Small Businesses.

Alice Jewel Holley  
Thesis: Selected Budgets and Their Applicability to Small Businesses.

Edison Francis Tolo-Kabu  
B.S., Alcorn Agricultural and Mechanical College, 1959.  
Thesis: An Examination of the Canadian Accounting Concept of "Market" as Used in Inventory Valuation.

*Requirements completed as of January 25, 1964.
HONORARY DEGREES

DOCTOR OF FINE ARTS

PAUL REVERE WILLIAMS

Aptly christened by prophetic parents, this contemporary herald of Progress and Freedom made his draughtsman’s board a magic carpet to the heights of architectural eminence.

Born into a family that incubated genius; educated in the public schools of Los Angeles, the University of Southern California, and the Beaux Arts Institute of Design, he has created thousands of buildings on two continents; great and small houses, airports, luxury hotels, business edifices, great university structures.

Among his outstanding creations are: Music Corporation of America office buildings in New York City, and Beverly Hills; Saks Fifth Avenue, W. J. Sloan, and Haggerty’s, Beverly Hills; and Franz Hall, and the Botany Building, at the University of California at Los Angeles.

Generous of time and talents to his race, community, and nation, he has been a member of the Civil Rights Commission, and the President’s Commission on Housing. His honors include: the Spingarn Medal, 1953, and an award for creative planning from the Los Angeles Chamber of Commerce, 1955.

As an author he eloquently wrote in 1937:

“I am a Negro. I and the millions of men and women whose faces, like mine, are black, dream and plan and work and progress.”

“Deal with me, and the other men and women of my race, as individual problems, not as a race problem; and the race problem will cease to exist.”

DOCTOR OF LAWS

WILLIAM HENRY HASTIE

Native of Tennessee; son of Amherst College, and illustrious graduate of the Harvard Law School in the field of juridical science; one-time Assistant Solicitor in the Department of Interior; able judge of the District Court of the United States for the Virgin Islands from 1937 until 1939; former dean and professor of law in the Howard University Law School; civilian aide to the Secretary of War from
1940 until 1942, during which time he made his position on racial injustice unmistakably clear; recipient of the 1943 Spingarn Medal for the highest achievement of an American Negro; distinguished governor of the Virgin Islands from 1946 until 1948; a man of deep human sympathy, broad understanding, a high sense of public responsibility, and unfailing courage; ardent lover of the profession of law and skillful practitioner of it; symbol of the Negro lawyer's coming of age; friend of the underprivileged; fearless champion of equal justice, who has sought to raise the economic and social levels of all people to a point of respectability, regardless of race, creed, or color; eminent scholar, sound educator, renowned jurist; judge of the United States Court of Appeals.

DEGREES CONFERRED
August 6, 1964

SCHOOL OF ARTS AND SCIENCES
MASTER OF ARTS

CAROLYN FRAZIER BLAKELY .............................................. English
A.B., Arkansas Agricultural, Mechanical and Normal College, 1957.
Thesis: Naturalism In The Novels of Theodore Dreiser.

LOIS JEAN LANIER .......................................................... English
B.S., Alabama Agricultural and Mechanical College, 1953.
Thesis: The Role of Women in Selected Plays of Shakespeare.

ANNE LOUISE NOLLS ..................................................... English
B.S., Knoxville College, 1962.

FLORIS LORETTA BARNETT .............................................. History
Thesis: Georgia’s Attitude and Reaction Toward the William Howard Taft Administration.
ALLY FAYE CALHOUN ........................................... Political Science
A.B., Grambling College, 1963.
Thesis: An Inquiry into the International Court of Justice.

ELIZABETH IDA HOWZE ....................................... Political Science

HANES WALTON, JR. ........................................ Political Science

JOHN L. WILLIAMS .......................................... Political Science

HAROLD BARONILLE ........................................ Sociology
A.B., South Carolina State College, 1962.

IVAN PHILIP HAKEEM ........................................ Sociology
A.B., Clark College, 1962.

MASTER OF SCIENCE

PETER ERIC ADOTFEE ADDO .................................. Biology
B.S., Allen University, 1961.
Thesis: A Comparative Study of Chromatographic Patterns of Rhizomes in Several Varieties of Cyperus esculentus L.

WALTER E. CARR ........................................... Biology
B.S., Tougaloo Southern Christian College, 1951.
Tessiele Harris Hackney ........................ Biology
B.S., Fort Valley State College, 1955.

Loretta Jean Knight ................................. Biology
B.S., Fort Valley State College, 1959.
Thesis: Some Observations on Fat During Metamorphosis of *Rana catesbeiana*.

Reginald Robert McKinney .......................... Biology
B.S., Morehouse College, 1962.

Wilbert McLendon ................................. Biology
Thesis: A Study of the Effects on Blood Clotting Times With Respect to Vitamin D Deficiency, Calcium Levels and Age in Rats.

Joseph B. Myers ................................. Biology
B.S., West Virginia State College, 1949.

Alfonzo Reed ........................................ Biology
A.B., Talladega College, 1958.
Thesis: Investigations on the Effects of Three Sulfa-namides on Thyroid Function and Blood Pressure in Male Rats.

Walter Leon Salters ................................ Biology
B.S., Claflin College, 1957.

August Onorato Curley .............................. Chemistry
B.S., Morehouse College, 1950.
GEORGE ISADORE HILL .......................... Chemistry
B.S., Morehouse College, 1956.
Thesis: The Bromination of 1-(4-Methoxyphenyl)-1,3-Butadiene.

CALVIN COOLIDGE CLIFTON ..................... Mathematics
B.S., Alabama State College, 1957.

ANNIE ESTER McNEAR EDWARDS .............. Mathematics
B.S., Alabama State College, 1959.
Thesis: On Cauchy’s Integral Formula and the Residue Theorem.

JOHN ARTHUR GOUDELOCK ..................... Mathematics

EARL AUGUSTUS HILL .......................... Mathematics

DORIS JUNE JACKSON .......................... Mathematics
Thesis: The Riemann Sphere and Stereographic Projection.

JOE MELVIN PERKINS .......................... Mathematics
B.S., Benedict College, 1957.
Thesis: On Orthogonal Functions With Applications to the Legendre Equation and the Bessel Equation.

WILLIE LEROY SHINN .......................... Mathematics
B.S., Alabama State College, 1959.
Thesis: Special Functions of Mathematical Physics and the Solution of Their Associated Differential Equations.

JOHNNIE MAE WILLIAMS ..................... Mathematics
B.S., Savannah State College, 1952.

MAE FRANCES CLOWNEY WILSON .............. Mathematics
SCHOOL OF SOCIAL WORK

MASTER OF SOCIAL WORK

SARA GAY KNOX
Thesis: Assessment of Social Functioning at Family Service Society, Atlanta, Georgia.

MAURICE E. SHIRLEY

EDWIN AUGUSTUS THOMAS
A.B., Hampton Institute, 1962.
Thesis: Citizen Participation in Urban Renewal in the Cities of Boston and Chicago.

SCHOOL OF LIBRARY SERVICE

MASTER OF SCIENCE IN LIBRARY SERVICE

MARTHA ANN ASHMON
B.S., Albany State College, 1957.

JULIA WASHINGTON BOND
A.B., Fisk University, 1929.
Thesis: A Bibliography of Works on Africa in the Negro Collection of the Trevor Arnett Library of Atlanta University, Published, 1900-1925.

JOSEPH ANTHONY BOYCE

AURELIA SANDERS BROWN
B.S., Knoxville College, 1963.

RUTH MAE BROWN
A.B., Tennessee Agricultural and Industrial State University, 1963.

JOHN LEE BUSKEY
Frances Lena Carmichael

Margaret Jean Catchings
B.S., Jackson State College, 1963.

Wai Kin Cheng
B.S., Chung Chi College (Hong Kong), 1959.

Jeanette Berry Copeland*
A.B., Clark College, 1941.

Jo Anne Everett
A.B., Talladega College, 1962.

Irma Marguerite Freeman

Annie Mary Hollins
B.S., Miles College, 1957.

Katy Cheng-Mei Lin
A.B., National Taiwan University, 1961.

Charity Edwina McDonald
B.S., Texas Southern University, 1963.

Doris Arnell Roberts Manor
B.S., Savannah State College, 1953; M.A., Atlanta University, 1958.

Fayrene Neuman Mays
B.S., Prairie View Agricultural and Mechanical College, 1951.

Juanita Fowler Miller
A.B., Clark College, 1953.
Thesis: An Annotated Bibliography of Children's Books on American Folklore Published During the Years 1951-1961.

*Deceased.
MURIEL POWELL REED  
B.S., Bluefield State College, 1946.  

MYRTLE JONES RHODES  
B.S., Florida Agricultural and Mechanical University, 1958.  
Thesis: A Study of the Use Made of Audio-Visual Materials and Equipment in the Bay County Materials Center of Panama City, Florida.

SANDRA LEE SCOTT  
A.B., Fisk University, 1963.

BETTY ELIZABETH TAYLOR  
A.B., Fisk University, 1963.

EUGENIA VINSON  

ELAINE LOCKHART WEBB  
A.B., Alabama Agricultural and Mechanical College, 1953.  

LAVERNE WEBSTER  

MAUDE ROBERTSON WILLIAMS  
B.S., Alabama State College, 1956.  

SCHOOL OF EDUCATION  
MASTER OF ARTS

CATHERINE WAYMER BINNS  
B.S. and R.N., Florida Agricultural and Mechanical University, 1947.  
Thesis: The Role of the Nursing Staff in the School-Health Program.
HAZEL HARGROVE BROWN  
B.S., Temple University, 1953.  

WILLIAM MELVIN BROWN, JR.  
B.S., South Carolina State College, 1956.  
Thesis: A Resource Unit in Economic Botany With Emphasis on Medicinal, Flavoring and Domestic Use.

ANNE DODSON CLEVELAND  
A.B., Clark College, 1956.  
Thesis: A Comparative Study of Two Methods of Teaching Reading.

SYLVIA FIELDS COOK  

BILLIE JEAN CORROTHERS  
B.S., Arkansas Agricultural, Mechanical and Normal College, 1956.  
Thesis: Opinions of Selected Teachers Concerning a Modern Elementary School Arithmetic Program.

ROBERT LOUIS COTTON  
B.S., Tuskegee Institute, 1953.  
Thesis: Tested Differences in the Intelligence, Academic Achievement, Interest and Personality Adjustment Between Participants and Non-Participants in the Co-Curricular Activity Program of the Summer Hill High School, Cartersville, Georgia.

MARION RUFUS DINKINS  
Thesis: A Comparison of Two Methods of Ability Grouping at Howard High School Annex, Atlanta, Georgia.

CAROLYN CHERRY GREEN  
B.S., Morris Brown College, 1949.  
Thesis: Tested Differences and Correlations on Variables of Health Analysis and Health Attitudes in a Selected Elementary School, Atlanta, Georgia.
WESLEY GAINES GRIFFIN  
B.S., Savannah State College, 1957.  
Thesis: A Follow-Up of One Hundred and Fifty-One  
Former Students of East Baker High School, Newton,  

JOHN HERBERT GRIFFITH  
A.B., Lincoln University (Pennsylvania), 1954.  
Thesis: A Study of Personality Differences Between  
Selected Groups of Teachers and Counselor-Education  
Students.

JIMMIE EDWARD HARRIS  
Thesis: Content Analysis of Ten Educational Adminis­tration Textbooks.

KLINE WEAVER HORNSBY  
B.S., Samuel Houston College, 1948.  
Thesis: A Study of Broken Home Factors and Their  
Relationship to Irregular School Attendance of Nine  
Elementary School Pupils Enrolled in William Franklin  
Hardnett Elementary School, Atlanta, Georgia.

HERMAN KENNETH JOHNSTON  
A.B., Alabama Agricultural and Mechanical College, 1957.  
Thesis: A Comparison of Achievement Measured by  
"Teacher's-Marks" and Standardized Test-Scores for  
Seventh Graders.

MAE EMMA KEENE  
B.S., Fort Valley State College, 1953.  
Thesis: The Relationship Among Mental Ability, Home  
Status, Attendance, and Mathematical Achievement of  
Two Sections of Tenth Grade Classes of the Dennis  
Fulton Douglas High School, Montezuma, Georgia.

HAZEL VERNERSTINE JONES ROBY LAWRENCE  
A.B., Fort Valley State College, 1950.  
Thesis: A Follow-Up Study of the Graduates of the  
Butler-Baker School, Eatonton, Georgia, 1956-1962.

GERALD JAMES LEE  
B.S., Allen University, 1951.  
Thesis: Diets of Selected Children in a Georgia School.
ANN LUCAS
B.S., Livingstone College, 1956.

JAMES LEONARD MANNING
Thesis: A Study to Determine the Effectiveness of Science Teaching in the Ruth Hill and Warner Elementary Schools of Newnan, Georgia.

NICIE BELLE PARKS
B.S., Fort Valley State College, 1957.

ROBBIE WESTENE PEGUESE
B.S., Allen University, 1942.
Thesis: A Curriculum Study: Can Biology Be Effectively Taught in the Ninth Grade to Academically Talented Students?

LILLIAN GUIDRY PIERCE
A.B., Leland College, 1940.

HERMAN C. RAGIN
B.S., Johnson C. Smith University, 1949.
Thesis: Vocational Interest, Preference, Aptitude and Opportunity of Students of the Houston County Training School, Perry, Georgia.

KATE PHILLIPS SLATON
B.S., Albany State College, 1948.

SHIRLEY TEMPLE SMITH
Thesis: A Study of the Graduate Record Examinations Performances of Students Enrolled at Atlanta University During the Period 1957-1962.

MARY ELIZABETH STANLEY
B.S., Alabama Agricultural and Mechanical College, 1958.
Thesis: A Survey of Aptitudes and Interests of a Selected Group of 9-11 Grade Students.
CONSTANCE DUBOSE SUTTON
B.S., Hampton Institute, 1953.
Thesis: A Biographic Analysis of Individuals Listed in American Men of Science — The Social and Behavioral Sciences, Volume III.

SAMUEL S. THOMAS
B.S., North Carolina Agricultural and Technical College, 1943.
Thesis: A Survey of Guidance Services Presently Functioning in the Schools Represented by the Twenty-five Members of the Atlanta University First Academic Year Guidance and Counseling Institute 1962.

IRENE M. TOMLINSON
Thesis: The Scholastic Performance of Pupils Involved in and Opinions of Their Teachers, Their Parents and Themselves Towards a Modified Program of Team Teaching in the Social Studies at the Intermediate Level.

SARAH ADAMS TUKES
B.S., Clark College, 1946.

MELVIN RUDOLPH WAPLES
B.S., Wilberforce University, 1945.

SCHOOLS OF BUSINESS ADMINISTRATION

MASTER OF BUSINESS ADMINISTRATION

WILLY C. ACHEE
B.S., Saint Joseph's College — Calumet Center (Indiana), 1963.

AMMON VINCENT ASHE
A.B., Lincoln University (Pennsylvania), 1962.
Thesis: Selected Techniques of Corporate Acquisition.
VICEOLA D. BLACKSHEAR  
B.S., Florida Agricultural and Mechanical University, 1963.  

BENNY S. BRADLEY  
B.S., Kentucky State College, 1962.  

KENNETH HAROLD BRIGGS  
B.S., Bethune-Cookman College, 1963.  

OSCAR BURNETT  

JOHN W. EDON  
Thesis: The Effect of Automation on Unemployment in Industry and Some Possible Solutions.

JUANITA TOOKE HARRIS  
B.S., Arkansas Agricultural, Mechanical and Normal College, 1963.  

CURTIS HOLT, JR.  
B.S., Arkansas Agricultural, Mechanical and Normal College, 1962.  
Thesis: A Case Study in Mortgage Financing With Emphasis on Two Atlanta Companies.

JAMES ROBERT HUTCHERSON  
B.S., Savannah State College, 1960.  

LAL C. JAGETIA  
B. Com., University of Rajasthan (India), 1962.  
YONG HYOK KIM  
A.B., The University of Minnesota, 1959.  

EMMANUEL KWABENA OHEMENG  
A.B., Philander Smith College, 1963.  

SURAJ P. PURI  
A.B., Panjab University (India), 1951; M.A., 1953.  

ISAAC JACK STARKS  
A.B., Philander Smith College, 1963.  
Thesis: The Extent of Education For the Accounting Profession Through Selected Private Schools.

APOLLO ABRAHAM WAKIAGA  

WILLIE WARD, JR.  
B.S., Hampton Institute, 1951.  
Thesis: A Schematic Approach Toward Presenting Elementary Accounting to Students in Business Administration and General Education in State Colleges and Universities in the South.
## SUMMARY OF DEGREES CONFERRED IN 1964

### DEGREES IN COURSE

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### HONORARY DEGREES

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Biology

ALLEN, MABEL LOUISE ........................................... Camden, S. C.
B. S., South Carolina State College, 1961.

BENNETT, SAMSON JULIUS* ...................................... Birmingham, Ala.
A. B., Talladega College, 1955.

BLOUNT, ROBERT EDWARD, JR. .................................... Augusta

CARTER, MARYETTE R. ........................................... Montgomery, Ala.

CLARKE, EDWARD VANN ........................................... Natchez, Miss.
B. S., Jackson State College, 1958.

COBBS, LILLIE MAE .............................................. Orangeburg, S. C.
B. S., Claflin College, 1961.

COLEMAN, WILLIAM, JR.* ........................................ Birmingham, Ala.
A. B., Talladega College, 1964.

CURTIS, RICHARD EUGENE ......................................... Leadwood, Mo.
B. S., McKendree College, 1954.

DELANEY, JOSEPHINE ROBERTS ................................. Atlanta

DRAYNE ARTHUR LEWIS* ......................................... Atlanta
A. B., Morris Brown College, 1952.

EWELL, TAMARA .................................................... Harrisburg, Pa.
B. S., Howard University, 1963.

FLEMISTER, MARY ROBERTS ....................................... Atlanta

FORD, EPLURIBUS UNUM ......................................... Montgomery, Ala.
B. S., Alabama State College, 1957.

FORTSON, CARVER JACKSON* .................................... Atlanta
B. S., Morehouse College, 1957.

FREY, DUANE* ...................................................... Kirkwood, Mo.

1 First Semester Only.
2 Second Semester Only.
HARRIS, YVONNE 1 ........................................ Atlanta

HARRISON, PEGGY N. .................................... Atlanta
A. B., Talladega College, 1953.

HENDERSON, LA JOYCE ANN .......................... Clarksdale, Miss.

JOHNSON, ELDRIDGE 2 .................................. Birmingham, Ala.
A. B., Miles College, 1963.

JOHNSON, IRENE SIMS ................................ Jacksonville, Fla.
B. S., Bethune-Cookman College, 1959.

LACEY, ARTHUR JAMES .................................... Atlanta
B. S., Clark College, 1943.

MCDONALD, JOHN OLDEN ................................ Raeford, N. C.

NOBLE, ROSIE ALLEN ...................................... Atlanta

OFOSU, GUSTAV ATTAH .................................. Akwapin, Ghana
A. B., Inter-American University, 1964.

OGONJI, GILBERT ODHIAMBO ............................... Kissi, Kenya

SADLER, JANIE LAVERNE ................................ Smyrna

SALTERS, ARMSTEAD LEON ................................. St. Stephen, S. C.
B. S., Claflin College, 1961.

SCHLEY, BOBBY N. ........................................ Atlanta
B. S., Morris Brown College, 1962.

SIMS, CHESTER ARTHUR ................................ Fort Lauderdale, Fla.
B. S., Morehouse College, 1964.

STEVENS, JONATHAN T. ................................. Savannah

TUCKER, JAMES LEODIES ................................. Plantersville, Miss.
B. S., Alcorn Agricultural and Mechanical College, 1955.

VEIRA, PHILIP IGNATIUS 1 ............................ British Guiana
B. S., University of Cambridge, 1950.

B. S., Knoxville College, 1958.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

WILLIAMS, DELORIS WEIGHT ..................................... Columbia, S. C.
B. S., Claflin College, 1956.

WILLIAMS, RICHARD ERNIE ..................................... Norfolk, Va.
B. S., Morehouse College, 1964.

WILLIS, DOUGLAS .................................................. Macon
B. S., Morehouse College, 1963.

CHEMISTRY

ANDREWS, GEORGE HULON ..................................... Atlanta
B. S., Morehouse College, 1963.

ARMSTRONG, GEORGE HARVEY ................................. Gainesville
B. S., Knoxville College, 1960.

BEARD, DOROTHY ANNE ......................................... Gastonia, N. C.
B. S., Johnson C. Smith University, 1964.

BESSENT, ALLENE DELORIS .................................... Gough
A. B., Paine College, 1959.

DAWSON, DON KENNETH ........................................ Pine Bluff, Arkansas
B. S., Arkansas Agricultural, Mechanical and Normal College, 1961.

ETTE, SUNDAY ITAUNA .......................................... Calabar, Nigeria
A. B., Lincoln University (Pa.), 1961.

GIPSON, KNOWLEDGE ........................................... Holly Springs, Miss.
B. S., Mississippi Industrial College, 1958.

HOLLOWAY, DENNIS, JR. ......................................... Laurel, Miss.
B. S., Jackson State College, 1958.

LEE, TIEH-SHENG ................................................ Taiwan, China
B. S., Chung Hsing University, 1958.

MULLINS, BETTY SUTTON ........................................ Atlanta
B. S., Clark College, 1954.

PACE, CECIL ...................................................... Atlanta
B. S., Tuskegee Institute, 1963.

POLK, MANFRED .................................................. Lexington, Miss.
B. S., Mississippi Valley State College, 1958.

PRESSLEY, HAYNES1 ............................................. Atlanta
B. S., Morehouse College, 1951.

SIMON, TRAVIS THEODORE ...................................... Timbersville, S. C.
B. S., Claflin College, 1963.

1 First Semester Only.
THOMAS, LEE, JR. .................................. Oxford, Miss.
A. B., Rust College, 1956.

WILLIAMS, WILLIAM JOE LOUIS .................. Jacksonville, Ala.

WILSON, ELMER CHARLES ........................... Houston, Tex.
B. S., Morehouse College, 1959.

ECONOMICS

BELL, JAMES EDWARD ........................... Clarksdale, Miss.
A. B., Rust College, 1964.

JOWERS, GILBERT ......................................... Atlanta

OBASA, BABATUNDE ADE ........................... Ibadan, Nigeria

ENGLISH

ALLEN, GEORGIA W. 2 ..................................... Atlanta
A. B., Clark College, 1942.

ALSTON, MAE FRANCES 2 ............................ Florence, S. C.
B. S., Agricultural and Technical College of North Carolina,
1956.

ASHMORE, GWENDOLYN KORNEGAY 2 .................. Atlanta
A. B., Clark College, 1962.

BASS, ALICE KATE ..................................... Columbus

BASSA, CAROLYN JEAN .............................. Lloyd, Fla.
A. B., Florida Agricultural and Mechanical University, 1964.

BULLARD, SHIRLEY JEAN .......................... Winter Park, Fla.

CRAWFORD, BESSIE MAE .......................... Atlanta
A. B., Clark College, 1964.

FAGER, CHARLES EUGENE 1 .......................... Cheyenne, Wyo.
A. B., Colorado State University, 1964.

JEFFERSON, NANCY P. .......................... Tallahassee, Fla.
A. B., Florida Agricultural and Mechanical University, 1962.

KAY, STARR JORDAN 2 ................................. Athens
B. S., Fort Valley State College, 1944; M. A., Atlanta University,
1957.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

LAWRENCE, EVELYN BACON ............................................ Cleveland, Tenn.
A. B., Tennessee State Agricultural and Industrial University, 1953.

MOORE, MERCY ELLA .............................................. Dania, Fla.
A. B., Florida Agricultural and Mechanical University, 1962.

PARHAM, JAMES ROBERT1 ............................................. Atlanta

STANSBURY, HOUSTON LESLIE ..................................... Baltimore, Md.

VALIS, LILJA SOPHIA ............................................. Dorchester, Mass.
B. S., Northeastern University, 1954.

YANG, HELEN YUE-HSIA ............................................. Chia-Ya, Formosa
A. B., National Taiwan University, 1962.

FRENCH

DUKES, CAROLYN THERESA ........................................... Atlanta
A. B., Clark College, 1962.

GARMON, ELIZABETH R.2 ............................................. Atlanta

GEORGE, PATRICIA ANN ............................................. Lake Charles, La.
A. B., Southern University, 1962.

HUFF, MCDONALD ...................................................... Fort Valley
B. S., Fort Valley State College, 1962.

LEWIS, LILLIE MAE1 ................................................... Durham, N. C.

ROSS, MATTYE BELLE ................................................ Tyler, Tex.
A. B., Talladega College, 1964.

HISTORY

BUNCH, CLARENCE EMMEL ............................................. Norfolk, Va.

CLAYTON, ELMIRA O. B.2 .......................................... Rockmart
B. S., Alabama State College, 1946; M. Ed., Alabama State
College, 1964.

DARRISAW, GEORGE EDWARD1 ....................................... Toccoa

1 First Semester Only.
2 Second Semester Only.
SCOTT, KATHERINE DELORIS ...................... Atlanta

TOBIN, ISABELLA M. .............................. Atlanta

WRIGHT, C. T. ..................................... Social Circle
B. S., Fort Valley State College, 1964.

MATHEMATICS

ASH, CURTIS ...................................... Atlanta
B. S., Clark College, 1953; M. A., Atlanta University, 1956;
M. S., Atlanta University, 1961.

CLAYTON, McLEWIS ............................... Roxboro, N. C.
B. S., Shaw University, 1960.

COLEN, JOSEPH WEISS ............................ Fort Smith, Ark.
B. S., Arkansas Agricultural, Mechanical and Normal College,
1955.

DAVIS, ETHEL LOUISE .......................... Pine Bluff, Ark.
B. S., Arkansas Agricultural, Mechanical and Normal College,
1953.

EVANS, ASTOCHA MARIE ....................... Mt. Pleasant, S. C.
B. S., Allen University, 1960.

FLETCHER, HAROLD WAYNE ..................... Atlanta
B. S., Morehouse College, 1963.

GATEWOOD, LAFAYETTE .......................... Memphis, Tenn.
A. B., Rust College, 1964.

GIVHAN, WILLIAM FRANKLIN .................. Greenville, Miss.
B. S., Mississippi Vocational College, 1958.

HAMPTON, JOSEPH EUGENE ..................... Atlanta
B. S., Morehouse College, 1963.

HARRIS, JOHN Hollister ....................... Memphis, Tenn.

IBOM, GODFREY .................................. Chicago, Ill.
B. S., University of Oregon, 1957.

JACKSON, RUBY JEAN ......................... New Orleans, La.
B. S., Southern University, 1959.

JOHNSON, ROSA BELLE ....................... Thonotosassa, Fla.
B. S., Florida Agricultural and Mechanical University, 1960.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

JONES, ANITA ........................................ Hazelhurst, Miss.
B. S., Rust College, 1960.

KESLER, REUBEN, JR.2 .................................. Atlanta
B. S., Morehouse College, 1963.

KING, LEONARD1 ........................................ Atlanta

LAWAL, MOHAMMED ..................................... Okene, Nigeria
B. S., Bethune-Cookman College, 1964.

MACK, JAMES AUBREY ................................ Mobile, Ala.

MERRYMAN, JOHN CARL ................................. Spiro, Okla.
B. S., Northeastern State College, 1958.

METZ, ALBERTA KIRKLAND .............................. Irmo, S. C.
B. S., Allen University, 1954.

PAGE, ERNEST ........................................ Orlando, Fla.

PILATE, MARCEL ....................................... Jackson, Miss.
B. S., Jackson State College, 1959.

ROBINSON, JOSEPH WILLIAM ............................. Atlanta
B. S., Hampton Institute, 1949.

SEKELLICK, MICHAEL ANTHONY ......................... Minersville, Pa.
B. S., Pennsylvania State University, 1964.

SIMS, FRANK1 .......................................... Atlanta
A. B., Clark College, 1959.

THOMAS, JESSE EDWARD1 ............................... Atlanta

TOUCHSTONE, JAMES ANDREW .......................... Griffin
A. B., Clark College, 1958.

WOODARD, LAWRENCE .................................. Bartow, Fla.
B. S., Florida Agricultural and Mechanical University, 1957.

POLITICAL SCIENCE

CLARK, MARVIN NATHANIEL .............................. Macon
B. S., Fort Valley State College, 1964.

HUBBARD, JAMES MONTREVILLE, JR. .................. Pine Bluff, Ark.

1 First Semester Only.
2 Second Semester Only.
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<tr>
<th>Name</th>
<th>Degree</th>
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<tbody>
<tr>
<td>KIM, DAESHIK*</td>
<td>A. B.</td>
<td>Georgia State College</td>
<td>1963.</td>
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<td>LANIER, PERCY NATHANIEL</td>
<td>A. B.</td>
<td>Miles College</td>
<td>1964.</td>
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<td>McLEMORE, LESLIE BURL</td>
<td>A. B.</td>
<td>Rust College</td>
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<td>MOORE, JOSEPH</td>
<td>B. S.</td>
<td>Arkansas Agricultural, Mechanical and Normal College</td>
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<td>PILLOW, WILLIAM HENRY</td>
<td>A. B.</td>
<td>Morehouse College</td>
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<td>TASSIN, LULA²</td>
<td>A. B.</td>
<td>Southern University</td>
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<td>TERRY, JEANNE ELIZABETH²</td>
<td>A. B.</td>
<td>Spelman College</td>
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<td>WARD, ROBERT JOSEPH</td>
<td>B. S.</td>
<td>Alabama State College</td>
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**Social Science**

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<td>BELL, JOHN EUGENE</td>
<td>B. S.</td>
<td>Knoxville College</td>
<td>1959.</td>
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<tr>
<td>COTTON, ROBERT L.²</td>
<td>B. S.</td>
<td>Tuskegee Institute</td>
<td>1963; M. A., Atlanta University, 1964.</td>
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<td>HARRIS, CARL LEONARD</td>
<td>A. B.</td>
<td>Morris Brown College</td>
<td>1955.</td>
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<td>SAULSBURY, JOYCE EVANS¹</td>
<td>A. B.</td>
<td>Morris Brown College</td>
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<td>SAULSBURY, WILLIE MARVIN</td>
<td>A. B.</td>
<td>Milledgeville</td>
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**Sociology**

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<tr>
<td>ANDERSON, JAMES R.</td>
<td>B. S.</td>
<td>Paul Quinn College</td>
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¹ First Semester Only.
² Second Semester Only.
CATALOGUE

BERRYHILL, BRENDA ELISSA\(^2\) ................................................. Gramercy, La.
A. B., Southern University, 1963.

DINKINS, LEWIS FITZGERALD\(^2\) ............................................. Atlanta

FERNANDEZ, LILIA .............................................................. Habana, Cuba

GOODWIN, MARSHA LILLIAN ................................................... Durham, N. C.

GRAY, PHINEAS YOUNG, III ................................................. Los Angeles, Calif.

HENRI, THOMAS FRANKLIN\(^1\) ................................................. DeLand, Fla.

HILL, GENEVIEVE TEAGUE\(^1\) ................................................. Atlanta
A. B., Fisk University, 1941; M. S., Smith College, 1943.

JONES, WILLIAM HERMAN\(^2\) ................................................ Atlanta
A. B., Concordia Seminary, 1942.

KAZUMBA, SAMUEL NDAWULA* ................................................. Nakifuma, Uganda

KING, ROSALYN HAWKINS\(^2\) ................................................ Atlanta

KURIA, JOHN WILLIAM ........................................................... Gilgie, Kenya
A. B., Philander Smith College, 1964.

McGorvan, JIMMY RAY\(^1\) ....................................................... Detroit, Mich.
A. B., Miles College, 1964.

MOREHEAD, QUAMARE ALEXANDER ........................................ Pine Bluff, Ark.

MOTON, SELBERT\(^1\) ............................................................... LaGrange

NORMAN, ROY EDWARD\(^2\) ..................................................... Atlanta

PARAMORE, JOYCE MARILYN ............................................... Cairo

PAYNE, ANNETTE ROYCE ...................................................... Monticello
A. B., Fisk University, 1964.

SCRUGGS, BOOKER TALIFERRO ............................................... Chattanooga, Tenn.
A. B., Clark College, 1964.

\(^1\) First Semester Only.
\(^2\) Second Semester Only.
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<th>Name</th>
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<tr>
<td>Stephens, Bernice</td>
<td>Seale, Ala.</td>
<td>B. S., Alabama State College</td>
<td>1962</td>
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<td>Tucker, Joe Louis</td>
<td>Atlanta</td>
<td>A. B., Clark College</td>
<td>1960</td>
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<td>Vongsurawat, Udom</td>
<td>Nakhoruratsima, Thailand</td>
<td>A. B., Tokyo University</td>
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<td>Washington, Patricia</td>
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<td>Wilson, Franklin Delano</td>
<td>Birmingham, Ala.</td>
<td>A. B., Miles College</td>
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<td>Aldridge, Delores</td>
<td>Tampa, Fla.</td>
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<td>Allen, Nathan</td>
<td>Newark, N. J.</td>
<td>A. B., Johnson C. Smith University</td>
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<td>Ashford, George</td>
<td>Columbia, S. C.</td>
<td>A. B., Allen University</td>
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<td>Beverly, Creigs Carter</td>
<td>Montgomery, Ala.</td>
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<td>Bibbins, Kathryn</td>
<td>Norfolk, Va.</td>
<td>B. S., Hampton Institute</td>
<td>1960</td>
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<td>Blackwell, Harrison</td>
<td>New York, N. Y.</td>
<td>A. B., South Carolina State College</td>
<td>1954</td>
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<td>Boggs, Carol Jeanne</td>
<td>Atlanta</td>
<td>A. B., Asbury College</td>
<td>1955</td>
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<td>Buchanan, Vivian</td>
<td>Atlanta</td>
<td>A. B., Agnes Scott College</td>
<td>1933</td>
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<td>Coursey, Yvette</td>
<td>Cincinnati, Ohio</td>
<td>A. B., Central State College</td>
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<td>Cross, Gayle Eileen</td>
<td>Houston, Tex.</td>
<td>A. B., Texas Southern University</td>
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<td>Day, Valeria Tutt</td>
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<td>Eisenstein, Fannie</td>
<td>A.B.</td>
<td>Cornell University, 1937.</td>
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<td>Fireall, Vivian</td>
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<td>Savannah State College, 1964.</td>
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<td>Frank, Lois Lubin</td>
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<td>Jones, Samuel</td>
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<td>Katz, Ruth Karp</td>
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<td>Lundberg, Anne Pamela Miller</td>
<td>Decatur, 1947</td>
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<td>McGee, Juanne</td>
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<td>A.B., Langston University, 1963</td>
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<td>Marotte, Dorothy Wright</td>
<td>Avondale Estates</td>
<td>A.B., Dickinson College, 1940</td>
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<td>Martin, Barbara Patricia</td>
<td>Monroe, La.</td>
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<td>Matthews, Freddie L.</td>
<td>Jacksonville, Fla.</td>
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<td>Maurer, Carolyn Ladd</td>
<td>Atlanta, 1960</td>
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<td>Miller, Pearl Lavender</td>
<td>Atlanta, 1946</td>
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<td>Mosley, Drucilla</td>
<td>Milford, Del.</td>
<td>A.B., Delaware State College, 1963</td>
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<td>Norris, Catherine White</td>
<td>Columbia, S. C.</td>
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<td>Norton, Betty Adele</td>
<td>Atlanta, 1958</td>
<td>B.S., Wisconsin State College, 1958</td>
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<td>Pace, Emma Jean</td>
<td>Tuskegee, Ala.</td>
<td>B.S., Tuskegee Institute, 1964</td>
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<td>Peace, Marva</td>
<td>Greenville, Miss.</td>
<td>A.B., Tougaloo Southern Christian College, 1964</td>
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1 First Semester Only.
2 Second Semester Only.
CATALOGUE

PREWITT, GLORIA DELL .................................................. Langston, Okla.
A. B., Langston University, 1964.

RHONE, JOANNE V. .................................................... Bonita, La.
A. B., Grambling College, 1964.

SCHMIDT, GLENDRICA BAART ............................................. Atlanta
A. B., Nutskeekschool Voor Onderwijzeressen (Holland), 1931.

SCOTT, LOYCE CANNON .................................................. Columbus, Ohio
B. S., Kentucky State College, 1952.

SHELTON, DELORES WALKER* ............................................ Atlanta
B. S., Howard University, 1954.

SMITH, CONSTANCE ...................................................... Little Rock, Ark.
A. B., Philander Smith College, 1963.

SWART, INA DE LENG .................................................... Atlanta
B. S., University of Washington, 1950.

THOMAS, MARY HELEN QUINZELLA ...................................... Hampton, Va.
A. B., Hampton Institute, 1963.

TIGGETT, ARCILLA RANDALL ............................................. Savannah
B. S., Florida Agricultural and Mechanical University, 1951.

VELKOFF, EVELYN WEINKLE ............................................... Atlanta
A. B., Agnes Scott College, 1940.

VINES, CARL WILLIS ..................................................... Greensboro, N. C.
B.S., Agricultural and Technical College of North Carolina, 1957.

WASHINGTON, ALICE ROCHELLE .......................................... Beaufort, S. C.

WELLS, DEOLA HALL ..................................................... Oklahoma City, Okla.

WHITAKER, WILLIAM HOWARD ............................................ Atlanta
A. B., Ohio State University, 1961.

WICKS, BARBARA LEWIS ................................................... Washington, D. C.
A. B., LeMoyne College, 1956.

WILLIAMS, ELEANOR GOPAL ............................................... Atlanta
B. S., Howard University, 1946.

WRIGHT, PATRICIA NADINE ............................................... Atlanta
A. B., Xavier University, 1963.

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ADAMS, OZIE J.* ........................................................... Atlanta

*First Semester Only.
ANDERSON, WILMA J. 2 ................................Fort Valley
A. B., Spelman College, 1950; M. S. in L. S., Atlanta
University, 1958.

BAKER, JOETTE YVONNE ................................Atlanta
A. B., Clark College, 1964.

BEASLEY, JAMES LEWIS1 ................................Atlanta

BLount, Gwendolyn Veronica2 ..................................Atlanta
B. S., Morris Brown College, 1956.

BOSTic, MARY E. LUCAS2 ..................................Atlanta
B. S., Morris Brown College, 1950.

BROCKS, Virgia Lee .............................................Braxton, Miss.

BROWN, Harriette Dean2 ....................................Bridgeport, Conn.

BURKETT, ANDERSON DENNISON2 ..................................Trinidad, W. I.
A. B., Wilberforce University, 1961.

BURNETT, HELEN L. 1 .............................................Columbus
A. B., Johnson C. Smith University, 1943.

BUTLER, CAROLYN CADETTE ................................Eaton Park, Fla.
A. B., Talladega College, 1964.

CAMERON, ULYSSES ..............................................Baltimore, Md.
Mus. B., Howard University, 1952.

CAPLAN, NAOMI CAROL2 ..................................Atlanta
B. S., Memphis State College, 1962.

CARR, ELIZABETH NAVARRO ................................Tallahassee, Fla.
B. S., Florida Agricultural and Mechanical University,
1946.

DAVIS, HELEN HENRIETTA ................................Durham, N. C.
A. B., Fisk University, 1964.

DICKERSON, JESSIE MAE3 ..................................Atlanta

Dismascio, Dora Marie .............................................Rupert, W. Va.
B. S., Concord College, 1961.

FLEMISTER, WILSON NEWMAN ................................Atlanta

1 First Semester Only.
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CATALOGUE

FLOYD, PATRICIA .......................................... Atlanta

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

GIBSON, JESSE EARL1 ........................................... Waxahachie, Tex.
B. S., Prairie View Agricultural and Mechanical College, 1960.

GLOVER, WILLIAM LEE ................................... Atlanta
A. B., Paine College, 1957.

HALL, BARBARA ANN1 ....................................... Atlanta

HAWKINS, BETTYE JAYNE ................................ Marshall, Tex.
B. S., Bishop College, 1964.

HEAD, PATRICIA MILDRED1 ................................ Griffin
B. S., Tuskegee Institute, 1945.

HEARD, ARTHOLIA CARSILLA2 ................................ Atlanta
A. B., Spelman College, 1938; M. S. in L. S., Atlanta University, 1960.

HEATH, ROBERT JAMES1 ..................................... Atlanta

HINTON, BOOKER H. ........................................ Atlanta
B. S., Morehouse College, 1952.

HOLMES, ROSALIE ........................................... Savannah
B. S., Savannah State College, 1964.

HSIA, STELLA TE-CHEN1 ................................ Taipei, Taiwan
A. B., National Taiwan University, 1963.

HUNG, DIANA CHEWMEI ................................ Taitung, Taiwan
A. B., National Taiwan University, 1963.

JOHNSON, CLEOPATRA WHITTINGTON2 ..................... Atlanta
A. B., Spelman College, 1953; M. S. in L. S., Atlanta University, 1956.

JOHNSON, MILDRED HOWELL ................................ Atlanta
B. S., Spelman College, 1953.

JONES, FAYE LAVAUGHN1 .................................. Houston, Tex.

KANG, JENNY HSYN-WEN .................................. Chia-Yi, Taiwan
B. S., National Taiwan University, 1962.

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LARKIN, LOUISE HEMBREE
A. B., Spelman College, 1951.

LEWIS, JOE NEELY

LI, KARL GAH-JON
A. B., National Taiwan University, 1959.

LIFE, LORETTA JONES
A. B., Clark College, 1962.

LIU, CHORING-YEN
A. B., National Chengchi University, 1960.

McDUFFIE, BETTY JEAN
A. B., Johnson C. Smith University, 1964.

MARTIN, ELOISE MELS

MARTIN, WILLIE MAURICE

MATTHEWS, GERALDINE ODESSA
A. B., Fisk University, 1953.

MOORE, JEANIE RUTH

MOORE, RUTH LORETTA
B. S., Hampton Institute, 1960.

MURPHY, NINA P.
B. S., Fort Valley State College, 1960.

MUSGROVE, WALTER SHELDON

NORMAN, VERA

ODOM, MONTEE PETERS
B. S., Alabama Agricultural and Mechanical College, 1945.

OVERTON, HILDA ANN

OWENS, HAZEL W.
A. B., Clark College, 1936.

PARKER, BERTHA L.

---

1 First Semester Only.
2 Second Semester Only.
PARTRIDGE, JAMES CARY, JR.1 ......................................................... Atlanta
PATTERSON, HAZEL RUTH ..................................................... Birmingham, Ala.
B. S., Miles College, 1953.
PETERSON, ROSALIE SLACK .................................................... Atlanta
REID, REBECCA FARRIS ......................................................... Montgomery, Ala.
A. B., Bennett College, 1960.
ROBINSON, HARRY, JR. ......................................................... Thibadaux, La.
B. S., Southern University, 1964.
ROGERS, DORIS JACKSON ......................................................... Atlanta
A. B., Clark College, 1954.
SINKFIELD, PAULINE2 ............................................................. Gay
B. S., Fort Valley State College, 1960.
STEWARD, JUANITA ELLISON ....................................................... Douglasville
B. S., Alabama Agricultural and Mechanical College, 1947.
SUN, PAO SHU ................................................................. Taipei, Taiwan
THOMAS, ALBERTA ELIZABETH1 ............................................... Atlanta
A. B., Spelman College, 1938.
THOMPSON, RUTH HILL ......................................................... Atlanta
A. B., Spelman College, 1937.
THORNTON, BOBBIE JEAN ....................................................... Anquilla, Miss.
TRAYLOR, MARGARET HENRIETTA ........................................... Atlanta
A. B., Bennett College, 1964.
TSENG, PO-CHUNG2 .............................................................. Taipei, Taiwan
LL.B., Soochow University, 1962.
WALTON, JAMES HARVEY ......................................................... Atlanta
A. B., Clark College, 1954.
WASHINGTON, JUANITA LORAIN ............................................. Daphne, Ala.
B. S., Alabama Agricultural and Mechanical College, 1964.
WEIR, BIRDE O.1 ................................................................. Itta Bena, Miss.
WILLIAMS, ADA MAE .............................................................. Millen
B. S., Fort Valley State College, 1949.

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<td>Augusta</td>
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<td>WILLIAMS, JEWEL HELEN</td>
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<td>WILLIAMS, KENNETH BERESFORD, JR.</td>
<td>A. B.</td>
<td>Lincoln University (Pa.)</td>
<td>New York, N. Y.</td>
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<td>WILSON, LOUIS CHARLES</td>
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<td>WINSTON, ERIC VON ARTHUR</td>
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<td>WRIGHT, JULIE VARNER</td>
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<td>B. S.</td>
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<td>Macon</td>
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<td>ADAMS, Timothy</td>
<td>B. S.</td>
<td>Morris Brown College</td>
<td>Covington</td>
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<td>A. B.</td>
<td>Morris Brown College</td>
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<td>ADKINS, Lillian Yvonne</td>
<td>A. B.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
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<td>ALLEN, Mamie Cooper</td>
<td>B. S.</td>
<td>Savannah State College</td>
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<td>ALLEN, Robert W.</td>
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<td>ALLEN, Thaddeus Slater</td>
<td>A. B.</td>
<td>Clark College</td>
<td>Atlanta</td>
<td>1939</td>
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<td>ALSTON, Alva Beatrice</td>
<td>A. B.</td>
<td>Atlanta University</td>
<td>Atlanta</td>
<td>1928</td>
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<td>AMOS, Lucinda Thorpe</td>
<td>A. B.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1961</td>
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1 First Semester Only.
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ANDERSON, BARBARA MOORE .............................. Atlanta

ANDERSON, GEORGE LOTSY ............................... Dixion Mill, Ala.

ANDERSON, THURMAN, JR. ............................... Rowland, N. C.

ANDREWS, DORIS LOUISE ................................. Atlanta
A. B., Clark College, 1950.

ANDREWS, NAOMI K. ...................................... Atlanta
A. B., Clark College, 1947.

ANTLEY, FRANK ALBERT .................................. Atlanta
A. B., Western State College, 1960.

ARNOLD, CARRIE BEATRICE ................................. Atlanta
A. B., Clark College, 1942.

ATKINS, ELINER J. ............................... Atlanta

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

ATKINSON, MONTAGUE RHAMY .............................. Atlanta

avery, HELEN R. ........................................ Marietta

avery, JOSEPH CLARK ................................ Buford
B. S., North Georgia College, 1953.

avery, MARY AGNES ........................................ Atlanta

BAILEY, BEVERLY JEAN ................................ Atlanta
B. S., Clark College, 1964.

Baker, Frances Louise ................................. Conyers
B. S., Paul Quinn College, 1955.

BANKS, BARBARA, T. ................................. Dallas, Tex.
A. B., Huston-Tillotson College, 1952.

BANKS, CARLOTTA ILENE ................................. Atlanta
A. B., Clark College, 1964.

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

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<td>Atlanta</td>
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<td>Atlanta</td>
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<td>BARNES, Sarah Taylor</td>
<td>Jackson, Tenn.</td>
<td>A. B., Lane College, 1961</td>
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<td>BEAVERS, Vivian Reid</td>
<td>Atlanta</td>
<td>A. B., Fisk University, 1923; M. A., Atlanta University, 1958</td>
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<td>BEDFORD, Cleveland L.</td>
<td>Grantville</td>
<td>B. S., Jarvis Christian College, 1955</td>
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<td>BELL, Larkin Roy</td>
<td>Atlanta</td>
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<td>BIGGERS, Edith Young</td>
<td>Atlanta</td>
<td>B. S., Clark College, 1958</td>
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<td>BILLUPS, Christine Louise</td>
<td>Atlanta</td>
<td>B. S., Albany State College, 1963</td>
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<td>BLACK, Joyce H.</td>
<td>Hogansville</td>
<td>B. A., Morris Brown College, 1962</td>
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<td>BLACKMON, Sara T.</td>
<td>Atlanta</td>
<td>A. B., Morris Brown College, 1939; M. A., Atlanta University, 1959</td>
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<td>BLACKSHEAR, John Solomon</td>
<td>Macon</td>
<td>B. S., Fort Valley State College, 1951; M. A., Atlanta University, 1956</td>
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<td>BLAKE, Marie Frances</td>
<td>Atlanta</td>
<td>A. B., Clark College, 1946</td>
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<td>BOATWRIGHT, Juliette M.</td>
<td>Atlanta</td>
<td>A. B., Spelman College, 1945</td>
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1 First Semester Only.
2 Second Semester Only.
CATALOGUE

BOLTON, EDNA COUCH ....................................Atlanta
A. B., Paine College, 1946; M. S. W., Atlanta University, 1949.

BOTTOMS, CELESTINE BRAY1 ..................................Atlanta

BOYD, FRANKIE S.2 ..........................................Atlanta
A. B., Spelman College, 1938.

BRADLEY, ELEANOR MARIE2 ..................................Atlanta
A. B., Morris Brown College, 1940.

BRADLEY, MARGUERITE LOUISE2 ............................Atlanta
A. B., Clark College, 1959.

BRANHAM LOUISE HOLT2 ..................................Atlanta
A. B., Morris Brown College, 1943.

BRIEDE, BENNIE1 ........................................Atlanta
A. B., Morehouse College, 1947; M. A., Atlanta University, 1951.

BRIDGES, JEANETTE ELIZABETH2 ..................................Atlanta
A. B., Clark College, 1940.

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

BROUGHTON, KATHRYN JOHNSON ...........................Atlanta

BROWN, BERTHA MEANS ...................................Atlanta

BROWN, JOSEPHINE ENGLISH2 .............................Covington
B. S., Savannah State College, 1956.

BROWN, ROSEBUD GREENLEE2 ..................................Atlanta

BROWN, WILLIAM ........................................Atlanta
B. S., Miles College, 1951.

BRYAN, DOROTHY D.2 ............................................Atlanta
B. S., Clark College, 1945.

BRYANT, BETTYE COBB1 ...........................................West Palm Beach, Fla.

BRYANT, ELIZABETH ROBERSON2 ..................................Atlanta
B. S., Howard University, 1955.

BRYANT, EUGENE NAPOLEON2 ..................................Atlanta

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BRYANT, ROSALIE MARY 2 .................................. Atlanta, Tex.
A. B., Prairie View Agricultural and Mechanical College, 1963.

BRYSON, ANNE L. 2 ....................................... Atlanta
A. B., Clark College, 1960.

BUCHANAN, JUANITA .................................. Rossville
A. B., Knoxville College, 1955.

BUGGS, CARRIE WHITE 2 ................................ Atlanta

BURKE, MABEL NICHOLS 2 ................................ Atlanta
B. S., Savannah State College, 1949.

BURRELL, SAMUEL TONZEL 1 ................................ Rome
A. B., Allen University, 1947; M. A., Atlanta University, 1957.

BUSH, MELVIN 1 ........................................ Damascus
B. S., Savannah State College, 1951.

BYARD, MILTON ALEXANDER 2 ............................. Atlanta
B. S., Morris Brown College, 1957.

CABINESS, MARGARET WASHINGTON ............. Tuskegee, Ala.
B. S., Tuskegee Institute, 1941.

CAMILLUCCI, LEWIS RAYMOND ............................. Atlanta

CAMPBELL, MIRIAM SMITH 2 .............................. Fort Myers, Fla.
B. S., Bethune-Cookman College, 1950.

CAMPBELL, ROSE MAYO 2 ................................ Statesboro
B. S., Fort Valley State College, 1953.

CANTRELL, ANN 2 ..................................... Atlanta

CANTRELL, LAUTA KATE B. 1 .......................... Atlanta

CARMICHAEL, WILLIE FRANKLIN 2 .................... Atlanta

CARR, HELEN L  ....................................... Atlanta
A. B., Clark College, 1941.

CARSON, ALFRED CHARLES 1 ............................ Sandersville
B. S., Morehouse College, 1957.

CARTER, JEANE MARTIN 1 ............................... Marietta
B. S., Morris Brown College, 1957.

1 First Semester Only,
2 Second Semester Only.
CATHER, JEANNETTE TARVER

CASH, FLORIS BARNETT

CATCHINGS, LOUELLA
A.B., Morris Brown College, 1946; M. A., Atlanta University, 1953.

CEPHAS, PARNELL WARTHORP
B. S., Morehouse College, 1963.

CHANDLER, CLIFFORD, JR.

CHATMAN, CALLYE FEARS
A. B., Clark College, 1949.

CHRISTIAN, ELIZABETH ANN
A. B., Clark College, 1955.

CHRISTOPHER, EARLENE BREWER
B. S., Hampton Institute, 1936; M. Ed., Atlanta University, 1949.

CHUBB, LOUISE B.
B. S., Fort Valley State College, 1957; M. S., Fort Valley State College, 1960.

CHUNN, EMMA WILSON

CLARK, MARY ALBERTA
B. S., Tennessee State Agricultural and Industrial University, 1962.

CLEVELAND, JAMES ROBERT

CLEVELAND, MARTHA MERIDETH

CLIFFORD, ELIZABETH STERRS
A. B., Clark College, 1937; M. Ed., Atlanta University, 1948.

COATES, MARY CARROLL
B. S., Fort Valley State College, 1955.

COCHRAN, CHARLES PITTMAN
B. S., Fort Valley State College, 1945; M. A., Atlanta University, 1960.

COLEMAN, LAWRENCE WILLIAM
B. S., Fort Valley State College, 1945.

1 First Semester Only.
2 Second Semester Only.
COLLINS, JEAN MOORE ................................... Atlanta

COLLINS, OLLIE BELLE2 ................................... Atlanta
A. B., Clark College, 1933.

COOK, ETHEL AUGUSTINE2 ................................ Atlanta
A. B., Tennessee State Agricultural and Industrial
University, 1964.

COX, KENNETH HENRY ................................... Atlanta

CRAY, MARY STINSON ................................... Atlanta
B. S., Albany State College, 1952.

CRAWFORD, CAROLYN LOUISE ...................... Reidsville, N. C.

CROSSLEY, MATTIE R.1 ................................ Memphis, Tenn.
B. S., Southern University, 1949.

CROWDER, HEBERT C.1 ................................... Atlanta
A. B., Texas College, 1949.

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

CULPEPPER, AGNES MARIE1 ............................ Damascus

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

CUMMINGS, HARVEY2 .................................... Atlanta
A. B., Morris Brown College, 1957.

DALTON, MARILYN FAYE2 ............................. Atlanta
A. B., Carson-Newman College, 1901.

DANDRIDGE, JUANTTA McCARTY2 ................ Donaldsonville, La.
B. S., Grambling College, 1954.

DANIEL, ANNIE JORDON2 ............................. Atlanta
A. B., Clark College, 1958.

DANIEL, FRED ...................................... Midway, Ala.
B. S., Alabama State College, 1957.

DARGIN, CONSTANCE L.2 ................................ Atlanta
A. B., Clark College, 1944.

DAVENPORT, IMOGENE HARDEN2 ...................... Atlanta
B. S., Morris Brown College, 1952.

1 First Semester Only.
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<td>Davenport, Vivian Ardalia</td>
<td>B. S., Morris Brown College, 1957; M. S. in L. S., Atlanta University, 1962.</td>
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<td>Davis, Arthur Lamar</td>
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<td>Davis, Charles Edward</td>
<td>B. S., Albany State College, 1955.</td>
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<td>Davis, Deanna</td>
<td>A. B., Spelman College, 1957.</td>
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<td>DeShazor, Emma Arnold</td>
<td>A. B., Claflin College, 1940.</td>
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<td>A. B., Paine College, 1944; M. S. W., Atlanta University, 1946.</td>
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DRAPER, JOSEPH ............................................. Atlanta
A. B., Morehouse College, 1957.

DUNCAN, FRANK, JR. ........................................ Atlanta
A. B., Clark College, 1958.

DUNN, WILLIAM HENRY, JR.2 ................................ Macon
A. B., Morris Brown College, 1953; M. B. A., Atlanta
University, 1958.

DURDEN, VERA ATKINSON ..................................... Atlanta
B. S., Albany State College, 1952.

EBERHARDT, JOSEPH N. ..................................... Athens
A. B., Clark College, 1951.

ECHOLS, MAYE L.2 ........................................ Atlanta
A. B., Clark College, 1941.

EDWARDS, ALETHIA SHERIFF2 ................................ Sparta
B. S., Savannah State College, 1952.

EDWARDS, CHARLYE THOMPSON ............................... Atlanta

EDWARDS, MILDRED McCOLLOUGH1 ......................... Gastonia, N. C.
A. B., Livingstone College, 1957.

ELKINS, LULA FORCE1 ...................................... Atlanta

ELLIS, JAMIE RUTH1 .......................................... Atlanta
B. S., Clark College, 1946.

ELMORE, CLINTON RUSSA2 .................................. Atlanta

ENGLISH, ANNA EDWARDS .................................... Atlanta
A. B., Clark College, 1943.

EVANS, ALFRED1 .............................................. Fairfield, Ala.
B. S., Alabama Agricultural and Mechanical College, 1958.

EVANS, ALFREDA BRADLEY .................................... Atlanta
A. B., Clark College, 1960.

EZZARD, MERIAN THERESA1 ..................................... Atlanta

FANNIN, ANNE WINFREY ...................................... Atlanta
B. S., Tennessee State Agricultural and Industrial University,
1942.

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<td>George, Carrie L.</td>
<td>A. B., Clark College, 1936; M. A., Atlanta University, 1938</td>
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<td>GIVENS, LOTTIE BELLINGER</td>
<td>Barnwell, S. C.</td>
<td>A. B., Benedict College</td>
<td>1951</td>
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<td>GLASS, KATHERINE TIBBS</td>
<td>Atlanta</td>
<td>A. B., Spelman College</td>
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<td>GLENN, BARBARA MORRIS</td>
<td>Richmond, Va.</td>
<td>A. B., Virginia State College</td>
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<td>GLOVER, GLADYS R.</td>
<td>Macon</td>
<td>B. S., Fort Valley State College</td>
<td>1954</td>
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<td>Atlanta</td>
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<td>GOGGINS, ALFONZA RUSO</td>
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<td>A. B., Clark College</td>
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<td>GOGLIGHTLY, DANIEL PAUL</td>
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<td>A. B., Clark College</td>
<td>1957; M. S., Atlanta University</td>
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<td>GORDON, MARYE ELIZABETH</td>
<td>Savannah</td>
<td>B. S., Savannah State College</td>
<td>1951; M. A., Atlanta University</td>
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<td>GRAHAM, SAXON</td>
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<td>B. S., Hampton Institute</td>
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<td>GREEN, ELMO</td>
<td>Albany</td>
<td>B. S., Albany State College</td>
<td>1955</td>
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<td>GREEN, MARIAN KAYRELLE</td>
<td>Athens</td>
<td>A. B., Morris Brown College</td>
<td>1963</td>
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<td>GRIFFIN, WILLIAM J.</td>
<td>Newnan</td>
<td>B. S. in Ag., Savannah State College</td>
<td>1944</td>
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<td>GROSS, BARBARA MADDOX</td>
<td>Atlanta</td>
<td>B. S., Fort Valley State College</td>
<td>1954</td>
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<td>GUESS, GLADYS</td>
<td>Atlanta</td>
<td>B. S., Morris Brown College</td>
<td>1956</td>
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<td>HACKETT, OBERA VERNELL</td>
<td>Rolling Fork, Miss.</td>
<td>B. S., Jackson State College</td>
<td>1960</td>
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<td>HADLEY, ROY EDWARD</td>
<td>Atlanta</td>
<td>B. S., Fort Valley State College</td>
<td>1955</td>
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1 First Semester Only.
2 Second Semester Only.
HAINES, CARLEATHA MODEST ........................................... Atlanta
A. B., Spelman College, 1943.

HAKEEM, SUKUMARI B.1 ........................................... Bareilly, India
A. B., Jabalpur University (India), 1961.

HALL, ETHEL HARRIS ........................................... Bessemer, Ala.
B. S., Alabama Agricultural & Mechanical College, 1948.

HANKS, LULA FAYE ........................................... Atlanta
A. B., Spelman College, 1942.

HARDEWAY, BEVERLY ANN2 ....................................... Atlanta
B. S., Roosevelt University, 1957.

HARDNETT, JOHNNY B. ........................................... Manchester

HARDY, LOUIE H.2 ..................................................... Carnesville
B. S., Albany State College, 1950.

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

HARRIS, CHRISTINE BRIDGES1 ........................................ Atlanta
A. B., Clark College, 1947.

HARRIS, DAISY CARROLL1 ........................................... Atlanta

HARRIS, EVANS HOWELL ........................................... Crawfordville
B. S., Fort Valley State College, 1947; M. Ed., Tuskegee Institute, 1963.

HARRIS, LAMAR, JR.1 ........................................... Atlanta

HARRISON, MAYE FRANCES1 ........................................ Atlanta
A. B., Clark College, 1958.

HAWKINS, MORRIS MATHIS ........................................... Americus
B. S., Albany State College, 1948.

HAYES, INA PEARL1 ............................................ Carrollton

HAYLEY, CLARA YATES1 ........................................... Atlanta
A. B., Spelman College, 1946.

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

HAYWARD, ALMA BOSWELL ..................................Atlanta

HENDERSON, IRENE LEOLA1 ..................................Atlanta
A. B., Spelman College, 1933.

HENLEY, WILLIAM M.1 ..................................Holly Springs, Miss.
B. S., Mississippi Industrial College, 1956.

HENRY, MATTHEW RUFUS ..................................Pine Bluff, Ark.
B. S., Arkansas Agricultural, Mechanical and Normal
College, 1964.

HICKLEN, LOUISE ROPER2 ....................................Cedartown
A. B., Spelman College, 1943; M. A., Atlanta University, 1954.

HILL, DOROTHY E ..............................................Atlanta
B. S., Morris Brown College, 1959.

HILLIARD, GRACE RAMSEY ..................................Atlanta
A. B., Clark College, 1955.

HILLSMAN, SARAH GENEVA ..................................Atlanta
A. B., Clark College, 1958.

HILSON, RUTH SHIRLEY ........................................ Atlanta
B. S., Morris Brown College, 1954; M. A., Atlanta
University, 1962.

HINDS, GRACE WHATLEY .......................................Atlanta
B. S., Hampton Institute, 1940.

HINTON, CLAUDE DIXON .........................................Ellenwood

HOLLAND, MARTHA GRIMES ..................................Rome
B. S., Winston-Salem State Teachers College, 1948.

HOLLOWAY, LUTHER RANDOLPH .................................Atlanta
A. B., Morehouse College, 1956.

HOLLOWAY, ALBERT ZEDRIC ..................................Atlanta
B. S., Morehouse College, 1948.

HORNE, ALLIE BEATRICE1 .....................................Atlanta
A. B., Clark College, 1934; M. Ed., Atlanta University, 1947.

HORTON, ROBERT L.2 ...........................................Atlanta
A. B., Clark College, 1949.

HOUSTON, BERNICE TERRELL1 ..................................Atlanta
A. B., Morris Brown College, 1952.

1 First Semester Only.
2 Second Semester Only.
HOUSTON, Mildred Mathis  
B. S., Fort Valley State College, 1954.

HOWARD, Mattie White  
B. S., Miles College, 1963.

HOWARD, Ruby Harpe  
B. S., Clark College, 1949.

HUDSON, Ellern Webb  
A. B., Tennessee State Agricultural and Industrial University, 1940.

HUDSON, Farris M.  
B. S., Savannah State College, 1955.

HUFF, Annie Lois  
A. B., Fort Valley State College, 1955.

HUMPHREY, Glorial Lucille  
B. S., North Carolina College at Durham, 1959; M. A., Atlanta University, 1963.

HUNTER, Gloria Smith  
B. S., Bennett College, 1958; M. A., Atlanta University, 1960.

HUNTER, Lawrence Charles  

HURLEY, Fredericka Flack  
B. S., Livingstone College, 1942.

Hutchings, Jennie Mae  
B. S., Alabama Agricultural and Mechanical College, 1948.

INGRAM, Czar Anthony  
A. B., Wiley College, 1942; B. D., Gammon Theological Seminary, 1945.

INGRAM, Nathaniel Hawthorne  
A. B., Morris Brown College, 1940.

JACKSON, Annie L.  
A. B., Morris Brown College, 1938.

JACKSON, B. Javonne  

JACKSON, Bernice Roane  
A. B., Virginia Union University, 1955.

1 First Semester Only.
2 Second Semester Only.

JACKSON, CURTIS JEFFERSON¹ ............................. Atlanta A. B., Morehouse College, 1949.


JACKSON, LULA MAE ¹ ..................................... Atlanta A. B., Morris Brown College, 1962.

JACKSON, MARY SAUNDERS ............................... Atlanta A. B., Arkansas Agricultural, Mechanical and Normal College, 1936.

JACOB, DOROTHY ANN ................................. Atlanta A. B., Benedict College, 1959.

JACOBS, MARGARET A. ¹ ................................... Atlanta A. B., Clark College, 1944; M. S. W., Atlanta University, 1952.


JEFFERSON, ELsie OWENS ................................. Atlanta A. B., Clark College, 1938.

JEFFERSON, JACQUES LIGHTSEY¹ .......................... Atlanta B. S., Morris Brown College, 1955.

JENKINS, MARY ELLA ¹ .................................. Atlanta A. B., Clark College, 1963.

JENKINS, Rose O. ........................................ Atlanta A. B., Clark College, 1962.


JOHNSON, CLEOPATRA ALBURY¹ ........................... Atlanta A. B., Saint Augustine’s College, 1951.


JOHNSON, HORACE² ....................................... Covington A. B., Clark College, 1951.

JOHNSON, JANIE BURNICE JONES¹ ....................... Columbus B. S., Fort Valley State College, 1944.

JOHNSON, MABEL GRAYS .................................. Atlanta B. S., Alcorn Agricultural and Mechanical College, 1942.

¹ First Semester Only.
² Second Semester Only.
JOHNSON, MARGARET BAUGH\(^2\) ........................................ Cartersville
B. S., Morris Brown College, 1957.

JOHNSON, MARY LOUISE D.\(^1\) ........................................ Atlanta
A. B., Morris Brown College, 1939.

JONES, ALPHONSO GEORGE ........................................ Atlanta
B. S., Florida Agricultural and Mechanical University, 1959.

JONES, HATTIE RUTH .................................................. Atlanta
B. S., Morris Brown College, 1951.

JONES, JAMES ARTHUR\(^2\) ........................................ Atlanta

JONES, LILLA B. ASHE ................................................ Greensboro
B. S., Savannah State College, 1944.

JONES, LOIS F.\(^1\) .................................................... Atlanta
B. S., Fort Valley State College, 1951.

JONES, MURRIS JOSEPH\(^1\) ........................................ Atlanta
B. S., Agricultural and Technical College of North Carolina, 1951.

JONES, WILLA S. ...................................................... Atlanta
A. B., Morris Brown College, 1957.

JONES, WINFRED JOHNSON\(^1\) ...................................... Atlanta
A. B., Clark College, 1936.

KEITH, KATHERINE GRIFFIN\(^1\) ...................................... Atlanta
A. B., Spelman College, 1953.

KELLER, GLENNYE H.\(^1\) ............................................. Atlanta

KELLY, OZELL STANLEY\(^2\) .......................................... Albany
B. S., Albany State College, 1954.

KIGHT, ETHEL WOODRICK\(^2\) ....................................... LaGrange
B. S., Savannah State College, 1942; M. Ed., Atlanta University, 1946.

KIMBLE, BOE, JR. ..................................................... Atlanta

KING, HARRY STILLWELL\(^2\) ...................................... Atlanta
A. B., Morehouse College, 1939; M. Ed., Atlanta University, 1947.

KING, GRETCHEN S.\(^1\) ............................................. Atlanta
A. B., Saint Augustine’s College, 1939.

\(^1\) First Semester Only.
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<td>Kirk, Oscar</td>
<td>Okolona, Miss.</td>
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LESTER, NINA HOUSER
Atlanta
A. B., Clark College, 1948.

LEWIS, LAWARE
Atlanta

LEWIS, MABLE SANFORD
Atlanta
Mus. B., Chicago College of Music, 1924.

LEWIS, STELLA SMITH
Atlanta
A. B., Clark College, 1948.

LINDSEY, EDDIE TILLMAN
Columbus
B. S., Savannah State College, 1952.

LOCKE, CHARLIE ENNIS
Atlanta
B. S., Savannah State College, 1964.

LOCKHART, LENA KATHERINE
Baton Rouge, La.
A. B., Southern University, 1952.

LOCKHART, MARY HELEN BRIDGES
Atlanta
A. B., Clark College, 1940; M. Ed., Atlanta University, 1947.

LOGAN, PEARL JOHNSON
Atlanta

LOVE, ANNIE MARY
Atlanta

LUNDY, MARY
Atlanta

LYDA, MILDRED CARTER
Atlanta
A. B., Morris Brown College, 1951.

LYLES, CAROLYN LAMAR
Columbia, S. C.
B. S., Allen University, 1962.

MCCALLISTER, HENRIETTA RUCKS
Nashville, Tenn.
B. S., Tennessee State Agricultural and Industrial
University, 1946; M. S., Tennessee State Agricultural and
Industrial University, 1963.

McCAMEY, FLORENCE J.
Atlanta
B. S., Clark College, 1958.

McCLENDON, RUBEY DURDEN
Atlanta
A. B., Clark College, 1949.

McCLURE, LEOLA BYRD
Atlanta
B. S., Morris Brown College, 1957.

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1 First Semester Only.
2 Second Semester Only.
McClure, Susie Rutland ......................... Rockmart
          B. S., Savannah State College, 1946.

McIver, Annie R. .............................. Atlanta
          B. S., South Carolina State College, 1939; M. A., Atlanta
          University, 1949.

McKennie, Joyce Edwards ..................... Atlanta
          A. B., Howard University, 1950.

McKenney, James Edward ...................... Tuscaloosa, Ala.
          B. S., Alabama State College, 1956.

McKenzie, Alvin Russell 2 .................. Georgetown, S. C.
          A. B., Morris College, 1953.

McLendon, Thelma Sims 2 ..................... Washington
          B. S., Fort Valley State College, 1957; M. A., Atlanta University,
          1963.

McNair, Alfred Tennyson ..................... Elberton
          B. S., Jackson State College, 1956.

McPherson, Cordelia Mathis 2 ................ Atlanta
          A. B., Clark College, 1949; M. A., Atlanta University, 1958.

Maggie, Maggie Mae Belle 2 ................ Atlanta
          A. B., Morris Brown College, 1957.

Mallory, Ethel Vernell 2 ..................... Atlanta
          A. B., Clark College, 1948; M. A., Atlanta University, 1958.

Mangham, Dolores W. 1 ....................... Atlanta
          A. B., Talladega College, 1942; M. A., Atlanta University, 1963.

Martin, Charlotte Marion 2 ................ Atlanta
          A. B., Clark College, 1962.

Mason, Dorothy S. 2 .......................... Nashville, Tenn.

Maxwell, Madelyn Ann 2 ...................... Smyrna
          B. S., Tuskegee Institute, 1963.

Maxwell, Pearlena Delores 1 ................ Camilla
          B. S., Fort Valley State College, 1956.

Middleton, Willie Mae Ophelia 2 ............. Covington
          B. S., Claflin College, 1963.

Mitchell, Julia Crai ........................ Mobile, Ala.
          A. B., Dillard University, 1943.

Mitchell, Julia Juanita ...................... Atlanta
          B. S., Clark College, 1945.

1 First Semester Only.
2 Second Semester Only.
MITCHELL, JULIA McKinney\(^2\) ........................................ Atlanta
   A. B., Spelman College, 1940; M. A., Atlanta University, 1960.
MOHR, JACQUELINE Hart ........................................ St. Petersburg, Fla.
   B. S., Florida Agricultural and Mechanical University, 1957.
MOMON, VERDELL\(^2\) ........................................ Atlanta
MONROE, Bessie Marchman ...................................... Atlanta
   B. S., Clark College, 1952.
MONTGOMERY, ELEANOR Charlstine ............................ Rome
   B. S., Fort Valley State College, 1949.
MOORE, BARBARA Jean\(^1\) ...................................... Atlanta
MOORE, EstHER J. .................................................. Atlanta
   A. B., Morris Brown College, 1939.
MOORE, Susie Sherman\(^1\) ....................................... Dawson
   B. S., Albany State College, 1950.
MORELAND, ENDY Brannan\(^2\) .................................. Atlanta
   B. S., Morris Brown College, 1948.
MORGAN, LAVERTA CANTY\(^1\) ..................................... Cartersville
   B. S., Morris Brown College, 1944.
MORRIS, JERRY Ethelbert ....................................... Atlanta
   A. B., Morris Brown College, 1951.
MORRIS, PhENECIA Cannon\(^2\) .................................. Atlanta
   A. B., Clark College, 1950; M. A., Atlanta University, 1956.
MORRIS, Sue PerTeEt\(^2\) ....................................... Griffin
MOSS, MARTHA GodDARD\(^1\) ...................................... Atlanta
   B. S., Morris Brown College, 1949.
MURRAY, CAROLYN Ward .......................................... Atlanta
MURRAY, HubERT LEWIS\(^2\) ..................................... Atlanta
   A. B., Clark College, 1962.
MYERS, Marsh Hubert, Jr. ....................................... Shepherdstown, W. Va.
   A. B., Shepherd College, 1980.
NAVARRO, BERTHA Lee\(^2\) ........................................ Atlanta
   A. B., Clark College, 1952.
NEAL, DOROTHY EsERhardt\(^2\) .................................. Atlanta
   A. B., Spelman College, 1940; M. A., Atlanta University, 1942.

\(^1\) First Semester Only.
\(^2\) Second Semester Only.
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<th>Name</th>
<th>Degree(s)</th>
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<td>Nelms, Willie Maude</td>
<td>A. B., Morris Brown College, 1953.</td>
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<td>Parham, Daisy B.</td>
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CATALOGUE

PILLOW, Doris2 ................................................. Columbus, Tenn.
A. B., Lane College, 1950.

PLEDGER, Verline Sanders1 ...................................... Atlanta
B. S., Morris Brown College, 1957.

PORTER, Vergy Mae2 ............................................ Jackson, Miss.
B. S., Jackson State College, 1956; M. S., Indiana University,
1961.

POWELL, Mattie Harrison1 ...................................... Atlanta
A. B., Clark College, 1959.

POTTER, Sadye Watson2 ............................................. Atlanta
A. B., Atlanta University, 1930; M. A., Atlanta University, 1936.

Pryor, George Walter2 ........................................... Gainesville

Pullum, Laura Porch2 ............................................ Calhoun
B. S., Tuskegee Institute, 1953.

Raines, Versie LaVerne2 ......................................... Macon

Randall, Willie Grace1 ........................................... Monroe
B. S., Fort Valley State College, 1957.

Randolph, Margaret Cothron1 ................................... Decatur
A. B., Vanderbilt University, 1959.

Ratchford, Selie Reid2 ............................................ Atlanta

Reid, Annie H.1 .................................................... Macon
B. S., Fort Valley State College, 1948.

Rice, Edna Lewis1 .................................................. Morrow
A. B., Bennett College, 1944.

Richards, Willie Mae1 .............................................. Atlanta
A. B., Morris Brown College, 1942.

Richardson, Edna Azalee2 ....................................... Sylvester
B. S., Fort Valley State College, 1954.

Ricks, Hurtis Randolph ............................................ Atlanta
B. S., Fort Valley State College, 1953.

Ricks, Marjorie Arment ............................................ Atlanta
B. S., Spelman College, 1949.

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<td>Seay, Thelma Floradelle</td>
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SHIELDS, SENONA E. 2 ..................................... Atlanta
   B. S., Tuskegee Institute, 1951.

SHIRLEY, DOLL 1 ........................................ Atlanta
   A. B., Clark College, 1958.

SHRIDER, ROBERT ERWIN ................................ Atlanta
   B. S., Ohio State University, 1950.

SIDNEY, HELEN F. M. 2 .................................. Cartersville
   B. S., Albany State College, 1950.

SIMMONS, CHRISTINE 2 ................................... Chattanooga, Tenn.
   A. B., Tennessee State University, 1959.

SIMMONS, ETHEL DELORES 2 ............................... Monroe
   B. S., Albany State College, 1950; M. A., Atlanta University,
   1959.

SINGLETON, ALBERT REED 2 .............................. Atlanta
   A. B., Morehouse College, 1957.

SINGLETON, CALVIN CORNELIUS ........................ Atlanta

SLADE, RUTH ETHEL 2 ................................... LaGrange
   B. S., Elizabeth City State Teachers College, 1949.

SLAUGHTER, EUGENE RICHARD .......................... Atlanta
   A. B., Clark College, 1951; M. A., Atlanta University, 1959.

SMITH, BETTY ANN 2 ..................................... Stone Mountain

SMITH, ERNESTINE 1 .................................... Atlanta
   B. S., Spelman College, 1952.

SMITH, IRMA RUTH 1 ................................... Atlanta
   A. B., Clark College, 1954.

SMITH, JOLYCE ANNE 1 .................................. Atlanta
   A. B., Clark College, 1964.

SMITH, LUCY HUFF ...................................... Atlanta
   B. S., Fort Valley State College, 1958.

SMITH, MINNIE CARTER ................................. Cartersville
   A. B., Clark College, 1954.

STEPHENS, CHARLES RICHARD ............................ Atlanta

STEPHENS, VIOLA E. ..................................... Atlanta
   A. B., Clark College, 1950.

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<td>Stepherson, Emma Jean M.</td>
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<td>Stewart, Annie Dean</td>
<td>Dry Branch</td>
<td>Fort Valley State College</td>
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<td>Macon</td>
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<td>Still, Robert James</td>
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<td>Morris Brown College</td>
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<td>Strickland, Hattie Helen</td>
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<td>Stringer, Lillian Mariah</td>
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<td>Suber, James Odell</td>
<td>Whitmire, S. C.</td>
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<td>Swinton, Gennie Beverly</td>
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<td>Terrell, Marian</td>
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1 First Semester Only.
2 Second Semester Only.
TERRY, LEILA MILLFORD ................................... Atlanta
A. B., Morris Brown College, 1952; M. A., Atlanta University,
1962.

THOMAS, DANNETTE L. ................................... Atlanta
B. S., Tuskegee Institute, 1946.

THOMAS, DAVID E.1 ................................... Rockmart
B. S., Savannah State College, 1959.

THOMAS, DORIS ELIZABETH1 ................................... Atlanta
B. S., Florida Agricultural and Mechanical University, 1962.

THOMAS, ELZIE OLIVER2 ................................... Albany
B. S., Tuskegee Institute, 1941.

THOMPSON, ANDREW CORNELIUS ................................... Monticello
B. S., Fort Valley State College, 1951.

THOMPSON, BERNICE2 ................................... Atlanta
B. S., Morris Brown College, 1952.

THOMPSON, BETTY JEAN ................................... Winston-Salem, N. C.
A. B., Bennett College, 1953.

THURMAN, DORIS DAVIS2 ................................... LaGrange

THURMAN, MARGARET MORTON2 ................................... Atlanta

TIMMS, WILLA JEAN2 ................................... Abilene, Tex.
A. B., Fisk University, 1957.

TINSLEY, CHARLIE J.1 ................................... Covington
A. B., Clark College, 1953.

TOWNSEND, JENNYE M.2 ................................... Atlanta
A. B., Clark College, 1957.

TUCKER, SAMUEL JOSEPH ................................... Atlanta
A. B., Morehouse College, 1952.

TUKES, GLORIA1 ................................... Atlanta

TURNER, ELLESTENE HERMINE3 ................................... Utica, Miss.

TURNER, WILLIE J.1 ................................... Milledgeville
A. B., Paine College, 1958.

TYLER, ELIZABETH GERARDINE ................................... Tuskegee, Ala.
A. B., Knoxville College, 1932.

1 First Semester Only.
2 Second Semester Only.
USHERY, MARJORIE WOLFE
B. S., Clark College, 1948.

VANDER-STOEP, WILLIAM ANDREW
A. B., Whitmore College, 1957.

VEAZIE, CEASAR JAMES
B. S., Alabama Agricultural and Mechanical College, 1957.

VEREEN, ROSSETA GRIFFIN
B. S., Savannah State College, 1950.

VIA, CHARLES HUGH

WALTON, LORRAINE HOPSON

WAYMER, ALVESTER JEAN

WEBB, JACQUELYN BRADLEY
A. B., Clark College, 1964.

WEBMS, ALBERT T.
B. S., Tuskegee Institute, 1960.

WEBMS, JOE N.
B. S., Tuskegee Institute, 1953.

WEBMS, KANSADIE STEWART
A. B., Talladega College, 1959.

WEST, MILDRED ODESSA
B. S., Leland College, 1944.

WEST, ROBERT WILLIE
A. B., South Carolina State College, 1958.

WHARTON, CHARLENE FRANCES
A. B., University of Colorado, 1932; M. S. W., Atlanta University, 1950.

WHITE, MILDRED VIRGINIA
B. S., Tuskegee Institute, 1948.

WHITEHEAD, DELORES MARIE
B. S., Morris Brown College, 1958.

WILKERSON, JOAN MARIE

WILEY, FRANK

1 First Semester Only.
2 Second Semester Only.
WILLIAMS, CHARLES C.¹ .................................. Atlanta
   B. S., Tennessee State Agricultural and Industrial
   University, 1948.

WILLIAMS, CHRISTINE² .................................. Atlanta
   B. S., Morris Brown College, 1953.

WILLIAMS, DOLORIS VAUGHN¹ .................................. Atlanta
   B. S., Morris Brown College, 1956.

WILLIAMS, DORIS CHARLICE² .................................. Houston, Tex.
   A. B., Dillard University, 1944.

WILLIAMS, DWYNELL H.¹ .................................. Atlanta

WILLIAMS, FLORENCE HENLEY² .................................. Atlanta
   B. S., Tuskegee Institute, 1944.

WILLIAMS, GERTRUDE BLOSSOM .................................. Atlanta
   B. S., Tuskegee Institute, 1943.

WILLIAMS, JUANITA TERRY .................................. Savannah
   B. S., Savannah State College, 1957.

WILLIAMS, LEXIE B.¹ .................................. Atlanta
   A. B., Morris Brown College, 1942.

WILLIAMS, LODELLE ANITA² .................................. Atlanta
   A. B., Morris Brown College, 1952.

WILLIAMS, MAURICE L.¹ .................................. Cartersville
   B. S., Tuskegee Institute, 1947.

WILLIAMS, ODRIE RUTH² .................................. Atlanta
   A. B., Morris Brown College, 1943.

WILLINGHAM, JEMMIE LEE² .................................. Atlanta
   B. S., Clark College, 1947.

WILLIS, EULA M.² .................................. Cairo
   B. S., Savannah State College, 1954.

WILSON, BETTY JEAN² .................................. Atlanta

WILSON, DORTHA NELL .................................. Hughes Springs, Tex.
   B. S., Prairie View Agricultural and Mechanical
   College, 1960.

WILSON, JAMES WESLEY .................................. Hagerstown, Md.

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

¹ First Semester Only.
² Second Semester Only.
Wolfe, Elise Palmer .................................... Atlanta
A. B., Clark College, 1952.

Wolfe, Roy Jones .................................... Atlanta
A. B., Clark College, 1951.

Wood, Dorothy Thomas 2 ................................ Atlanta
B. S., Alabama State College, 1951.

Wood, Thomas Edward, Jr. .............................. Atlanta
A. B., Tennessee State Agricultural and Industrial
University, 1949.

Woods, Mary Elizabeth 1 ................................ Atlanta
B. S., Spelman College, 1944.

Woods, Rosebud Ovane .................................. Atlanta
A. B., Clark College, 1941.

Woodson, Daisy Louise .................................. Stone Mountain

Wright, Lois Hodges 2 .................................. Atlanta
A. B., Spelman College, 1942; M. A., Atlanta
University, 1962.

Wyatt, Alethea Eloise 1 ................................... Atlanta
A. B., Talladega College, 1953.

Wyatt, Racyne B. 1 ...................................... Atlanta
B. S., Morris Brown College, 1949.

Young, Gwendolyn Jennings 2 ........................... Atlanta

SPECIAL STUDENT

Maddox, Arthur Alvoid .................................. Columbus

School of Business Administration

Adeyoyin, Solomon Abedeji ............................. Nigeria

Baines, Bobby C. 1 ...................................... Atlanta

Bowie, Carol Pitt 1 ..................................... Aberdeen, Md.

Brown, Ernest 2 ........................................Atlanta
A. B., Clark College, 1962.

1 First Semester Only.
2 Second Semester Only.
BROWN, MILTON ANDREW ........................................ Atlanta
B. S., Bethune-Cookman College, 1963.

CHEN, YEN-CHANG ........................................ Koohsiung, Taiwan
A. B., National Chengchi University, 1963.

COAR, CHARLES1 ........................................ Columbus

CONNALLY, NORRIS LOGAN ............................. Atlanta
A. B., Morehouse College, 1948.

COOK, CARVIN ............................................ Baltimore, Md.

DAVIS, LEONARD DARIO ................................ Atlanta

DHILLON, KASHMIR SINGH ............................... New Delhi, India
A. B., Panjab University, 1958.

EPPS, ROBERT LEWIS ..................................... Richmond, Va.

EVANS, MELVIS THEODORA2 ............................... Augusta
A. B., Spelman College, 1962; M. S., Atlanta
University, 1963.

FLOYD, VERNETTA ........................................ Pittsburgh, Pa.
B. S., Alabama State College, 1957.

GANDHI, MADHUSUDAN R.2 .............................. Bombay, India
A. B., University of Bombay, 1959.

GREENWOOD, LEROY, JR. .................................. Lanett, Ala.
A. B., Clark College, 1964.

GRISBY, JERRY L.1 ....................................... Magnolia, Ark.
B. S., Arkansas Agricultural, Mechanical and
Normal College, 1964.

HARGRETT, JAMES T., JR. .............................. Tampa, Fla.

HARRISON, JAMES ........................................ Stockton, Cal.
B. S., Arkansas Agricultural, Mechanical and
Normal College, 1964.

HAYWARD, ALBERT W. .................................. Atlanta
A. B., Clark College, 1956.

HERNDON, CALLIE FRANCES2 .......................... Anniston, Ala.

1 First Semester Only.
2 Second Semester Only.
Hill, Harrison Richard ........................................ Fort Valley
B. S., Fort Valley State College, 1951.

Hill, Helen Juanita1 ........................................ Atlanta

Iwok, Edet Robinson ......................................... Abak, Nigeria
B. S., Miles College, 1964.

Johnson, William Shelly2 ..................................... Leesburg

Jones, Frederick Douglass2 .................................. Fort Valley
B. S., Xavier University (La.), 1954.

Kedia, Banwari Lal2 ........................................... Bombay, India
B. Com., Commerce College (India), 1960; LLB.,
K. C. College of Law (India), 1964.

Kennedy, John Loren ......................................... Atlanta

Lin, Chung-Cheng2 ............................................. Taipei, Taiwan
A. B., National Cheng-Chi University, 1961.

Logan, Benjamin F.1 ........................................ Atlanta

Lunsford, Elizabeth Delores .................................. Columbus
A. B., Fisk University, 1964.

Maddox, James Franklin1 ..................................... Atlanta
A. B., Morehouse College, 1956.

B. S., Arkansas Agricultural, Mechanical and
Normal College, 1964.

Marshall, Clifford Leon ...................................... Hot Springs, Ark.
B. S., Arkansas Agricultural, Mechanical and
Normal College, 1964.

Meta, Felix .................................................. Moshi, Tanganyika

Miller, Yvonne Matlyn1 ..................................... Atlanta

Millines, Jack Emmitt2 ...................................... Atlanta
B. S., Savannah State College, 1964.

Montgomery, Adbrae .......................................... Montgomery, Ala.

---

1 First Semester Only.
2 Second Semester Only.
MORMAN, ULYSSES\(^2\) ........................................ Atlanta
B. S., Southern University, 1962.

NORA, CLYDE GREGORY ...................................... Natchitoches, La.
B. S., Southern University, 1962.

PENG, CHIH-KANG\(^2\) .................................. Taipei, Taiwan
A. B., National Taiwan University, 1953.

PONDER, CLIFFORD NELLION .................................. Fort Valley
A. B., Clark College, 1959.

RAY, FANNIE L. K. ........................................... Albany
B. S., Alabama State College, 1956.

REDDY, ALLAREDDI CHANDRAMOHAN ......................... Nellore, India
A. B., Madras University (India), 1961.

REYNOLDS, CHARLES MCKINLEY\(^1\) .......................... Albany

SHAO, JOHN H. C. ........................................... Taipei, Taiwan
A. B., National Taiwan University, 1958.

SHIH, TINY CHUN\(^2\) ...................................... Atlanta
A. B., National Taiwan University, 1958.

SMITH, GEORGE ........................................... Atlanta
A. B., Clark College, 1964.

SMITH, NOVEL JOHN ........................................ Maxwell, Ark.

STEWART, TOBIAS, JR.\(^2\) .................................. Gray

TAYLOR, CHARLES THOMAS\(^2\) ............................ Atlanta
B. S., Indiana University, 1964.

TAYLOR, HAROLD EDWARD .................................. Ocilla

TERREFE, GETAHOUIN .................................... Addis Ababa, Ethiopia
B. Com., University College of Addis Ababa (Ethiopia), 1962.

WALKER, LESTER E.\(^2\) .................................... Atlanta
A. B., Morehouse College, 1956.

WARSI, TAQUIR AHMED ..................................... Deoria, India
A. B., Saint Andrews College, 1957; A. M.,
Gorakhpur University, 1959.

\(^1\) First Semester Only.
\(^2\) Second Semester Only.
WASHINGTON, Harriette E. ........................................ Atlanta
WASHINGTON, Isaiah .............................................. Bessemer, Ala.
A. B., Clark College, 1964.
WEST, Elizabeth Thomas1 ........................................ Atlanta
B. S., Fort Valley State College, 1954.
WHITE, Wendell Frank2 ............................................ Atlanta
WILSON, Timothy Douglas ........................................ Lake Wales, Fla.
YANCY, Robert J. ................................................... Tifton

1 First Semester Only.
2 Second Semester Only.
### SUMMARY OF ENROLLMENT — 1964-1965

#### GRADUATE AND PROFESSIONAL SCHOOLS

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<th>School</th>
<th>Men</th>
<th>Women</th>
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### SUMMER SCHOOL — 1964

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**Grand Total**

(June 1, 1964 to June 1, 1965) 1,024 1,766 2,790
## GEOGRAPHICAL DISTRIBUTION OF ENROLLMENT

### 1964-1965

**Arts and Sciences, Social Work, Library Service, Education, Business Administration**

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**TOTAL** 854
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