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Atlanta University

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

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

A separate Catalogue is published for the Summer School.

Member of the Southern Association of Colleges and Schools.

Member — American Association of Colleges for Teacher Education.

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
1965-1966

ANNOUNCEMENTS
1966-1967

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<th>June</th>
<th>6 Monday</th>
<th>Registration for Summer School.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7 Tuesday</td>
<td>Registration for Summer School.</td>
</tr>
<tr>
<td></td>
<td>8 Wednesday</td>
<td>Summer School Classes begin.</td>
</tr>
<tr>
<td></td>
<td>10 Friday</td>
<td>Last day to register for credit.</td>
</tr>
<tr>
<td></td>
<td>10 Friday</td>
<td>Graduate Record Examinations</td>
</tr>
<tr>
<td></td>
<td>11 Saturday</td>
<td>Graduate Record Examination</td>
</tr>
<tr>
<td></td>
<td>13 Monday</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>14 Tuesday</td>
<td>Examination in English Fundamentals.</td>
</tr>
<tr>
<td></td>
<td>17 Friday</td>
<td>Last day to file candidacy for graduate degrees to be conferred in August.</td>
</tr>
<tr>
<td>July</td>
<td>25 Monday</td>
<td>Last day to file theses for master's degrees to be conferred in August 1966.</td>
</tr>
<tr>
<td></td>
<td>28 Thursday</td>
<td>Final examinations for candidates for degrees to be conferred in August, 1966.</td>
</tr>
<tr>
<td>August</td>
<td>4 Thursday</td>
<td>Summer School Convocation.</td>
</tr>
<tr>
<td></td>
<td>5 Friday</td>
<td>Final examinations; summer school closes.</td>
</tr>
<tr>
<td>September</td>
<td>19 Monday</td>
<td>Registration for first semester (undergraduate and graduate students).</td>
</tr>
<tr>
<td></td>
<td>20 Tuesday</td>
<td>Registration for first semester (undergraduate and graduate students).</td>
</tr>
<tr>
<td></td>
<td>21 Wednesday</td>
<td>Classes begin.</td>
</tr>
<tr>
<td></td>
<td>24 Saturday</td>
<td>Last day for first semester registration for the undergraduate colleges.</td>
</tr>
<tr>
<td></td>
<td>24 Saturday</td>
<td>Registration for in-service teachers and other regularly employed individuals (late registration fee charged after September 24, 1966).</td>
</tr>
<tr>
<td>October</td>
<td>30 Friday</td>
<td>Graduate Record Examination.</td>
</tr>
<tr>
<td></td>
<td>1 Saturday</td>
<td>Graduate Record Examination.</td>
</tr>
<tr>
<td></td>
<td>1 Saturday</td>
<td>Last day to register for first semester credit for graduate students and graduate exchange students.</td>
</tr>
</tbody>
</table>
October

3 Monday Examination in English Fundamentals; required of all students in the University.

4 Tuesday Examination in foreign languages; required for the master's degree in arts and sciences, library service, and education.

16 Sunday Charter Day

17 Monday Last day to file candidacy for work to be completed in January, 1967.

November

24 Thursday Thanksgiving holiday.

25 Friday Classes resume, 8:00 a.m.

December

17 Saturday Christmas recess begins at end of scheduled classes.

1967

January

3 Tuesday Christmas recess ends; classes resume at 8:00 a.m.

23 Monday Semester examinations begin.

28 Saturday First semester closes. Last day to file theses for work completed in January, 1967.

30 Monday Registration for second semester (undergraduate students).

31 Tuesday Registration for second semester (graduate and undergraduate students).

February

1 Wednesday Classes begin.

4 Saturday Last day for second semester registration in the undergraduate colleges.

4 Saturday Registration for in-service teachers and other regularly employed individuals (late registration fee charged after February 4, 1967).

11 Saturday Last day to register for second semester credit for graduate students and graduate exchange students.

5 Sunday University Center Convocation.

6 Monday Examination in English Fundamentals; required of all students in the University.

8 Wednesday Examination in foreign languages; required for the master's degree in arts and sciences, library service, and education.
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 11</td>
<td>Saturday</td>
<td>Graduate Record Examination.</td>
</tr>
<tr>
<td>February 24</td>
<td>Friday</td>
<td>Last day to file candidacy for degrees to be conferred in May, 1967.</td>
</tr>
<tr>
<td>March 5</td>
<td>Sunday</td>
<td>University Center Religious Emphasis Week.</td>
</tr>
<tr>
<td>March 3</td>
<td>Wednesday</td>
<td>Spring recess begins at end of scheduled classes.</td>
</tr>
<tr>
<td>March 23</td>
<td>Thursday</td>
<td>Spring recess ends at 8:00 a.m.</td>
</tr>
<tr>
<td>April 29</td>
<td>Wednesday</td>
<td>Examination in English Fundamentals; required of all students in the University.</td>
</tr>
<tr>
<td>May 15</td>
<td>Monday</td>
<td>Last day to file theses for master's degrees to be conferred in May, 1967.</td>
</tr>
<tr>
<td>May 18</td>
<td>Thursday</td>
<td>Semester examinations begin.</td>
</tr>
<tr>
<td>May 18</td>
<td>Thursday</td>
<td>Final examinations for candidates for master's degrees to be conferred in May, 1967. (Oral, Course, and Comprehensive).</td>
</tr>
<tr>
<td>May 21</td>
<td>Sunday</td>
<td>Commencement Day — Interdenominational Theological Center.</td>
</tr>
<tr>
<td>May 27</td>
<td>Saturday</td>
<td>Semester examinations end. Semester ends.</td>
</tr>
<tr>
<td>May 28</td>
<td>Sunday</td>
<td>Baccalaureate Services.</td>
</tr>
<tr>
<td>May 29</td>
<td>Monday</td>
<td>Commencement Day — Atlanta University and Spelman College.</td>
</tr>
<tr>
<td>May 30</td>
<td>Tuesday</td>
<td>Commencement Day — Morehouse College and Clark College.</td>
</tr>
<tr>
<td>June 31</td>
<td>Wednesday</td>
<td>Commencement Day — Morris Brown College</td>
</tr>
<tr>
<td>June 5</td>
<td>Monday</td>
<td>Registration for Summer School.</td>
</tr>
<tr>
<td>June 6</td>
<td>Tuesday</td>
<td>Registration for Summer School.</td>
</tr>
<tr>
<td>June 7</td>
<td>Wednesday</td>
<td>Summer School Classes begin.</td>
</tr>
<tr>
<td>August 3</td>
<td>Thursday</td>
<td>Summer School Convocation.</td>
</tr>
<tr>
<td>August 4</td>
<td>Friday</td>
<td>Summer School closes.</td>
</tr>
</tbody>
</table>

**FOUNDER'S DAY CELEBRATIONS**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 16</td>
<td>Sunday</td>
<td>Atlanta University.</td>
</tr>
<tr>
<td>1967</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 18</td>
<td>Saturday</td>
<td>Morehouse College.</td>
</tr>
<tr>
<td>February 23</td>
<td>Thursday</td>
<td>Clark College.</td>
</tr>
<tr>
<td>March 10</td>
<td>Friday</td>
<td>Morris Brown College.</td>
</tr>
<tr>
<td>March 14</td>
<td>Tuesday</td>
<td>Interdenominational Theological Center.</td>
</tr>
<tr>
<td>April 11</td>
<td>Tuesday</td>
<td>Spelman College.</td>
</tr>
</tbody>
</table>
BOARD OF TRUSTEES

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
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1964-1967

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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 SPOALING, JR. ................................Atlanta, Georgia

1965-1968

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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

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C. EVERETT BACON, New York, New York
TRUMAN K. GIBSON, Chicago, Illinois

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RUFUS E. CLEMENT .....................................Charles E. Merrill
J. CURTIS DIXON .......................................John H. Wheeler
ALBERT E. MANLEY

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R. INSLEE CLARK ..................................LAWRENCE J. MACGREGOR ..........................HENRY M. MINTON

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

8
ADMINISTRATIVE ASSISTANTS

Bobbie Jean Barnes .................. Secretarial Assistant,
Office of the Registrar

Carrie Washington Bell, A.B. ....... Secretary to the Dean,
The Graduate School

Ollie Clayton Betton* ................ Secretarial Assistant,
Office of the Registrar

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

G. Cletus Birchette, A.M. ........... Comptroller

Lucile J. Boykin ........................ Switchboard Operator

Berta Brown .......................... Secretary to the Faculty.
School of Social Work

Kayrelle Green Carter, B.A.* ............ I.B.M. Assistant

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

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

Dorres A. Conley ........................ Secretary,
The Reading Center

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

Carolyn F. Dasher, B.A.* ............ Secretary,
Placement Office

Jamie M. Dawson, B.S.* ................ Secretarial Assistant,
Office of the Registrar

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

Lilia Fernandez, A.B.* ............... Secretary,
Phylon Office

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

Doris Moncetia Frazier, A.A. ....... Secretary to the Faculty,
School of Education

Antoinette R. Frederick .............. Secretary,
National Science Foundation Institute

Sadie V. George ........................ Secretary to the Dean,
School of Education

Jean C. Gresham* ..................... Switchboard Operator

Theolia J. Hammonds, A.B. ............ Postmistress

Geneva E. Harrell ........................ Secretary to the Registrar

William Akein Henderson ............. I.B.M. Operator

*Part of the Year.
**Part-time.
JULIE V. HUNTER, B.S., M.S., in L.S.* .................. Assistant to the Dean, School of Library Service
WILLIAM KIRK JACKSON, A.B.* .................. Placement Officer and Director of Development
JULIETTE KENDRICK* .................. Secretarial Assistant, Office of the Registrar
JUANITA C. MANUEL* .................. Secretary, School of Social Work
BARBARA LOUISE MULLINS .............. Secretary, Field Work Department, School of Social Work
NAVINCHANDRA M. JARECHA, B.C. .............. Bookkeeper, Office of the Comptroller
CHIRISTINE H. KENNER, A.B. .................. Secretary for Student Records, School of Social Work
YVONNE ARNOLD KING .................. Assistant, Public Relations and Publicity Office
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
LUCY WHITE MILLINES, B.S. .................. Secretary, Personnel Deans
MARTHA M. ORR .................. Cashier
PINKIE E. PORTER .................. Secretary, Purchasing Office
MARY P. PRESTON* .................. Secretary to the Comptroller
HELEN SEALs, A.B. .................. Secretary, Office of the President
SYLVIA CARTER SHY, B.A.* .................. Secretary, N.D.E.A. Institute, School of Library Service
EUTEVIA SMITH .................. Secretary, School of Social Work
FRANCES FOUCHE SPENCER, B.A.* .................. Secretary to the Faculty, School of Library Service
BARBARA B. STEWART, B.S. .................. Secretary to the Dean, School of Library Service
GERONE HENDALE TAYLOR, A.B. .................. Assistant Registrar
LESTER E. WALKER, JR., A.B. .................. Bookkeeper
VIRGINIA L. WALKER, Assistant, Office of the Comptroller

*Part of the year.
HARRIETTE E. WASHINGTON, B.S. .......... Secretary, Regional Economic Development and Business Service Center
MILDRED THRASH WILLIS* .................. Secretarial Assistant, Office of the Comptroller
COLEVIA WILSON .......................... Secretary to the Faculty, School of Arts and Sciences

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
LOUISE H. BIRCHETTE, A.B. ............... Secretarial Assistant, Technical Services, Trevor Arnett Library
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
DIANA HUNG CHEN, A.B.* ................. Library Assistant, School of Library Service
JESSIE MAE DICKERSON, B.S., M.S. in L.S. Assistant Cataloger
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
MARGARET CATCHINGS KIRK, M.S. in L.S.** .... Library Assistant, School of Library Service
SARAH K. MIDDLEBROOKS ..................... Circulation Assistant
LILLIAN MILES, A.B., M.S. in L.S. ...... Assistant Circulation Librarian
ACQUILINA PEMBERTON, B.S. ............... Secretary to the Librarian
ANNETTE HOAGE PHINAZEE, M.L.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 TAI, M.S. in L.S. ............. Library Assistant, School of Library Service

*Second Semester, 1965-1966
**On Leave, Second Semester, 1965-1966
STUDENT PERSONNEL

CHARLENE F. WHARTON, A.B., M.S.W. .......... Dean of Women
MALCOLM J. DEAN, A.B., M.A. ................. Dean of Men

BUILDINGS AND GROUNDS

BENJAMIN FRANKLIN BULLOCK, A.M. ............ Grounds
EZRA J. HUTCHINSON ............................ Buildings

BOARDING DEPARTMENT

LYDA McCREE KENNEDY, B.S. ...................... Dietitian
JOSEPHINE DIBBLE MURPHY ....................... Hostess
GERTRUDE E. ANDERSON, A.B. ..................... Hostess

POWER PLANT

JOHN BAFFIN SHEPHERD .......................... Chief Engineer
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

CLARENCE ALBERT BACOTE
Professor of History
A.B., University of Kansas, 1928; A.M., University of Chicago, 1929; Ph.D., 1955.

HAROLD BARDONILLE, JR.
Instructor, School of Social Work
A.B., South Carolina State College, 1961; M.A., Atlanta University, 1964.

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

*Part of the Year
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.

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.

HALLIE BEACHEM BROOKS  Associate Professor of Library Service

EMMA RUSH BROWN  Associate Professor of English
A.B., Atlanta University, 1928; Student, New York University, 1944; M.A., Atlanta University, 1945; University of California, Summer, 1956; Student, Columbia University, Summer of 1961. Department of English, Morehouse College.
CATALOGUE

BENJAMIN FRANKLIN BULLOCK  Rural and Educational Sociology
B.S. in Agriculture, University of Minnesota, 1913; Student, University of Minnesota, Summer, 1814; Cornell University, Summer, 1919; Rutgers University, 1929-1930; A.M., Columbia University, 1931.

ISABELLA T. BUTTS  Assistant Professor of Reading

MAURICE CAGNON  Assistant Professor of French

LEONTINE DOLORES CARROLL  Assistant Professor, School of Library Service
A.B., Southern University, 1948; M.S. in L.S., Atlanta University, 1954; Further Study, Western Reserve University, 1965.

RICHARD CARROLL  Professor of English

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 DUBoIS COOK*  
Professor of Political Science and Chairman of the Department  
A.B., Morehouse College, 1948; M.A., The Ohio State University, 1950; Ph.D., 1954.

TILMAN C. COTHAN**  
Ware Professor of Sociology and Chairman of the Department  
A.B., Arkansas A.M. & N. College, 1939; M.S., Indiana University, 1942; Ph.D., University of Chicago, 1949.

PAUL A. CROWE***  
Lecturer, School of Business Administration  

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.

E. IONE DARNELL  
Lecturer, School of Education  

CATALOGUE

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.

RICHARD DE PAGNIER  Professor of German and History
A.B., Canisius University, 1938; M.A., S.T.L., Pont. Gregorian University, 1940; Ph.D., Tulane University, 1960. Departments of German and History, Spelman College.

WILLIAM J. DONALDSON, JR.  Visiting Professor of Guidance and Counseling

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.

LUCIUS FEARS*  Instructor, School of Library Service
A.B., Morehouse College, 1958; M.S. in L.S., Atlanta University, 1961.

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.

ROBERT FISHMAN        Instructor of Political Science
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LAFAYETTE FREDERICK  Professor of Biology and Chairman of the Department
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.

JOE NATHAN GAYLES, JR. Assistant Professor of Chemistry

ANNA AUGUSTA FREDRINA GRANT Professor of Sociology

WILLIAM E. GORDON        Professor of Economics and Chairman of the Department

LINWOOD D. GRAVES  Professor of Secondary Education

ROBERT LEE GREEN        Visiting Professor of Guidance and Counseling

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.
HENRY COOKE HAMILTON  Professor of Education
A.B., Atlanta University, 1921; A.M. University of Pittsburgh, 1923; Student, Columbia University, Summer, 1928; Ed.D., University of Cincinnati, 1937. Department of Education, Morehouse College.

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

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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.

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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.

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B.S., West Virginia State College, 1937; M.S.W., New York School of Social Work, 1945; Ph.D., New York University, 1954.
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B.S., Memphis State College, 1928; George Peabody College, 1929; B.S. in L.S., Emory University, 1933.

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A.B., University of Illinois, 1934; Certificate, Columbia School of Social Work, 1937; M.S.W., Atlanta University School of Social Work, 1960.

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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  
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L.L.B., Brooklyn Law School of St. Lawrence University, 1914.

NORMAN E. KOWAL  
Assistant Professor of Biology

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

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

JAMES A. McSHANE  
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Field Instructor  
School of Social Work  
A.B., Spelman College, 1955; M.S.W., Atlanta University School of Social Work, 1957.

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A.B., Spelman College, 1936; M.Ed., Atlanta University, 1946; M.S. in L.S., Western Reserve University, 1955.

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Assistant Professor  
of Chemistry  

ADDE S. MITCHELL  
Associate Professor  
of English  

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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.

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School of Social Work  
A.B., Fisk University, 1949; M.D., Meharry Medical College, 1964.

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

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B.S., Wilberforce University, 1939; M.S. in L.S., Atlanta 
University, 1953.

VERA COOPER PENN  Instructor of 
Special Education 
B.S., Winston-Salem State College, 1956; M.A., Atlanta 
University, 1964.

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

JOHN V. PETROF  Associate Professor, 
School of Business Administration 
A.B., Emory University, 1958; M.B.A., 1959; Further Study, 

ANNETTE HOAGE PHINAZEE**  Professor, 
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A.B., Fisk University, 1939; B.S. in L.S., University of 

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A.B., Morehouse College, 1954; M.B.A., Atlanta University, 1957.

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A.B., Spelman College, 1935; Student, Marine Biological 
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Radcliffe College, 1943; Ph.D., 1944.

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

PERRY J. ROCKWELL, JR.  Professor of 
Guidance and Counseling 
B.S., University of Wisconsin, 1949; M.S., 1950; Ph.D., 1958.

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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.

VICTORIA M. SCOTT  Associate Professor of Social Work
B.S., Virginia State College, 1940; M.S.S., Adelphi College,
1957; Diploma, Post Master's Program, Smith College, 1960.

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.

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

HOUSTON LESLIE STANSBURY  Instructor and Assistant, The Reading Center
A.B., Morgan State College, 1964; Further Study, Atlanta
University, 1965.

ROBERT L. SMOTHERS  Associate Professor of Educational Psychology
A.B., Morehouse College, 1954; M.A., Atlanta University,
1955; Ph.D., State University of Iowa, 1964.

ERNEST CATER TATE  Lecturer, School of Education
A.B., Atlanta University, 1929; A.M., New York University,
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versity, 1939; B.S. in L.S., Atlanta University School of
Library Service, 1944; M.S. in L.S., University of Illinois,
1954.
NATHANIEL P. TILLMAN*  Professor of English
A.B., Morehouse College, 1920; A.M., University of Wisconsin, 1927; Ph.D., 1940; Student, Cambridge University, England, Summer, 1934.

SKEVOS NICK TSOUKALAS  Assistant Professor of Chemistry

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SAMUEL A. WALLACE  Field Work Instructor, School of Social Work
A.B., Clark College, 1949; M.S.W., Atlanta University School of Social Work; M.P.H., University of California (Berkeley), 1965.

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

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

*Deceased, Oct. 17, 1965
Lloyd Kenneth Williams  
Professor of Mathematics and Chairman of the Department  
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.

Annie B. Wimbush  
Graduate Student Assistant, Department of French  

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.

1965-1966

SAMUEL HOWARD ARCHER HIGH SCHOOL
Mr. Arthur Richardson .................................. Principal
Miss Virginia Battle .................................. Counselor

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

GEORGE WASHINGTON CARVER
VOCATIONAL HIGH SCHOOL
Dr. Cleveland Dennard .................................. Principal
Mrs. Rebecca Jackson .................................. Counselor
Mr. O. J. Irons .................................. Counselor

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

W. A. FOUNTAIN HIGH SCHOOL
Mr. M. D. Roberts .................................. Principal
Mrs. Mamie Thomas .................................. Counselor

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

WEST FULTON HIGH SCHOOL
Mr. William Russell .................................. Principal
Mrs. Emily Stinson .................................. Counselor

GRADY HIGH SCHOOL
Mr. Roger H. Dertlick .................................. Principal
Mrs. Betty Kirby .................................. Counselor
Dr. Floyd W. Sullivan .......................... Principal
Mrs. Flossie A. Jones .......................... Counselor
Mrs. Zenobia Stafford .......................... Counselor
Mr. Alfonza Goggins .......................... Counselor

HUBERT JUNIOR HIGH SCHOOL
Mr. Marshall Arnold .......................... Principal
Mr. Jack Hargrove .......................... Counselor

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

SOUTHWEST HIGH SCHOOL
Mr. Claude C. Wills, Jr. .......................... Principal
Mrs. Elizabeth Seigler .......................... Counselor

EVA THOMAS HIGH SCHOOL
Mr. Wilbert Gilbert .......................... Principal
Mr. Marion Dinkins .......................... Counselor

HENRY MCNEAL TURNER HIGH SCHOOL
Mr. Daniel F. Davis .......................... Principal
Mrs. Beulah J. Tipton .......................... Counselor
Mrs. Birdie Tyler .......................... Counselor

BOOKER T. WASHINGTON HIGH SCHOOL
Mr. J. Y. Moreland .......................... Principal
Mrs. Mary Griggs .......................... Counselor
Miss Doris Andrews .......................... Counselor
Mrs. Elizabeth Christian .......................... Counselor
Mr. Claude C. George .......................... 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. In 1964 the Atlanta University Center Corporation was chartered.

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

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.

A Centennial History of Atlanta University written by Dr. Clarence A. Bacote will soon be off the press.

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 209,000 bound volumes, of which 25,000 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
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 two story building designed by Toombs, Amisano and Wells, is so constructed that it will be possible to add further stories as the need develops.

SCHOOL OF EDUCATION BUILDING

A new three story, air-conditioned, School of Education Building has been erected on the south end of the campus adjacent to the Trevor Arnett Library. In addition to office space for the members of the faculty of the School of Education, the building will provide classrooms; quarters for the Guidance and Counseling Institute, for the elementary education program, for the University's program in special education; and a special laboratory of science education.

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 re-
ceive callers, spacious dining rooms, modern kitchen and service rooms, are included in this group.

**STUDENT HEALTH SERVICE**

The University Student Health Service is available to all students. Through the cooperation of the Infirmary at 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

1965

Oct. 17 Centennial Convocation. Dr. Ralph W. Tyler, director, Center for Advanced Studies in the Behavioral Sciences, Stanford, California.

Oct. 21 Atlanta University Center Special Convocation. Dr. Charles H. Wesley, executive director, The Association for the Study of Negro Life and History, “Neglected History in our Fiftieth Year.”

Oct. 27 Book Review Program. The Wit and Wisdom of Adlai Stevenson and The Stevenson Wit and Wisdom, reviewed by Dr. Richard K. Barksdale, Atlanta University.


Nov. 11 Atlanta-Morehouse-Spelman Players in “The Physicists” by Friedrich Durrenmatt.

Nov. 17 Atlanta University Center Cultural Series. DePaur Choir.


Dec. 2 Atlanta-Morehouse-Spelman Players in “Brand” by Henrik Ibsen.

Dec. 10 The Thirty-ninth Annual Atlanta-Morehouse-Spelman Christmas Carol Concert.

Feb. 8 Atlanta University Center Cultural Series.

Feb. 9 Atlanta University Center Cultural Series.

Mar. 14 Atlanta-Morehouse-Spelman Players in “Camelot.”

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 650.00

Fees for single courses — totaling less than nine credit hours per semester — per credit hour for one semester 30.00

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

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 17, 1966 to January 3, 1967. 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.

*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.
CATALOGUE

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 University, 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 session students, admission will not be considered final until the student has paid the admission fee.

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

REFUNDS

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

HOUSING

Application for reservation of a room in the University Dormitory should be made as soon as the applicant has received his letter of admission. All applications should be
accompanied by a room reservation fee of $10.00. This will be credited to the semester'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 estimate, exclusive of graduation fee and laboratory charges, will enable the student to form an idea of the yearly expenses.

- **Tuition for the year** ............................................. $650.00
- **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** ........................................... $1460.00

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 38 of this Bulletin.

**PARKING**

The University does not take any responsibility for the security or parking of students' cars.

**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 a full academic load as described above. Failure to register for a full academic load will cause the tuition scholarship 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.
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 DELANEY MEMORIAL STUDENT LOAN FUND

The Sadie Peterson Delaney Memorial Student Loan Fund
CATALOGUE

provides short-term loans to needy and deserving full-time students and to students who have been full-time and are completing their work by thesis writing and/or by carrying less than a full course load.

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 DORIS DUKE SCHOLARSHIPS AND ASSISTANTSHIPS IN ENGLISH AND READING

The Doris Duke grant to Atlanta University for students in English and Reading makes possible the training of excellently prepared teachers of English and Reading on both the high school and college levels. Five scholarships of $2,000 each are available annually for students pursuing the regular M.A. in English, and five scholarships of $2,000 each are offered for students pursuing the English-Reading program. In addition, two assistantships of $2,500 each are offered annually for students pursuing the regular M.A. program in English.

THE ALICE HOLDSHIP WARE MEMORIAL SCHOLARSHIP

By action of the Board of Trustees of Atlanta University, a memorial scholarship in honor of the late Alice Holdship
Ware has been initiated. This award will be given annually to a student whose academic interest is focused in international relations.

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.

LIBRARY SERVICE

SCHOLARSHIPS AND FELLOWSHIPS

The Rockefeller Foundation grant to Atlanta University 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 1966-1967. The Presidential Scholarships are distributed as follows:

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<th>School</th>
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<th>Amount</th>
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<tr>
<td>The School of Education</td>
<td>12</td>
<td>$1000.00</td>
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<td>The School of Business</td>
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<td>Administration</td>
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<td>The Graduate School of</td>
<td>24</td>
<td>$1000.00</td>
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<tr>
<td>Arts and Sciences</td>
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</table>
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.

**BARKSDALE MEMORIAL ENGLISH PRIZE**

This prize is awarded annually to a student for excellence in English. The recipient is identified by nomination of the English Department of Atlanta University.

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

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

Each University Fellow will be granted a stipend of $2,500.00. The stipend will be paid during the nine-month academic year only, id. est., the Fellowship cannot be extended for the summer. The $2,500.00 will be applied to the Fellow's account. The Fellow will receive the difference, in cash, between the amount of the stipend and his Atlanta University expenses, for use in helping him defray other expenses associated with his attending the University. University Fellows will be required to reside in the University dormitories.

**GRADUATE SCHOOLS OF NORTH AMERICA**

**Resolution Regarding Scholars, Fellows, and Graduate Assistants**

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

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

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

INSTITUTIONS SUPPORTING RESOLUTION

The American University
Atlanta University
Auburn University
Mississippi State University
Boston University
Bowling Green State University
Brown University
Byrn Mawr College
California Institute of Technology
Carnegie Institute of Technology
Case Institute of Technology
Clark University
Clarkson College of Technology
The Clemson College
Colorado State University
Columbia University
Cornell University
Duke University
Emory University
Fordham University
George Washington University
Georgetown University
Georgia Institute of Technology
Harvard University
Indiana University
Iowa State College
Johns Hopkins University
Kansas State University
Long Island University
Louisiana State University
Massachusetts Institute of Technology
McGill University
Miami University (Ohio)
Michigan State University
Mississippi State University
Montana State College
Montana State University
New Mexico State University
New York University
North Carolina State College of Agriculture and Engineering
Northwestern University
Ohio State University
Oklahoma State University
Oregon State College
The Pennsylvania State University
Polytechnic Institute of Brooklyn
Princeton University
Purdue University
Rensselaer Polytechnic Institute
Rice Institute
Rutgers, The State University
St. Louis University
South Dakota State College
Stanford University
Washington State University
State University of Iowa
State University of South Dakota
Syracuse University
Tulane University
University of Alaska
University of Arizona
University of Arkansas
University of Buffalo
University of California
University of Chicago
University of Cincinnati
University of Connecticut
University of Delaware
University of Denver
University of Florida
University of Georgia
University of Hawaii
University of Idaho
University of Illinois
University of Kansas
University of Kentucky
University of Maine
University of Maryland
University of Massachusetts
University of Miami (Florida)
University of Michigan
University of Minnesota
University of Mississippi
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 evi-
dence of character and other qualifications. The applicant's record must show promise of ability to do graduate work, and must include a sufficient degree of concentration in the field in which he proposes to work to satisfy both the Committee on Admission and the faculty of the department in which he proposes to work. Admission is by vote of the Committee on Admission.

REGISTRATION

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

CANDIDACY FOR DEGREES

Admission and registration do not of themselves admit to candidacy for a degree. Any student who has satisfied all undergraduate prerequisites, the Graduate Record Examination, the examinations in English fundamentals\(^1\) and foreign language, and who has demonstrated his ability to do major work of graduate character by completing twelve semester hours in approved courses, may be admitted to candidacy for a degree on the recommendation of the Dean of a school and the certification of the Registrar of the University.

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

Applications for admission to candidacy must be made on the forms provided for the purpose. These forms may be ob-

\(^1\) Students working toward the master's degree must take the examination in English fundamentals during the first semester or summer of residence.
tained at the office of the Registrar and application must be on file on or before the date stated in the University calendar.

GENERAL REQUIREMENTS FOR THE MASTER'S DEGREE

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

Graduates of colleges whose requirements for admission and graduation are considerably below those for colleges of highest standing, or of colleges whose standing is not well known to the administrative officers, and graduates of any college who have not had sufficient preparation for advanced work in their particular subject of study, will probably find it necessary to devote two years to their study for the master's degree.

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 re-
quirement for graduate students in the Department of French.] In the School of Arts and Sciences each student is required to take the examination in French, German or Spanish at the first opportunity after registration. Since September 1, 1954, the School of Business Administration has not had a foreign language requirement for the degree of Master of Business Administration. Mathematics for Business, a non-credit course is required of all students in the School of Business Administration during the first term of the year in which they enroll.

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

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

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

3.12 If a student elects to meet the foreign language reading requirement for the master's degree by enrolling in one or the other of the courses identified in 3.1 above, he or she will not be per-
mitted 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 pre-
paring and administering the Foreign Language Reading Examination are empowered to select the passages for each area of specialization.

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

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

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

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

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

3.5 Foreign Language Requirement for Foreign Students.

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

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

4. The Graduate Record Examination.
5. A satisfactory thesis on a subject approved by the chairman of the Major Department by candidates for the degrees of Master of Arts, Master of Science, Master of Business Administration, Master of Science in Library Service, and Master of Social Work. Thesis subjects may be assigned at the discretion of the department at any time following registration for graduate study. The University will allow a maximum of six semester hours of graduate credit in any semester for the research connected with the writing of the thesis. In no case, however, will such credit reduce the number of hours required for graduation. The amount of credit to be allowed is to be determined by each School. For the degree of Master of Science in Library Service, the thesis is optional and yields six semester hours credit.

6. The delivery of two typewritten copies of the thesis 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.

The paper upon which the master’s thesis is typed must be Strathmore Parchment, Sixteen Pound, One Hundred Per Cent Cotton Fibre. This paper is available in the University Bookstore.

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 $1,460.00 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 $550.00 or $850.00 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 student must complete a minimum of seventy-two (72) graduate semester hours. The minimum residence requirement for the doctoral degree is three (3) academic years beyond the bachelor's degree. Each student is required to spend at least one full academic year beyond the first year of graduate study in continuous residence. 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 the documents listed below with the Graduate Council.

1. A DECLARATION OF INTENT, formally stipulating the 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. Undergraduate transcripts must show sufficient undergraduate preparation for advanced work in the relevant major or minor fields. Undergraduate preparation must be broad enough to provide an adequate foundation for graduate work.
4. Scores 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 formally 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 met the following requirements.

1. Passed a Preliminary or Qualifying Examination administered by the department of his major. The Preliminary or Qualifying Examination must be undertaken at least one academic year prior to the time when the degree is expected to be conferred and not earlier than the accomplishment of two full academic years of graduate work.

   A Preliminary or Qualifying Examination Committee appointed especially for each prospective doctoral candidate will fulfill the purposes identified below

   a. The preparation and administration of an examination which will cover the subjects and courses of the student’s major and minor fields
and which will be a rigid test of the student's competence and knowledge in the field of his or her doctoral study. In addition, the examination will be an inquiry into the student's mastery of bibliography and of his or her powers of bibliographic criticism. Further, the examination will give particular attention to subjects or courses taken in other institutions for which transfer credit has been proposed.

b. The recommendation of subsequent programs of study, if any, to be undertaken by the student.

c. Recommendation to the Graduate Council that the student either be admitted to candidacy for the degree of Doctor of Philosophy or that he or she not be admitted to candidacy.

d. Inquiry into the feasibility of the proposed dissertation agendum.

2. Spent at least two full academic years in graduate work, of which, at least two consecutive semesters within one academic year shall have been spent in residence at the University.

3. Demonstrated competence in two foreign languages (ordinarily French and German). The student must meet the foreign language reading requirement during the first two graduate years. It is preferable that the foreign language reading requirement be met during the first year of graduate study.

a. The two languages are to be thought of as instrumental in research and as means of affording continuing access to materials and literature of foreign culture and scholarship.

b. Reading knowledge of French and German will be tested by the foreign language department of the Graduate School of Arts and Sciences. These examinations measure the ability to read selected passages from the literature of the major subject.

c. The foreign language reading requirement must be satisfied prior to the student's sitting for the Preliminary or Qualifying Examina-
tion and prior to admission to candidacy for the Ph.D. degree.

4. Formulated a dissertation subject and agendum 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 and the agendum, the candidate will be assigned a committee to supervise the dissertation. The agendum must indicate that the dissertation will be concerned with a well defined problem which will lend itself to a study of reasonable length and scope and which represents a synthesis and evaluation of materials and is not a mere compilation of data.

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. The paper upon which the doctoral dissertation is typed must be Strathmore Parchment, Sixteen Pound, One Hundred Per Cent Cotton Fibre. This paper is available in the University Bookstore.

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 department 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.
   D. The final examination shall be administered by a committee appointed by the Dean of the Graduate School of Arts and Sciences.

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, in residence, beyond the baccalaureate degree in study toward the Ph.D. At least one full academic year of two consecutive semesters beyond the first year of graduate study must be spent in continuous residence at the University. 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. Credit for work transferred must be determined prior to the preliminary examination. When transfer credit is permitted, a definite part of the preliminary examination shall be devoted to the testing of the student's mastery of the subjects involved in the transfer. It is through the preliminary examination, that transfer credit, if any, will be validated.

VI. LENGTH OF TIME PERMITTED FOR COMPLETION OF WORK: The candidate must complete all work for the doctorate within five years of the date on 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. — An oral examination, primarily in defense of the thesis. The examination is administered by the thesis committee.

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Semester Hrs. Credit</th>
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<tr>
<td>467</td>
<td>Endocrinology</td>
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<tr>
<td>471</td>
<td>General Parasitology</td>
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<tr>
<td>472</td>
<td>Advanced Zoological Problems</td>
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<tr>
<td>521</td>
<td>Experimental Biology</td>
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<td>526</td>
<td>Experimental Zoology</td>
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<td>547</td>
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<td>Neurology</td>
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<td>Plant Taxonomy</td>
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<td>568</td>
<td>Plant Anatomy</td>
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<td>Mycology</td>
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<td>631</td>
<td>Experimental Embryology</td>
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<td>632</td>
<td>Morphogenesis</td>
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<td>633</td>
<td>Neuroembryology</td>
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<td>635</td>
<td>Ecology</td>
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<tr>
<td>638</td>
<td>Evolution and Origin of Life</td>
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<td>651</td>
<td>Advanced Invertebrate Zoology</td>
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<td>654</td>
<td>Protozoology</td>
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<td>655</td>
<td>Comparative Animal Physiology</td>
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<td>Mammalian Physiology</td>
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<td>668</td>
<td>Plant Biochemistry</td>
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<td>670</td>
<td>Advanced Plant Physiology</td>
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<td>673</td>
<td>Growth and Metabolism in Plants</td>
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<td>690</td>
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<tr>
<td>695</td>
<td>Research</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:

I. 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. Undergraduate preparation must be broad enough to provide an adequate foundation for graduate work in guidance and counseling.
F. Relatively high degrees of desirable qualities of personality and character.

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

H. High degrees of intellectual motivation.

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

II. ADMISSION TO CANDIDACY

A. A student formally admitted to candidacy for the degree of doctor of philosophy in guidance and counseling 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 Graduate School of Arts and Sciences. As prerequisites for being considered for Admission to Candidacy, the student must have met the following requirements.

1. Passed a Preliminary or Qualifying Examination administered by the department of guidance and counseling. The Preliminary or Qualifying Examination must be undertaken at least one academic year prior to the time when the degree is expected to be conferred and not earlier than the accomplishment of two full academic years of graduate work.

A Preliminary or Qualifying Examination Committee appointed especially for each prospective doctoral candidate will fulfill the purposes identified below.

a. The preparation and administration of an examination which will cover the subjects and courses of the student's major and minor fields and which will be a rigid test of student's competence and knowledge in the field of guidance and counseling. In addition, the examination will be an inquiry into the student's mastery of bibliography and of his or her powers of bibliographic criticism. Further, the examination will give particular attention to subjects or courses taken in other institutions for which transfer credit has been proposed.

b. The recommendation of subsequent programs of study, if any, to be undertaken by the student.

c. Recommendation to the Graduate Council that the student either be admitted to candidacy for the degree
of Doctor of Philosophy in guidance and counseling or that he or she not be admitted to candidacy.

d. Inquiry into the feasibility of the proposed dissertation agendum.

2. Spent at least two full academic years in graduate work of which, at least two consecutive semesters within one academic year shall have been spent in residence at the University.

3. Demonstrated competence in two foreign languages (ordinarily French and German). The student must meet the foreign language reading requirement during the first two graduate years. It is preferable that the foreign language reading requirement be met during the first year of graduate study.

a. The two languages are to be thought of as instrumental in research and as means of affording continuing access to materials and literature of foreign culture and scholarship.

b. Reading knowledge of French and German will be tested by the foreign language department of the Graduate School of Arts and Sciences. These examinations measure the ability of the student to read selected passages from the literature of the major subject.

c. The foreign language reading requirement must be satisfied prior to the student's sitting for the Preliminary or Qualifying Examination and prior to admission to candidacy for the Ph.D. degree.

4. Formulated a dissertation subject and agendum that has been accepted and approved by the department of guidance and counseling and by the Dean of the School concerned. Upon approval of the subject and the agendum, the candidate will be assigned a committee to supervise the dissertation. The agendum must indicate that the dissertation will be concerned with a well defined problem which will lend itself to a study of reasonable length and scope and which represents a synthesis and evaluation of materials and is not a mere compilation of data.

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 the specified area of original investigation and providing abundant proof of high degrees of skill in research and scholarship. The dissertation should make a significant contribution to knowledge and should serve as a vehicle for the intellectual and professional growth of the student.

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 micro-filming 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 department of guidance and counseling 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.

D. The final examination shall be administered by a committee appointed by the Dean of the Graduate School of Arts and Sciences.

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, in residence, beyond the baccalaureate degree in study toward the Ph.D. At least one full academic year of two consecutive semesters beyond the first year of graduate
study must be spent in continuous residence at the University. 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. Credit for work transferred must be determined prior to the preliminary examination. When transfer credit is permitted, a definite part of the preliminary examination shall be devoted to the testing of the student’s mastery of the subjects involved in the transfer. It is through the preliminary examination, that transfer credit, if any, will be validated.

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.

VII. 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. Modification of the program of courses may be made by the faculty in guidance and counseling in accordance with the student’s previous graduate work.

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 Counselors — 3 Semester Hours
   b. Educ. 611 Community Social Agencies and Referral Services — 3 Semester Hours
   c. Educ. 612 Social Class and Sub-Cultural Influences Upon Marriage and Family Life — 3 Semester Hours
   d. Educ 613 Vocational Development Theory — 3 Semester Hours
   e. Educ. 697 Integrative Seminar in the Social and Behavioral Sciences — 3 Semester Hours
   f. Soc. 429 Cultural Anthropology — 3 Semester Hours
   g. Soc. 506 Contemporary Sociological Theory — 3 Semester Hours
   h. Soc. 510 Advanced Social Psychology — 3 Semester Hours
   i. Soc. 540 Industrial Sociology — 3 Semester Hours
   j. Soc. 630 Social Status and Learning — 3 Semester Hours

   a. Educ. 578 Psychology of Individual Differences — 3 Semester Hours
   b. Educ. 653 Psychologic Appraisal of the Individual — 3 Semester Hours
   c. Educ. 668 Introduction to Projective Technics of Personality Assessment — 3 Semester Hours
   d. Educ. 685 The Theory of Mental Tests — 3 Semester Hours
   e. Educ. 686 Administration and Intrepretation of the
Stanford-Binet Scales and the Wechsler Scales for Adults and Children — 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 — 24 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) — 3 Semester Hours

c. Educ. 555-C Internship in Guidance — 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.

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

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

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

MAINTENANCE OF STANDARDS

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

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

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

1. The grading system at Atlanta University uses the following grades or marks: A, B, C, P, F, Inc., R. and W.
2. The minimum standard for graduate work leading to a degree in Atlanta University is a B average.

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

2.2. A mark of "F" is given for unsatisfactory work and cannot be offset. This mark carries no academic credit.

2.3. A grade of "P" may be given for passing work in certain specified seminars or supervised experience, and for non-credit courses which are accepted in lieu of certain general University requirements for the master's degree such as English Fundamentals, French for graduate students, and German for graduate students. This grade indicates that the student has presented enough work to warrant the awarding of a passing grade.

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

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

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

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

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

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

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

SCHOOL OF ARTS AND SCIENCES

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

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

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

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

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

A student whose second language is English must present with the application for admission a statement from a well-
qualified person certifying that the student is able to un­
derstand 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 stu­
dents 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 prere­
quisites.

BIOLOGY

PREREQUISITES

In addition to twenty-four hours of biology, undergraduate pre­
requisites include one year of mathematics, one year of general
chemistry, and a minimum of one semester of organic chemistry
and physics. Credits for these courses as prerequisites will be given
only if they have been passed with a grade of "C" or 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

New students in the department will be expected to take a writ­
ten exploratory examination. This examination is to be taken at the
end of the registration week of the semester that the student en­
rolls. The purpose of this examination is to reveal any existing
weakness in the student's previous preparation and to serve as a
partial basis for formulating his program of study. The examination
will not affect the standing of the student in the department.

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, principally in defense of the thesis, is given by the faculty of the department.

An additional departmental requirement is the written comprehensive examination that each student must take at the beginning of the semester in which admission to candidacy is filed. 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 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 cannot 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. Cryptogamic Botany. A course dealing with the general structure, development, representative life cycle patterns and classification of the lower cryptogams. Two lectures and two two-hour laboratory periods a week. 4 credits.

546. Morphology of Vascular Plants. A course dealing with the general structure, development, life cycles and evolutionary relationships of vascular plants. Two lectures and two two-hour laboratory periods a week. 4 credits.

547. Biology Seminar. Required of all graduate students in the department. ½ credit each semester.

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 two-hour laboratory periods a 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, pH, 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 two-hour laboratory periods a 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 two-hour laboratory periods a week. 4 credits.

575. PLANT PHYSIOLOGY. A course dealing with the basic principles governing the physical and chemical activities of plants. Two lectures and two two-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 one four-hour laboratory period a week. 4 credits.

603. TISSUE CULTURE TECHNIQUES. A course in which some of the techniques devised for cultivation and analysis of tissues and cells grown in vitro will be introduced through the application of them by practical experiences in the laboratory. Two four-hour laboratory periods each week. 4 credits.

610. MYCOLOGY. A course dealing with the identification, classification, and morphology of fungi. Two lectures and two two-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 two-hour laboratory periods a week. Prerequisite: approval of the instructor. 4 credits.

638. EVOLUTION AND THE ORIGIN OF LIFE. Lectures will consist of evidences supporting the concepts of evolution as well as the theoretical aspects of the transformation of certain inorganic substances to organic — the latter possessing the properties of living organisms. 3 credits.

651. ADVANCED INVERTEBRATE ZOOLOGY. The invertebrates will be studied phylogenetically with emphasis on interrelationships, structure and function as related to the environment, reproduction and evolutionary tendencies. Two lectures and two two-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 two-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 two-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 lec­
tures and two two-hour laboratory periods a week. 4 credits.

668. PLANT BIOCHEMISTRY. A lecture laboratory course dealing with
the study of the structure, biosynthesis, occurrence, and physio­
logical role of amino acids, hormones, pigments and alkaloids in
plants. Prerequisites: Biology 575, Organic Chemistry and ap­
proval of the instructor. Two lectures and two-hour laboratory
periods a week. 4 credits.

670. ADVANCED PLANT PHYSIOLOGY. This course deals with a compre­
hensive study of certain aspects of plant growth and develop­
ment. Two lectures and two two-hour laboratory periods a
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 cur­
cently 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 macromo­
cules and other components in complex biological systems.
Cellular respiration, determinations of membrane potentials and
other bioelectrical phenomena, colorimetry and spectrophotome­
ter, electrophoresis, chromatography, scalar and vector analyses,
biochemistry, 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 stu­
dent 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.
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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. Credit variable.

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 includes 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 substances 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 follow-
ing subjects: Economic Theory, National Income, Public Finance and Fiscal Policy, 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, National Income and Monetary Theory and Policy, and either Introduction to Mathematical Economics or Econometrics.

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. First, the nature and causes of business fluctuations are discussed. Then the actual fluctuations are analysed. The rest of the course is a study of theories of business cycles, a discussion of period analysis, and the effects of fluctuations on National Income. 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. The principles of money and banking with specific reference to their functions in the present organization of economic society. Money and its attendant economic problems; credit, the banking process and the banking system; foreign and domestic exchange, the business cycle, the history of banking both in this country and the more important countries of Europe. Prerequisite: Elementary Economics. Only Course 440 required.

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.

490-491. Advanced Calculus. This course is given as 411-412 in the Department of Mathematics. It is available to students in the Department of Economics who wish to specialize in Mathematical Economics. Either 411 or 412 may be chosen. 3 credits.

492. Introduction to Mathematical Economics. This course is intended to familiarize the student with mathematical tools appropriate for economic analysis. Advanced work in mathematics is not required. 3 credits.

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

505. National Income and Monetary Theory and Policy. This course is given in three parts: (1) National Income Theory and Analysis, (2) National Income Accounting and (3) Monetary Policy appropriate for a minimum rate of increase of net investment. This course will be required instead of the second semester of Economic Analysis — Course 603, and the second semester of Money and Banking — Course 441. 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.

512. Statistics. The logic, reasoning and methods used in economic research are the main contents. Course 492 is normally a prerequisite, but may be taken at the same time. 3 credits.

602-603. Economic Analysis. An interpretation and analysis of economic problems and theories (money, the circuit of payments, income, distribution, price, competition and similar topics). Prerequisite: Economic Principles. 3 credits each semester.
609. ECONOMETRICS. An advanced study of statistical and economic theory. Prerequisite: Course 492 or 512, or both. 3 credits.

611. ECONOMIC PLANNING. This course is intended for students who desire to qualify for the highest executive posts in Federal and State Governments, International Institutions and corporations. It includes regional planning. Such students should study also National Income, Statistics and Public Finance and Fiscal Policy. 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. No credit.

ENGLISH

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

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

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

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

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

423. ENGLISH LITERATURE: 1790-1830. A study of the rise and triumph of the Romantic Movement in English literature, its causes, its nature, and its flowering in the poetry of the early nineteenth century, as a background for the intensive study of the major Romantic poets. 3 credits.

424. ENGLISH POETRY: 1832-1885. A study of the poetry of the Victorian Age, with Tennyson and Browning as the two greatest figures of the period, but including also the work of the other Victorian poets, like Mrs. Browning, Arnold, Clough, Rosetti, Morris and Swinburne. 3 credits.

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

427. 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.

428. AMERICAN LITERATURE: 1865-1920. A study of the main currents of literary thought and expression in America from 1865 to 1920. 3 credits.

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

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

509. INDEPENDENT READING. 3 to 6 credits.

511-512. AMERICAN DRAMA. A study of the development of American drama from the beginning to the present time. Attention will be given to the artistic aspects of its growth as well as to its employment as a social and political instrument. Prerequisite: English 427 or its equivalent. 3 credits each semester.

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

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

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

545. PROSEMINAR: MATERIALS AND METHODS OF RESEARCH. Lectures and exercises in research in literature and language, with emphasis on thesis problems. Required of all students in English. 3 credits first semester.

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

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

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

568. ENGLISH LITERATURE: 1660-1700. A study of Dryden and his major contemporaries. 3 credits second semester.

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*

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

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

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

FRENCH

Students beginning graduate work in French must have completed a minimum of twenty-four semester hours or thirty-six quarter hours of undergraduate courses in French language and literature. This requirement may be waived for students who have not completed the number of hours specified above, but who have studied in France or in French-speaking countries. In order for this requirement to be waived, students must exhibit a competence in the language and literature comparable to that of an undergraduate major in French. In special cases, a student with insufficient preparation may be admitted provisionally and allowed to complete his undergraduate preparation within the Atlanta University Center before proceeding with his graduate studies.

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

Most graduate courses in the Department are conducted in French. Students enrolling for graduate work must be able, therefore, to understand the spoken language, 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.


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. History of French Civilization. An intensive study of French civilization from its origins through the Revolution of 1789. 3 credits.

458. History of French Civilization. An intensive study of French civilization from the Consulate to the present, with major emphasis on contemporary political, social and cultural institutions. 3 credits.

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. Old French Language and Literature. An intensive study of the development of the old French language and literature in the various literary genres from the Serments de Strasbourg to François Villon and the Grands Chroniqueurs of the fifteenth century. 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 compre-
hensive 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 — Molière, 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 literary movements, and prose writings of The Twentieth Century.

3 credits.

542. TWENTIETH CENTURY FRENCH LITERATURE. A study of the poetry and theater 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 two areas of specialization the department offers, American History, European and Modern World History. Negro History may be combined with American History, or with anthropology, to form a third 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**

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.
NEGO History


3 credits first semester.

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

3 credits second semester.

European and World History


3 credits each 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. MEDIAEVAL INSTITUTIONS. Selected mediaeval institutions, such as feudalism, the Papacy, monasticism, universities. The course may be taken in one, two, or three semesters, different institutions being studied in each semester.

3 credits each semester.

542-543. THE CULTURAL HISTORY OF RUSSIA. An analytical study of Russian history from origins to the present. The special characters of the Kievian 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.
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 must 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, Riemann integral, Riemann-Stieltje's integral. Functions of several variables. Jacobian, inverse functions, functional dependence. Multiple integration, change of variables, line integrals, Green's theorem, elementary discussion of surface area. 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. ABSTRACT ALGEBRA I. Basic Mathematical concepts (mapping, relations, etc). Groups, rings, fields, polynomial rings and their fundamental properties. 3 credits.

432. ABSTRACT 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 Russell's derivation of classical analysis from logic, emphasizing the marked resemblance between its intermediate stages and various developments in modern algebra. An account of the general theory of logical and mathematical systems, 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. Prerequisite: Math 411 or equivalent. 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.

639. MODERN ALGEBRA I. Groups, rings and fields. Ideals in a ring. Polynomials, matrices, linear independence. Vector spaces. Prerequisites: Math 431 and Math 432 or equivalents. 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.
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.

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.

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.

581. 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.

600. SYSTEMATIC POLITICAL PHILOSOPHY. Critical inquiry into the nature, criteria, context, principles, and goals of political philosophy; approaches to philosophizing about political things; man as agent and object of political action; modes and realms of political being; social consequences; empirical political philosophy; models and system-building; the “crisis” of political thought and the human condition.

3 credits.

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.

604. INTRODUCTION TO THE FIELD OF POLITICAL SCIENCE. An inquiry into the nature and dimensions of, and approaches to, Political Science; the integration of methods; behavioralism; neo-classicism; areas of specialization; contemporary emphases, trends, orientation, and direction; methods and methodologies; metaphysical, axiological, and epistemological presuppositions. 3 credits.

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 ap­
proved related fields.
Residence for at least one academic year.
Acceptance of a thesis based on research of at least semi-inde­
pendent 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 concep­
tual framework. 3 credits first semester.

506. CONTEMPORARY SOCIOLOGICAL THEORY. European backgrounds
and the characteristics of the major and more significant socio­
logical systems; the principal fields of present-day sociological
interest. 3 credits second semester.

607. SEMINAR IN SOCIOLOGICAL AND ANTHROPOLOGICAL THEORY. A crit­
ical examination of the major controversial issues in contempo­
rary American sociological and anthropological theory and meth­
ods. 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) Ele­
ments 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.

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.

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.

649. SEMINARS: METHODS IN INTERGROUP RELATIONS. Evaluation of racial theories and concepts; the methods of study and interpretation of intergroup relations.

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.

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.

580. COLLECTIVE BEHAVIOR. A study of the psychic qualities and mechanisms in group behavior—crowds, mobs, publics, mass behavior, fashions, fads, and social movements.

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.

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.

634. THEORIES OF PERSONALITY (Identical with Education 558). The aim of this course is to help the student acquire information,
knowledge and appreciation of the various trait and dynamic theories of personality. 3 credits.

**Population and Human Ecology**

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

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

**Anthropology**

428. General Anthropology. An introduction to physical anthropology, linguistics, and archaeology, oriented to the study and analysis of the biological and cultural evolution of the human species and its varieties from prehistoric times to the present. 3 credits.

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

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

509. Culture and Personality. Cross cultural description and analysis of cultural-social institutions and personality. 3 credits either semester.

530. Peoples of the World. The cultures of representative non-European peoples will be studied for the light which they shed on our own society. 3 credits second semester.

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

572. Problems of Africa. A broad survey of Africa's physical and human resources, the political organization of the continent, its
economic structures, and the problems of development deriving from these inter-related factors. 3 credits first semester.

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

3 credits second semester

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

3 credits first semester.

SOCIAL ORGANIZATION

481. THE FAMILY. An examination, comparison, and analysis of family organization in contemporary and earlier societies.

3 credits second semester, alternate years.

488. SEMINAR IN SOCIAL PROBLEMS. The study of deviant behavior and social disorganization and prevalence of social problems: an analysis of proposed and attempted solutions to social problems.

3 credits.

512. SOCIOLOGY OF THE COMMUNITY. Analysis of community institutions, especially family, schools, churches and government; community organization and problems and community planning.

3 credits either semester.

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

3 credits either semester.

564. RURAL LIFE AND SOCIETY (Identical with Education 564). This course presents rural life as a major economic, social and political force in a democratic society. Problems of conservation, land utilization, population shifts, etc., as they affect our total society, will be topics for study.

3 credits.

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

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, social 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 OFAFRICA (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>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>576</td>
<td>Community Organization I</td>
<td>2</td>
<td>X</td>
<td></td>
<td>X</td>
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<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>
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**Total Credit Hours:** 13

#### Second Unit

<table>
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<tr>
<th>Course Number</th>
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<th>Community Organization</th>
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</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>
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<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>
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<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>X</td>
<td></td>
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<tr>
<td>577</td>
<td>Community Organization II</td>
<td>2</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>
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<tr>
<td>594</td>
<td>Field Instruction II</td>
<td>4</td>
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**Total Credit Hours:** 15

#### Third Unit

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<th>Course Number</th>
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<th>Case Work</th>
<th>Group Work</th>
<th>Community Organization</th>
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</thead>
<tbody>
<tr>
<td>602</td>
<td>Human Behavior and the Social Environment III</td>
<td>2</td>
<td>X</td>
<td>X</td>
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### 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>
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</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>
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<tr>
<td>702</td>
<td>Social Problems and the Social Structure</td>
<td>2 (or)</td>
<td>X (or)</td>
<td>X (or)</td>
<td>X (or)</td>
</tr>
<tr>
<td>703</td>
<td>Social Change and Social Policy</td>
<td>2</td>
<td>X (or)</td>
<td>X (or)</td>
<td>X (or)</td>
</tr>
<tr>
<td>587</td>
<td>Research Seminar</td>
<td>1</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>502</td>
<td>Social Case Work III</td>
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<td>555</td>
<td>Social Group Work III</td>
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</tr>
<tr>
<td>578</td>
<td>Community Organization III</td>
<td>(or)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>503</td>
<td>Introduction to Social Case Work</td>
<td>1</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>556</td>
<td>Introduction to Social Group Work</td>
<td>1 (or)</td>
<td>X or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>580</td>
<td>Introduction to Community Organization</td>
<td>1 (or)</td>
<td>X or</td>
<td></td>
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</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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<tr>
<td>595</td>
<td>Field Instruction III</td>
<td>12</td>
<td>X</td>
<td>X</td>
<td>X</td>
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Total Credit Hours 15

### FIFTH UNIT

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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>
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<tr>
<td>704</td>
<td>Social Welfare Policy and Services III</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>589</td>
<td>Thesis or Participation in Group Projects</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>581</td>
<td>Issues in Social Work Practice Seminar</td>
<td>2</td>
<td>X</td>
<td>X</td>
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</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 October 1 and April 1 prior to the September they wish to enter.

Applications are reviewed only when all the supporting material has been received. Acceptance of the applicant is based on the assessment of his potentials and readiness for professional education. Applications for the M.S.W. program are reviewed from October 1 until the quota is filled for the following academic year. Applications received after April 1 will be considered only if space permits.

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.
ATLANTA UNIVERSITY

REGISTRATION AND EXPENSES

REGISTRATION

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

FEES

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

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

- Matriculation fee, payable at first registration $ 5.00
- Admission fee, required of all students upon notification of acceptance for admission. This fee is credited toward tuition payment $10.00
- Late registration fee, payable after 9/24/66, 2/4/67, 6/5/67 $5.00
- Health Service fee, payable by resident students at first registration each year $5.00
- Activities fee, payable yearly at time of registration $10.00
- For students taking less than nine hours $5.00
- Graduation fee $15.00

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

TUITION

- First Unit tuition payable Sept. 14, 1965 $275.00
- Second Unit tuition payable Jan. 25, 1966 275.00
- Third Unit tuition payable June 1, 1966 *205.00
- Fourth Unit tuition payable Sept. 20, 1966 325.00
- Fifth Unit tuition payable Jan. 31, 1967 325.00

BOARD AND ROOM

- Room Reservation fee — credited toward first month’s bill $16.00
- Board and room during regular school year
  - Single room — per semester $315.00
  - Double room — per semester $270.00

*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.
Board and room during Third Unit
Double room — per week ................. 16.00
Furniture Damage Deposit ............... 10.00

LIVING ARRANGEMENTS

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

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

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

The dormitories will be closed during the Christmas 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.
FACILITIES

LIBRARY FACILITIES

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

RECREATIONAL FACILITIES

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

ALUMNI ASSOCIATION

An active Alumni Association is maintained through a series of Chapters located in many sections of the United States. The alumni Association gives support not only to the School's program of professional education for social work but also to the general over-all University program.

The present officers of the National Alumni Association of the School are:

Mr. Paul Cooper, President
Mr. E. Eugene Fair, First Vice President
Mr. Levin Armwood, Second Vice President
Mrs. Tommie P. Patty, Secretary
Mrs. Grace Gates, 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.

**National Urban League Fellowships**

The National Urban League is offering fellowships up to $3,000 per year to Community Organization majors who are interested in Urban League work as a career. For further information write to the Director of Fellowship Program, National Urban League, 14 East 48th Street, New York, New York 10017, or to the Dean of the School.

**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.

**New York Community Trust $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.
M.S.W., Tulane University, School of Social Work, 1953.

Barrett, Harold, Price Neighborhood Service Center, Atlanta, Georgia — 1965.
M.S.W., Atlanta University School of Social Work, 1957.

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

Bridges, Doris, Central City Neighborhood Services Center, Atlanta, Georgia — 1965.
M.A., Sociology, Columbia University, 1945; I.E., Georgia Institute of Technology.

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

M.A., University of Chicago, School of Social Service Administration, 1959.

Coleman, Barbara, Larue D. Carter Hospital, Indianapolis, Indiana — 1965.
M.S.S.W., Indiana University, 1956.

M.S.W., University of Pennsylvania, 1943.

Crawl, Yvonne, Georgia State Health Department, Crippled Children’s Service Division — 1965.
M.S.W., Atlanta University School of Social Work, 1955.
Fox, Mary Ella, Central City Neighborhood Services Center, Atlanta, Georgia — 1965.
M.S.W., University of Tennessee, 1962.

Giddings, Margaret, Milledgeville State Hospital, Milledgeville, Georgia — 1965.
M.S.S.W., University of Tennessee, 1963.

Grey, Johnnie, Fulton County Department of Family and Children Services, Division of Children and Youth — 1965.
M.S.W., Atlanta University School of Social Work, 1954.

Harris, Hazetta, Bethlehem Community Center, Atlanta, Georgia — 1961.
M.S.W., Atlanta University School of Social Work, 1960.

Henderson, Wilson, Bell Neighborhood Center, Cleveland, Ohio — 1962.
M.S.W., Atlanta University School of Social Work, 1957.

M.S.W., Atlanta University School of Social Work, 1943.

Hightower, Robert F., Veterans Administration Hospital, Marion, Indiana — 1965.
M.A., University of Indiana, Division of Social Service, 1960.


Johndrew, Aida, Veterans Administration Hospital, Northport, L. I., New York — 1965.

M.S.W., Tulane University, School of Social Work, 1956; Teachers Certificate, State of Florida.

Lincoln, Samuel, Boys Village of Maryland, Cheltenham, Maryland — 1963.
M.S.W., Howard University, School of Social Work, 1955.

Lowe, Clara, Nash Neighborhood Service Center, Atlanta, Georgia — 1965.
M.S.W., Atlanta University School of Social Work, 1962.
Maas, Phyllis, Veterans Administration Regional Office, Atlanta, Georgia — 1964.
    M.S.W., National Catholic School of Social Service at the Catholic University of America, 1961.

McTeer, Joan, Fulton County Department of Family and Children Services, Atlanta, Georgia — 1965.
    M.S.W., Atlanta University School of Social Work, 1957.

Mohr, Ann, Larue D. Carter Hospital, Indianapolis, Indiana — 1965.
    M.A., (Social Service), Indiana University, 1953.

Nelson, Omar K., Veterans Administration Hospital, Indianapolis, Indiana — 1963.
    M.A., Indiana University, 1953.

Osborn, Roger D., Ohio State University, Department of Psychiatry, Columbus, Ohio — 1965.

Parker, Lorraine, Gate City Day Care Centers, Atlanta, Georgia — 1965.
    M.S., University of Chicago, School of Social Service Administration, 1946.

Parsons, Fred, Troup County Board of Education, LaGrange, Georgia — 1965.
    M.S.W., Tulane University, 1959.

Richardson, Russell, Planned Parenthood-World Population, Atlanta, Georgia — 1965.
    M.S.W., University of Tennessee, School of Social Work, 1962.

Rotter, Allan, Milledgeville State Hospital, Milledgeville, Georgia — 1964.
    M.S.W., Florida State University, 1962.

Schneier, Jerome, Veterans Administration Hospital, Montrose, New York — 1963.
    M.S.W., Tulane University, 1955.

Thacker, Donald, Ohio State University, Department of Psychiatry, Columbus, Ohio — 1963.
    M.S.W., University of Louisville, 1957.

Thomas, Emma, Grady Memorial Hospital, Atlanta, Georgia — 1958.
    M.S.W., Atlanta University School of Social Work, 1948.
M.S.W., Atlanta University School of Social Work, 1946.

Wade, Lyndon, Emory University Alcohol Project, Atlanta, Georgia — 1964.
M.S.W., Atlanta University, 1958.

Walker, Jessie, Board of Education, Guidance and Counseling Service, Atlanta, Georgia — 1965.
M.S.W., University of Michigan, School of Social Work, 1962.

Williams, Kathryn R., Price Neighborhood Service Center, Atlanta, Georgia — 1965.
M.S.W., Atlanta University School of Social Work, 1962.

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

Wolf, Arlene, Creedmore State Hospital, Children's Unit, Queens Village, New York — 1965.

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.
Baltimore Urban Renewal and Housing Agency, Baltimore, Maryland.
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.
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.
Jewish Social Service, Atlanta, Georgia.
Metropolitan Youth Commission, St. Louis, Missouri.
National Urban League, Southern Field Division, Atlanta, Georgia.
New York State Training School for Boys, Warwick, New York.
Northville State Hospital, Northville, Michigan.
Otisville Training School, Otisville, New York.
Phyllis Wheatley YWCA, Atlanta, Georgia.
South Fulton Health Center, Atlanta, Georgia.
Southside Settlement, Columbus, Ohio.
Spelman Nursery of Spelman College, Atlanta, Georgia.
Travelers Aid Society, Atlanta, Georgia.
United South End Settlements, Boston, Massachusetts.
U. S. Penitentiary, Atlanta, Georgia.
Veterans Administration Hospital, Battle Creek, Michigan.
Veterans Administration Hospital, Tuskegee Institute, 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 Social Work. This course deals with the relationship of social work 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 in assessment and 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.

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.

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.

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.

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.

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.

573. 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.

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.

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.)

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.

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.) 2 credits.

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.
CATALOGUE

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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<tr>
<th>Course Number</th>
<th>Title of Course</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>
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<tr>
<td>431</td>
<td>Cataloging and Classification</td>
<td>3</td>
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<tr>
<td>500</td>
<td>Research Methods in Library Service</td>
<td>3</td>
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<tr>
<td>511</td>
<td>Literature of the Humanities</td>
<td>3</td>
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<tr>
<td>520</td>
<td>Library Administration</td>
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<tr>
<td>522</td>
<td>College Library Service</td>
<td>3</td>
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<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:

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<tbody>
<tr>
<td>512</td>
<td>Literature of the Social Sciences</td>
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<tr>
<td>513</td>
<td>Literature of Science and Technology</td>
<td>3</td>
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<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 Cataloguing</td>
<td>3</td>
</tr>
<tr>
<td>635</td>
<td>Indexing and Abstracting</td>
<td>3</td>
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COURSES LEADING TO THE M.S. IN L.S. DEGREE IN PUBLIC LIBRARY SERVICE

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<td>520</td>
<td>Library Administration</td>
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<tr>
<td>521</td>
<td>Public Library Service</td>
<td>3</td>
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<tr>
<td>550</td>
<td>Communications</td>
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### Courses Leading to the M.S. in L.S. Degree in Public Library Service for Children and Young Adults

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<tbody>
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<td>400</td>
<td>History of Books</td>
<td>3</td>
</tr>
<tr>
<td>409</td>
<td>Evaluation and Selection of Library Materials</td>
<td>3</td>
</tr>
<tr>
<td>410</td>
<td>Reference Materials</td>
<td>3</td>
</tr>
<tr>
<td>414</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>415</td>
<td>Literature for Young Adults</td>
<td>3</td>
</tr>
<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>Cataloguing 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>
</tr>
<tr>
<td>521</td>
<td>Public Library Service</td>
<td></td>
</tr>
</tbody>
</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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>400</td>
<td>History of Books</td>
<td>3</td>
</tr>
<tr>
<td>409</td>
<td>Evaluation and Selection of Library Materials</td>
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<tr>
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<td>520</td>
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<td>3</td>
</tr>
<tr>
<td>Course Number</td>
<td>Title of Course</td>
<td>Credit</td>
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<tr>
<td>---------------</td>
<td>-----------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>550</td>
<td>Communications</td>
<td>3</td>
</tr>
<tr>
<td>630</td>
<td>Advanced Cataloging</td>
<td>3</td>
</tr>
<tr>
<td>635 or 612</td>
<td>Indexing and Abstracting</td>
<td>3</td>
</tr>
<tr>
<td>612</td>
<td>Documentation</td>
<td>3</td>
</tr>
</tbody>
</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>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</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>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>400</td>
<td>History of Books</td>
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</tr>
<tr>
<td>414</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>415</td>
<td>Literature for Young Adults</td>
<td>3</td>
</tr>
<tr>
<td>420</td>
<td>Libraries and Librarianship</td>
<td>3</td>
</tr>
<tr>
<td>423</td>
<td>School Library Service</td>
<td>3</td>
</tr>
<tr>
<td>430</td>
<td>Introduction to Library Procedures</td>
<td>3</td>
</tr>
<tr>
<td>431 or 432</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>
<td></td>
</tr>
<tr>
<td>500</td>
<td>Research Methods in Library Service</td>
<td>3</td>
</tr>
<tr>
<td>550</td>
<td>Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives to be selected from the following courses in Education:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<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>
<td>3</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Ed. 550</td>
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<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 630</td>
<td>Social Status and Learning</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 653</td>
<td>Psychologic Appraisal of the Individual</td>
<td>3</td>
</tr>
</tbody>
</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:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<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.
CATALOGUE

Course Number  Title of Course  Credit
Ed. 560  Elementary Curriculum Planning and Evaluation  3
Ed. 561  Secondary Curriculum Planning and Evaluation  3
Ed. 591  Teaching Reading in the Elementary School  3

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

Course Number  Title of Course  Credit
400  History of Books  3
409  Evaluation and Selection of Library Materials  3
410  Reference Materials and Methods  3
414  Children's Literature  3
415  Literature for Young Adults  3
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

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:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Ed. 653</td>
<td>Psychologic Appraisal of the Individual</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. 541</td>
<td>Methods of Utilizing Audio-Visual Teaching Aids</td>
<td>3</td>
</tr>
<tr>
<td>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 of 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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<td>414</td>
<td>Children's Literature</td>
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</tr>
<tr>
<td>415</td>
<td>Literature for Young Adults</td>
<td>3</td>
</tr>
</tbody>
</table>
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 | 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

COLOQUIUM. 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. Subjects specialists are invited to discuss his­
torical 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
cices. 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
nological 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. STUDIES IN READING. Concerned with studying the role of read­
ing in the total educative process. Defines the reading process
and investigates reading instruction in terms of objectives and methods. Examines reports of significant research related to the reading abilities and habits of children and adults in terms of individual and group behavior patterns.

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.

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.
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.

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

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

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

1.221 Administration and Supervision
1.222 Counselor Education
1.223 Elementary School Teaching
1.224 Teaching of High School English
1.225 Teaching of High School Science
   (Biology, Chemistry, Mathematics)
1.226 Teaching of High School Social Science
1.227 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).

Admitted students are classified as follows:

*Classified Unconditionally:* an applicant meeting in full all of the requirements set forth above.

*Unclassified, Unconditionally:* an applicant who has met the quantitative undergraduate course requirements, but who has not met other requirements, e.g., gradua-
tion from an accredited college, or the stated quality point average.

**Classified, Conditionally**: an applicant who has not satisfied the required undergraduate course requirements.

**Unclassified, Conditionally**: an applicant whose deficiencies include graduation from an unaccredited college, an undergraduate record below the required quality point average, and deficiencies in the required undergraduate course work.

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 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, Education 547, the Research Seminar. They are also expected to enroll in the Background Courses appropriate to their field of specialization as early in their study career as possible.

2.13. **GUIDANCE AND STUDENT WELFARE**: Through guid-
ance 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 examination at a grade level of 13+, that is roughly equivalent to the 50th percentile on a scale based on reading test results of a representative sampling of college freshmen. Students who have deficiencies in reading may receive aid through classes offered in the Atlanta University Reading Center.

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

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

2.215. The Qualifying Examination in Education is required for those seeking admission to candidacy for the Master's degree. As of September, 1965, the National Teacher Examination was set as the Qualifying Examination.

2.22. Completion of the Background Courses. These are five in number: Education 547, RESEARCH SEMINAR, a non-credit required attendance activity meeting two or three times during each Semester, for the purpose of allowing students seeking admission to can-
didacy to present theses outlines; Education 548, Methods of Research; Education 550, The Foundations of Education; Education 551, Human Growth and Development; Education 553, Statistics. These courses are designed to introduce the student to fundamental problems, understandings and abilities necessary to a broader comprehension of education in the contemporary world.

Education 553, Statistics, is regarded as a substantive course, imparting concepts and developing insights basic to an understanding of the modern world, as well as to the teaching profession.

A Faculty departmental advisor may accept a graduate course taken elsewhere in substitution for any of these courses; and, in particular sequences, one of the Background Courses may be waived if the Faculty Advisor considers it superfluous on the basis of the student's previous background and specific interests. Academic credit for the Background courses may be given through the medium of integrated courses.

2.23. Having completed satisfactorily all of the required examinations listed above, and completed, or enrolled, in the appropriate Background courses as described above, 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:

2.23.1. 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).

2.23.2. After the departmental adviser has approved the student's thesis outline, he will make ar-
rangements 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. The precise number of hours varies with the field of specialization.

2.32. Recapitulation of Specific Requirements for the Degree:

2.321. Completion of the Background courses, namely:

- Education 547—Research Seminar
  (no credit)
- Education 548—Methods of Research
  (3 semester hours)
Education 550—Foundations of Education (3 semester hours)

Education 551—Human Growth and Development (3 semester hours)

Education 553—Statistics (3 semester hours)
(These courses may be offered as part of an integrated Seminar. Any student failing in any one of the 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. English Fundamentals
   2.3222. Reading Examination
   2.3224. Foreign Language Examination (or course in French)
   2.3225. The Qualifying Examination (The National Teachers 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.

COURSES LEADING TO THE M.A. DEGREE IN COUNSELING AND GUIDANCE

Forty-eight (48) graduate semester hours are required for the degree of master of arts in guidance and counseling. Thirty-six (36) of the forty-eight (48) semester hours are required of all students in the Counselor Education Program. The other twelve (12) hours are electives. Not more than six (6) semester hours may be transferred and credited toward the master's degree. Modification of the program of courses may be made by the faculty in guidance and counseling in accordance with the student's previous graduate work, if any.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>530</td>
<td>Basic Philosophy, Principles and Practices of Guidance Services</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>Course Number</td>
<td>Title of Course</td>
<td>Credit</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>546</td>
<td>Theories and Techniques of Counseling</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>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>554</td>
<td>Occupational, Educational and Other Informational Services for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>555A</td>
<td>Laboratory Experiences in Guidance and Testing</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 in Guidance</td>
<td>3</td>
</tr>
<tr>
<td>557</td>
<td>Administration and Interpretation of Psychometric Instruments</td>
<td>3</td>
</tr>
<tr>
<td>558</td>
<td>Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td>610</td>
<td>Guidance in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>613</td>
<td>Vocational Development Theory</td>
<td></td>
</tr>
<tr>
<td>631</td>
<td>Curricular Problems Related to Guidance</td>
<td>3</td>
</tr>
<tr>
<td>636</td>
<td>Group Processes in Guidance</td>
<td>3</td>
</tr>
<tr>
<td>653</td>
<td>Psychologic Appraisal of the Individual</td>
<td>3</td>
</tr>
<tr>
<td>481</td>
<td>The Family</td>
<td>3</td>
</tr>
<tr>
<td>488</td>
<td>Seminar on Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>504</td>
<td>The City</td>
<td>3</td>
</tr>
<tr>
<td>506</td>
<td>Contemporary Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>510</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>540</td>
<td>Industrial Sociology</td>
<td>3</td>
</tr>
<tr>
<td>591</td>
<td>Social Stratification</td>
<td>3</td>
</tr>
<tr>
<td>630</td>
<td>Social Status and Learning</td>
<td>3</td>
</tr>
<tr>
<td>428</td>
<td>General Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>429</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>509</td>
<td>Culture and Personality</td>
<td>3</td>
</tr>
<tr>
<td>531</td>
<td>Language in Culture</td>
<td>3</td>
</tr>
<tr>
<td>480</td>
<td>Labor Economics and Industrial Relations</td>
<td>3</td>
</tr>
<tr>
<td>481</td>
<td>Labor Economics and Industrial Relations</td>
<td>3</td>
</tr>
</tbody>
</table>
The program which leads to the master of arts degree with a major in educational psychology requires the completion of forty-eight (48) graduate semester hours. Thirty (30) semester hours must be earned in the required courses which are listed immediately below.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Courses</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<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>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>557</td>
<td>Administration and Interpretation of Psychometric Instruments</td>
<td>3</td>
</tr>
<tr>
<td>619</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>620</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>653</td>
<td>Psychologic Appraisal of the Individual</td>
<td>3</td>
</tr>
<tr>
<td>686</td>
<td>Administration and Interpretation of the Stanford-Binet Scales and the Wechsler Scales for Adults and Children</td>
<td>3</td>
</tr>
<tr>
<td>687</td>
<td>Wechsler and Stanford-Binet Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

The student must take six courses which total eighteen (18) graduate credits from the courses listed below.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Courses</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>451</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>558</td>
<td>Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td>578</td>
<td>Psychology of Individual Differences</td>
<td>3</td>
</tr>
<tr>
<td>579</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>635</td>
<td>Psychology of Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>667</td>
<td>Dynamic Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td>668</td>
<td>Introduction to Projective Instruments</td>
<td>3</td>
</tr>
<tr>
<td>670</td>
<td>Advanced Statistics</td>
<td>3</td>
</tr>
<tr>
<td>685</td>
<td>Theory of Mental Tests</td>
<td>3</td>
</tr>
<tr>
<td>689</td>
<td>Psychological Characteristics of Deviant Personalities</td>
<td>3</td>
</tr>
<tr>
<td>510</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>630</td>
<td>Social Status and Learning</td>
<td>3</td>
</tr>
<tr>
<td>509</td>
<td>Culture and Personality</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>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>

---

*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>599</td>
<td>Teaching of General Science</td>
<td>3</td>
</tr>
<tr>
<td>603</td>
<td>The Consultant in Science</td>
<td>3</td>
</tr>
<tr>
<td>586-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>
<tr>
<td></td>
<td>Total Required: Special Preparation in Science</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Special Preparation in Health: Required</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(All required courses listed under “General</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preparation”, except Education 589)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Preparation in Health: Content</td>
<td></td>
</tr>
<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</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total School Health Program</td>
<td></td>
</tr>
<tr>
<td>586-A</td>
<td>Man in Relation to his Environment</td>
<td>3</td>
</tr>
<tr>
<td>586-B</td>
<td>Man in Relation to his Environment</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Required: Special Preparation in Science</td>
<td>15</td>
</tr>
</tbody>
</table>

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

(Instruction) *

Required for All

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>550</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>551</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>553</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td>Course Number</td>
<td>Title of Course</td>
<td>Credit</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------------------</td>
<td>--------</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>

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

3.5. COURSES LEADING TO THE M.A. DEGREE IN SECONDARY EDUCATION WITH SPECIAL PREPARATION IN THE SOCIAL SCIENCES

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

<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>
</tbody>
</table>
3.6. COURSES LEADING TO THE M.A. DEGREE IN SECONDARY EDUCATION
WITH SPECIAL PREPARATION IN SCIENCE

550  Foundations of Education .................. 3
551  Human Growth and Development ............. 3
548  Methods of Educational Research .......... 3
547  Research Seminar ........................... 0
553  Statistics .................................. 3
566A Man in Relation to His Environment ........ 3
599  Teaching of General Science ................. 3
or 600  Teaching of Biological Science ............ 3
or 603  The Consultant in Science ................. 3
or 602  The Teaching of Physical Science .......... 3

Electives in the Teaching Field .................. 15

Total Required in the Sequence .................. 30

3.7. COURSES LEADING TO THE M.A. DEGREE IN ADMINISTRATION

550  Foundations of Education .................. 3
551  Human Growth and Development ............. 3
553  Statistics in Psychology and Education ..... 3
547  Research Seminar ........................... 0
548  Methods of Educational Research .......... 3
527-528 (Either Part) School Organization
    and Administration .......................... 3
560-561 (Either Part) Curriculum Planning
    and Evaluation .............................. 3
### Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

Total required in the sequence in Administration ...................................... 30

### 3.8 Summer Program for Supervisors*

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

**First Summer:**

<table>
<thead>
<tr>
<th>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>
</tbody>
</table>

Examination in English Fundamentals
Graduate Record Examination
Reading Examination

Follow-up, Fall School Term:

<table>
<thead>
<tr>
<th>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>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>
<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>
</tbody>
</table>

Foreign Language Examination, or
Course in French

---

*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>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>

Examination 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

Follow-up subsequent year:

<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>
### Third Summer:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<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>547</td>
<td>Research Seminar (this non-credit course may be taken along with Ed. 548 at an earlier period)</td>
<td></td>
</tr>
</tbody>
</table>

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)

<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>580</td>
<td>Introduction to the Study of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>581</td>
<td>The Nature of Mental Retardation</td>
<td>3</td>
</tr>
<tr>
<td>582</td>
<td>Methods and Materials in Teaching Mentally Retarded Children</td>
<td>3</td>
</tr>
<tr>
<td>583</td>
<td>Speech Correction for the Classroom Teacher</td>
<td>3</td>
</tr>
<tr>
<td>535</td>
<td>Psychology of Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>557</td>
<td>Administration and Interpretation of Psychometric Instruments</td>
<td>3</td>
</tr>
<tr>
<td>586</td>
<td>Internship for Teachers of Mentally Retarded Children</td>
<td>3</td>
</tr>
<tr>
<td>636</td>
<td>Curriculum Development for the Mentally Retarded</td>
<td>3</td>
</tr>
<tr>
<td>637</td>
<td>Seminar—Current Issues and Trends in Mental Retardation</td>
<td>3</td>
</tr>
</tbody>
</table>
Course Number | Title of Course                                               | Credit
---|---|---
638 | Clinical Methods and Practice in Mental Retardation            | 3
639 | Problems in Organization, Administration, and Supervision of Special Classes | 3

Total required for degree ................................ 33

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

| Course Number | Title of Course                                               | Credit |
---|---|---|
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      |
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).
### Courses Leading to the M.A. Degree in Education with Special Preparation in the School as a Social Institution

<table>
<thead>
<tr>
<th>Course Number</th>
<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>

**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.

4.21. THE SIXTH-YEAR PROGRAM IN ADMINISTRATION

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>641</td>
<td>Comparative Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>564</td>
<td>Contemporary Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>672</td>
<td>School System Administration</td>
<td>3</td>
</tr>
<tr>
<td>671</td>
<td>Student Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>649</td>
<td>Comparative Education</td>
<td>3</td>
</tr>
<tr>
<td>642</td>
<td>Philosophies of Education</td>
<td>3</td>
</tr>
<tr>
<td>675</td>
<td>School Legislation and Law</td>
<td>3</td>
</tr>
<tr>
<td>674</td>
<td>School Plant and Facility Planning</td>
<td>3</td>
</tr>
<tr>
<td>690</td>
<td>Seminar in Educational Thought</td>
<td>0</td>
</tr>
<tr>
<td>699</td>
<td>Supervised Research Experiences</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives: Appropriate Subject-matter Areas</td>
<td>15</td>
</tr>
</tbody>
</table>
## 4.212. The Sixth-Year Program in Supervision

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>641</td>
<td>Comparative Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>564</td>
<td>Contemporary Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>672</td>
<td>School System Administration</td>
<td>3</td>
</tr>
<tr>
<td>575</td>
<td>Organization/Administration for Supervision</td>
<td>3</td>
</tr>
<tr>
<td>649</td>
<td>Comparative Education</td>
<td>3</td>
</tr>
<tr>
<td>642</td>
<td>Philosophies of Education</td>
<td>3</td>
</tr>
<tr>
<td>555</td>
<td>Administration and Interpretation of Psychometric Instruments</td>
<td>3</td>
</tr>
<tr>
<td>682</td>
<td>Curriculum Construction and Revision</td>
<td>3</td>
</tr>
<tr>
<td>690</td>
<td>Seminar in Educational Thought</td>
<td>0</td>
</tr>
<tr>
<td>699</td>
<td>Supervised Research Experiences</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives: Appropriate Subject-matter Areas ................................ 15
### Credit Hours Required by Areas for the 6th Year Certificate

(The 5th and 6th Year Taken Together)

<table>
<thead>
<tr>
<th>Types of Certificates</th>
<th>AREAS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elementary Education (TS-6)</td>
</tr>
<tr>
<td></td>
<td>Qr Semester</td>
</tr>
<tr>
<td></td>
<td>Hrs</td>
</tr>
<tr>
<td>a. Educational Psy. and/or Edu. Soc.</td>
<td>15</td>
</tr>
<tr>
<td>b. Curr. Methods or Problems of Teach’g</td>
<td>15</td>
</tr>
<tr>
<td>c. Subject Matter or Content</td>
<td>50</td>
</tr>
<tr>
<td>d. Supervised Research</td>
<td>—</td>
</tr>
<tr>
<td>e. Enrich and Supplement Leadership</td>
<td>—</td>
</tr>
<tr>
<td>TOTAL REQUIRED, 5th AND 6th YEARS</td>
<td>90</td>
</tr>
</tbody>
</table>
COURSES OF INSTRUCTION

Courses numbered 500-599 are graduate courses, in which students in Clark College, Morehouse College, Morris Brown College, and Spelman College may enroll if in the last semester of the Senior class. The permission of the instructor, and of the Dean of the referring college, must be obtained prior to enrollment.

Courses numbered 600-699 are intended primarily for students in the last semester of 5th year studies, or engaged in the 6th year of study beyond high school graduation (second graduate year).

BACKGROUND COURSES

The courses Ed. 547, 548, 550, 551 and 553 are described as "background courses." All students seeking the Master's degree in Education are required to complete these courses satisfactorily.

547. RESEARCH SEMINAR. Enrollment and participation in this Seminar is required of all students working toward a master of arts degree in education. The purposes are:

1. To provide a laboratory for applying the theoretical discussions of methods of educational research.

2. To assist the student in thinking through his proposed research, with faculty advice.

3. To provide an opportunity for students to report their research findings prior to sitting for the final oral examination. Each semester. no credit.

548. METHODS OF EDUCATIONAL RESEARCH. This course is designed to acquaint students with methods and techniques of educational research, with the major resources used in investigative pursuits, and with certain considerations basic to effective reporting of results.

Each Semester. 3 credits.

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

Each Semester 3 credits.
551. HUMAN GROWTH AND DEVELOPMENT. The experiences of this course cover the trajectory of life from conception through old age, with emphasis on biological, mental, social and personal growth needs of the human organism. Each Semester. 3 credits.

553. STATISTICS IN PSYCHOLOGY AND EDUCATION. 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 knowledgeable ness 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-curricular programs, (i) instructional activity, and (j) 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.

(Of ferred 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.

(Of fered 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.

574. PRINCIPLES OF SUPERVISION AND CURRICULUM IMPROVEMENT. The primary concern of this course is with what most reputable authorities regard as the basic guidelines and techniques to be understood and promoted in planning, directing, and evaluating educational programs in American public schools.

3 credits first semester.

575. ORGANIZATION AND ADMINISTRATION FOR SUPERVISION. An analysis of the nature and function of supervision as they are implemented through the organization and administration of the curricular programs, the methodologies of instruction, the processes of learning, the teacher personnel, the impact of human relationships, and research challenges for the efficiency and effectiveness inherent in the teaching-learning situation which fall within the purview of the supervisory function and activity.

3 credits second 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.

641. COMPARATIVE PHILOSOPHY. A survey and comparison of the major systems of philosophic thought which have influenced the
political, educational, religious, and social patterns of Western peoples. 3 credits

642. PHILOSOPHIES OF EDUCATION. An interpretative survey of the philosophical tenets which have given direction and fashioned the patterns of the educational programs and arrangements and institutions throughout the history of mankind. 3 credits

649. COMPARATIVE EDUCATION. A historical comparison of the major systems of educational philosophy which have influenced the patterns of the educational systems of elementary, secondary, and higher education among ancient, medieval, and modern societies. 3 credits

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.

COUNSELING AND GUIDANCE

As of September 1, 1965, Atlanta University established a two year master's program in counselor education. All students who have been admitted to the one year program must complete the degree requirements for the one year master's program before September 1, 1970.

The Counselor Education Program at Atlanta University is designed to develop professional and scholarly personnel for service as secondary school counselors 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 the qualities characterize the developmental nature of the program.

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 62-72 of the Bulletin.

433. WORKSHOP FOR COLLEGE RESIDENCE HALL WORKERS. This workshop is designed to help college residence hall workers improve their professional competencies. 3 credits. Summer only.

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 counselors, 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. The historic and philosophic bases of guidance services are considered. 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. Prerequisite Educ. 530. 3 credits second semester.

546. THEORIES AND TECHNIQUES OF COUNSELING. Attention is given to major counseling technics and to the theory that undergirds each technic. Special attention is given to self-directive (self actualization) theories; psychoanalytic and other dynamic theories; and behavioristic theories. 3 credits second semester.

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 assist in making 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 techniques 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. Prerequisite Educ. 546. 3 credits each semester.

555C. INTERNSHIP IN GUIDANCE. The internship requires the student to work as a staff member in a selected public school. 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: Educ. 555A, 555B, and 555C. 3 credits second semester.

557. ADMINISTRATION AND INTERPRETATION OF PSYCHOMETRIC INSTRUMENTS. A study of the detailed problems of administration and the use of interpretations of group and individual 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.

610. GUIDANCE IN THE ELEMENTARY SCHOOL. The objective of this course is to help the counselor in the elementary school define his role as a consultant to teachers and other elementary school personnel. Special attention is given to the work of the elementary school counselor in facilitating the intellectual, the social, and the emotional development of elementary school children. 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 explication 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.

631. CURRICULAR PROBLEMS RELATED TO GUIDANCE. The relationships of guidance and counseling to the identification of educational objective, the selection of learning activities, the organization of learning experiences, and evaluation are examined. 3 credits second semester.

636. 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 second semester.

666. PROFESSIONAL ETHICS AND LEGAL RELATIONSHIPS IN COUNSELING, GUIDANCE AND TESTING. The major foci of this course are the ethical and legal rights and responsibilities of the school counselor. Careful consideration is given to the APGA Code of ethics and to relevant sections of the APA code. 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 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 seminar in the use of tests in guidance services. Restricted to graduate students. 3 credits summer only.

670. Advanced Statistics. This course is concerned with the acquisition of skill in the use of advanced statistical techniques. Special attention is given to analysis of variance, chi square in the testing of null hypotheses and the testing of the hypothesis of normal distribution, the correlation ratio, the bi-normal coefficient of correlation, point-normal correlation, tetrachoric correlation, the phi coefficient, partial correlation, the prediction of attributes, the prediction of measurements from attributes, multiple prediction, and scaling procedures. Prerequisite: Education 553. 3 credits second semester.

671. Research Methodology and Experimental Design. The major objective of this course is the acquisition of skill in research methodology and the design of experiments in guidance and counseling. 3 credits second semester.

673. The Professional Growth and Development of the Counselor. The aim of this course is to facilitate the acceptance on the part of the individual counselor education student of progressively greater responsibility for his or her own professional growth and development. Prerequisite: Educ. 666. 3 credits second semester.

674. The Professional Growth and Development of the Counselor. The objective of this course is to facilitate the student's ability to assume continuing and greater responsibility for his own professional growth and development as a counselor. 3 credits second 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 DETERMINANTS OF PERSONALITY. The influences of social learning and culture upon personality. Prerequisites: Soc. 429, Soc. 510 and Educ. 683.  
3 credits second semester.

685. THE THEORY OF MENTAL TESTS. Comprehensive Examination of the theoretical aspects of mental tests. 3 credits first semester.

686. ADMINISTRATION AND INTERPRETATION OF THE STANFORD-BINET SCALES and the WECHSLER SCALES FOR ADULTS AND CHILDREN. A laboratory course. Prerequisite: Educ. 685. 3 credits first semester.

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. 3 credits second semester.

691. ADVANCED INTEGRATIVE SEMINAR IN PERSONALITY THEORY. This seminar is concerned with an integration of contemporary theories of personality with implications for counseling theories.  
3 credits second semester.

692. ADVANCED INTEGRATIVE SEMINAR IN COUNSELING THEORY AND PRACTICE. This seminar has as its principal focus the integration of contemporary counseling theories and implications for the practice of counseling. 3 credits second semester.

693. INTEGRATIVE SEMINAR IN THE PROFESSIONAL, ETHICAL, AND LEGAL RELATIONSHIPS OF THE COUNSELOR. Through the use of the case method, the student is required to demonstrate skill in the application of ethical standards to situations a counselor is likely to face in his professional work. Professional and legal relationships of the counselor are also considered. 3 credits each semester.

694. RESEARCH METHODOLOGY AND EXPERIMENTAL DESIGN. The design of experiments and other major methodological approaches to re-
search in the area of counseling and guidance.

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.

697. Integrative Seminar in the Social and Behavioral Sciences. This seminar has as its purpose the integration of the substantive knowledge from the behavioral and social sciences which has relevance for the counselor education student.

698A. 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.

698B. Rorschach and TAT Practicum. Supervised experiences in Rorschach and TAT administration and interpretation. Prerequisites: Educ. 698A. Written consent of the instructor.

PROGRAM FOR CURRICULUM DIRECTORS

The program of instruction for curriculum directors has its historical background in the tasks which have evolved out of the function and duties of the supervisor in the total teaching-learning situation. This program, therefore, places emphasis upon the knowledges and competencies centered in: (a) the improvement of the teaching act, (b) the motivation of teacher performance and upgrading, (c) the selection and development of curricular materials, (d) the initiation and operation of wholesome group and person-to-person dynamics, (e) the appraisal and evaluation of learner and teacher performance, and (f) the conduct of research (action- and abstract-) for the improvement of the respective areas of the total teaching-learning situation within a school and/or school system.

Hence, the program is designed to meet the needs of those who are designated as supervisors or curriculum directors or departmental chairmen. The courses (experiences) which are pertinent either to the 5th-year or 6th-year certification requirements in the program are to be found characterized elsewhere in this catalogue, but are outlined below for ready reference.
Course Number  Title of Course  Credit
552  Initial Workshop in Supervision  6
574  Principles of Supervision and Curriculum  3
575  Organization and Administration for Supervision  3
562  Advanced Seminar in Supervision  3
560  Curriculum Planning and Evaluation  3
680  Elementary School Supervision  3
682  Curriculum Construction and Revision  3
641  Comparative Philosophy  3
642  Philosophies of Education  3
567  Supervising Teachers of Student Teachers Workshop Experiences  3
563  Internship: All 3 required  3
569  Seminar  3
511  Supervised Field Experience  3
699  Supervised Research Experiences  3

Appropriate Subject-matter Areas  15

EDUCATIONAL PSYCHOLOGY

The program leading to the degree of master of arts with a major in educational psychology requires forty-eight (48) graduate semester hours for completion. The program is designed to help the student develop scholarly and research competencies in the field of educational psychology. In addition to the course descriptions presented below, attention is directed to Education 547, 548, 550, and 551 under Background Courses; Education 553, 557, 653, and 668, under Measurement Evaluation and Research; Education 557, 558, 667, 668, 670, 685, 686, 687 and 689 under Counseling and Guidance; Social Psychology 510 and 630 under Social Psychology; and Anthropology 509 under Anthropology.

405. CHILD DEVELOPMENT. This course is a study of the development of children from the prenatal period up to adolescence. Much consideration is given to the interrelationships between physical, emotional, social and mental growth. Students are required to make systematic observations of children in nursery schools. Numerous opportunities are given for participation. Among the topics which received special emphasis are the following: prenatal growth and behavior; language and other forms of expression; the growth of understanding as reflected in memory, perception,
attention, special concepts, and reasoning; imagination; dominant interests; intelligence. 3 credits first semester.

408. Behavior Patterns. This course considers the incidence and analysis of deviations in behavior at different age levels, ranging from early childhood through adolescence. Students are guided in making a scientific approach to the identification, diagnosis, prognosis, and reconditioning of behavior problems which are often manifested by children and adolescents. Extensive use is made of case studies and other pertinent literature in the area of the physically handicapped. Prerequisite: Education 405. 3 credits second semester.

451. Social Psychology. An examination of current trends in the psychology of interpersonal behavior and the behavioral sciences with special emphasis given to theory and research in social perception, cognitive structure, attitude change, conformity, the self and its social definition, and group dynamics. Prerequisite: one introductory course in Social Relations or Psychology. 3 credits summer only.

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.

616-620. 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.

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.
ATLANTA UNIVERSITY

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 instruction, to develop appropriate units, and to formulate criteria for measuring the results of social studies instruction.

3 credits second semester.

506. Science in the Grades. This course is designed to emphasize the social role and function of science; utilization of problem-solving as one way of teaching science to children; and to generally outline the K-8 program of science when it is conceived as spirally and sequentially developed. The course stresses the unity of science, matter-energy relations, and the impact of science on society. Consideration is given to modern elementary school science in terms of recommended sequences which center around broad areas, integrating themes, and problem-solving methods of teaching. Some experiences are provided for developing acquaintance with recent science education literature and researches, and for dealing with appropriate materials and procedures for use in teaching science to children. Emphasis is placed on reports of the various projects which outline the nature of science and its methods, and their importance in the lives of children and youth.

3 credits first semester.

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

3 credits.

509. Directed Observation in Demonstration School. Students will elect to observe in the Nursery School or one of the grades in the elementary school. Arrangements for observation will be made with the principal of the demonstration school at the first general conference. Students will spend most of the required observations in the grade chosen. Those who elected this course in previous years may enter again for full credit provided they register for observation in a different grade. Prerequisite: Concurrent registration in 501. Summer only

3 credits.
514. Nursery-Kindergarten-Primary School Program. Consistent with the 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.

542. Programmed Learning and the Use of Teaching Machines. The principles and techniques of programmed instruction. Teaching machines and programmed instruction will be examined as procedures for controlling and investigating the education process. The course will emphasize techniques of program construction, revision, data analysis, and research. Students will be required to write and evaluate short programs. Summer only. 3 semester hours.

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.

570. Materials, Methods, and Problems of Teaching in the Elementary School. This course is designed for experienced elementary school teachers, principals, and supervisors. It is also appropriate for secondary school teachers and administrators who seek a general background in elementary education. Topics included are: history, organization, and operation of the elementary school; curriculum trends; nongraded school patterns and other efforts at reorganization; relation with parents and community; articulation of the elementary school with the secondary school; the role of the various functionnaires and specialized school services; implications of modern researches on learning theory and teaching methodologies; impact of teacher effect and personality on learning. Summer only. 3 semester hours.

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

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.

*See the section under READING for course descriptions.
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 Relation 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 Relation 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.
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.
557. 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.

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 causal factors underlying various reading difficulties, and provides opportunities for: (1) exploration and critical an-
ysis 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: Education 591 or 593 and 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 students and teachers. 3 credits each semester.

594. CLINICAL PROCEDURES IN READING. The course is designed (1) to give teachers training in diagnosing actual cases with general reading difficulties and (2) to guide them in exploration of corrective and remedial procedures used in eliminating such deficiencies. Prerequisites: Education 591, 593 or 592: The Teaching of Reading and the approval of the instructor. Offered each semester. 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 recreational 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: Education 591 or 593 and 592. 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 assistancehip 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 and Equipment.** 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
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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.

542. PROGRAMMED LEARNING AND THE USE OF TEACHING MACHINES. The principles and techniques of programmed instruction. Teaching machines and programmed instruction will be examined as procedures for controlling and investigating the education process. The course will emphasize techniques of program construction, revision, data analysis, and research. Students will be required to write and evaluate short programs. Summer only. 3 semester hours.

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. The experiences in this course are primarily concerned with the study of human beings and their economic activities in a real environmental setting; a study of terrestrial unities. 3 credits first semester.

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-depencies 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 573). 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.

542. PROGRAMMED LEARNING AND THE USE OF TEACHING MACHINES. The principles and techniques of programmed instruction. Teaching machines and programmed instruction will be examined as procedures for controlling and investigating the education process. The course will emphasize techniques of program construction, revision, data analysis, and research. Students will be required to write and evaluate short programs. Summer only. 3 semester hours.

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.

636. CURRICULUM DEVELOPMENT FOR THE MENTALLY RETARDED. This course will present an opportunity to study program and curriculum development for the mentally retarded. The organization of learning experiences for elementary and secondary units for both educable and trainable mental retardates will be studied. Recent curriculum guides and programs already in existence will be analyzed to illuminate trends in educating the retarded. Attention will also be given to unit plans and program evaluation. 3 credits each semester.
637. **Seminar—Current Issues and Trends in Mental Retardation.**
This seminar will provide opportunity for reporting and analyzing recent literature and research on mental retardation. Students will have practice in applying and comparing theoretical discussions with actual field experiences.

3 credits second semester and summer.

638. **Clinical Methods and Practice in Mental Retardation.**
This course is designed to provide opportunity for students to examine, analyze, and try out various tools and techniques with individual or with very small groups of retarded children. Discussions will be based on students' examination of the problems encountered in their own practice. Prerequisites: Ed. 580, 581, 582, and approval of the instructor. To be offered occasionally.

3 credits.

639. **Problems in Organization, Administration, and Supervision of Special Classes.**
This is an advanced seminar planned for school personnel with responsibility for establishing and maintaining special education programs. The major areas of concern are: rationale for special classes, goals for elementary and secondary classes, identification of pupils, criteria of eligibility for placement, plant facilities and equipment, staff, scheduling, evaluation, and public relations.

3 credits first semester and summer.

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**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.
The Graduate School of Business Administration of Atlanta University was established in 1946 under the direction of Mr. Lorimer D. Milton to offer instruction in business administration leading to the Master of Business Administration degree. Since its beginning, the School of Business has concerned itself with quality education. The positions of business leadership now held by its graduates; the performance of its graduates in doctoral study; the level and performance of its graduates on examinations for federal and corporate employment, all bear testimony of this quality.

The primary purpose of the School is to provide a high quality program of professional education for business for young men and women who may either aspire to achieve responsible positions in business organizations, federal government and academic institutions, or become entrepreneurs. More specifically, the aims are:

1. To develop in the student a thorough knowledge of basic business functions and provide opportunity for depth study in those major fields which are currently thought to enable him to move into positions of responsibility as staff specialists at junior and middle-management levels.

2. To develop in the student the ability to integrate his knowledge of the functional fields of business—to understand the interrelatedness of business problems.

3. To develop in the student the ability to identify business problems, marshall essential information, determine next steps and alternatives, and to make decisions and implement them.

4. To broaden the student's knowledge of the business enterprise—the social, political and economic order in which it operates and the businessman's responsibility to society.

5. To equip the student to contribute to an increase in the knowledge and understanding of business administration through research.
PROGRAM OF STUDY FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE

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

1. Those from all undergraduate fields.
2. Those who have completed strong majors in business administration in an accredited college.
3. Those who present some broad work in business administration but did not elect to major in it.
4. Those who prefer to enroll as special students and from whom no prerequisites are therefore required, since no degree is expected.

MASTER OF BUSINESS ADMINISTRATION

Two years will ordinarily be required to complete the prescribed residence requirement for the MBA degree. This time may be reduced to one year for those students who present strong majors in business administration elsewhere. The amount of transfer credit depends on the requirements of the student's professional objectives and will be determined at the time of his admission to the School. The first year will be devoted mainly to satisfying the following core requirements:

I. Foundation in Economic Theory
   Business Economics 582-583 .................. 6 hours

II. Familiarity with Functional Fields of Business
   Business Finance 442 ........................ 3 hours
   Marketing 421 ................................ 3 hours
   Production Management 502 ................... 3 hours
   Administrative Practices and Human Relations 580 .............. 3 hours

III. Tools and Methods of Analysis
   Mathematical Analysis for
      Management 460 ............................... 2 hours
   Introductory Statistical Analysis 464 ........... 3 hours
   Business Reports and Analysis 590 ................ 3 hours
   Controllership 520-521 .......................... 6 hours
IV. Knowledge of Environment in which Business Functions

Legal Aspects of Business 487 or Public Policy and Private Enterprise 485 ........ 3 hours

The first year will emphasize knowledge of functional fields of business as well as the integration of that knowledge. The second year will be devoted largely to deepening the student's knowledge in his major functional field and research.

Although Atlanta University Graduate School of Business offers the MBA degree only, the program is sufficiently flexible to meet the needs of a variety of student interests as follows: (1) those preparing to serve as professional accountants in public accounting, or in a business or governmental organization; (2) those wishing to complete specialization in either finance, business economics, marketing or management; and (3) those who may wish to engage in further graduate study leading to the Doctor of Business Administration or the Doctor of Philosophy Degree.

Regardless to the previous study in business subjects, the program at Atlanta University Graduate School of Business shall consist of: (1) courses required at Atlanta University, from which no waiver shall be granted; (2) electives or specialization at the option of the student; and (3) a thesis or report.

1. Required Courses:

The following shall be required of every student:

(a) One course, approved by the Dean, in each of the five major functional areas: Namely, Production, Control or Accounting, Marketing, Finance and Administration Practices and Human Relations.

(b) Introductory Statistical Analysis 464

(c) Mathematical Analysis for Management 460

(d) Business Policy 503

2. Electives of Area of Specialization:

Here the student shall choose a minimum of three courses keeping in mind the area in which he wishes to specialize. Those students preparing for careers in accounting will be
advised to elect more accounting courses depending upon previous training. In choosing courses, the student may elect from among all the courses offered by the School except that he shall not choose the courses already taken by him under (1) above (required clause).

3. *Thesis or Report:*

The student may choose his thesis or report topic according to the academic interest that he develops while following the program or on the basis of his own aptitude or decision prior to his entering the School. He is, however, strongly advised to consult one of his major professors while selecting his topic. One of the requirements that he must fulfill is that a draft project be presented to the research seminar, following admission to candidacy. He will be required to present his project as elaborately as he can, and should be able to defend his proposal and methodology before the seminar. While engaged in the writing of the thesis or report the student will be required to register for a non-credit course, Seminar on Research and Thesis Writing.

**SCHOLARSHIPS AND FELLOWSHIPS**

The School of Business is especially interested in encouraging high ability students to seek admission to the program. Such students may apply for scholarships and fellowships as follows:

1. Fourteen Presidential Fellowships of $1,000 each are awarded to graduates of regionally accredited colleges with "B" averages.

2. Two assistantships in the Graduate School of Business at $900 each.

3. Five Graduate Assistantships in the Regional Economic Development & Business Service Center at $1,000 each.

4. University scholarships for full and partial tuition.

5. 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.

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.

SPECIAL PROGRAMS AND BUSINESS CONFERENCES

In addition to the MBA program, the Graduate School of Business Administration has established a Regional Economic Development and Business Service Center. This Center was made possible through a contract with the Economic Development Administration of the U. S. Department of Commerce. The major objectives of the program are to provide technical assistance and consultation to established businesses in problems of business management, give assistance to communities in the field of economic development which will enable them to take a more active role in the creation of new enterprises and new job opportunities; and identification of firms which will employ persons presently unemployed who possess the requisite skills or are capable of being trained.

Conferences, both local and national in scope, on business and professional subjects are held frequently at the School. Such conferences have included a Regional Conference on Labor, Regional Business Conference, several seminars and management training programs.

PLACEMENT

Since the inception of the MBA program in 1946, the demand for Atlanta University graduates has far exceeded the supply. In the last four years several companies and federal agencies have sent representatives to the School to recruit for a wide variety of positions in business and the federal government in and outside the South. Many graduates have found employment in educational institutions either as teachers or business managers.

With assistance from the Placement Director and the
Dean’s Office, students are provided company contacts and help in the development of personal resumes.

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. PRODUCTION MANAGEMENT. The course is functional in nature. The student is exposed to the problems involved in planning, organizing, executing, appraising, and controlling the manufacturing activities of an enterprise. The course provides insight into the major concepts and techniques relative to production process: product design, process planning, plant location and layout, job design and evaluation, time and motion study, material handling, machine usage and changeover, quality and cost control. Use of quantitative techniques and graphic methods in solving problems in this functional area will also be covered. Throughout the emphasis is on analysis of case problems for decision-making.

Three credits first 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. Marketing Theory. An analysis of principles, theories, and problems in marketing. Analytical tools are examined and then applied to the areas of product policy, pricing, distribution and promotion. A special effort is made to acquaint students with the contributions that behavioral sciences and other non-business fields have made to marketing.

Three credits first semester.

521. Managerial Marketing. This course stresses the inter-relationships between marketing and the other functional areas of business administration. Cases are used extensively to illustrate and emphasize the wide range of operational problems faced by marketing managers. Prerequisite: Marketing 421.

Three credits second semester.

522. Market Research and Analysis. An advanced course designed to provide students with a thorough understanding of and practice in the application of the scientific method to the solution of business problems. The course stresses the techniques of conducting market surveys and the statistical interpretation of marketing data. Prerequisite: Statistics 464.

Three credits second semester.

FINANCE

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

Three credits each semester.

442. Business Finance. This course deals primarily with short and intermediate-term financing and seeks to develop in the student
the facility in dealing with the more important techniques of financial analysis, especially those relating to fund flows and judging the ability of a business enterprise to meet its present and planned commitments. Through case discussions and assigned readings the student develops an understanding of the financial environment in which business operates, short-term financial needs and sources of meeting them. Prerequisite: Principles of Accounting. 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. This course aims to deepen the student's knowledge of financial analysis with emphasis upon long-term financing. Through rigorous analysis of cases the course seeks to develop in the student the ability to weigh carefully alternative sources and forms of external financing as well as the allocation of internal funds to dividends, capital improvement or expansion or debt retirement. Prerequisite: Business Finance. 442. Three credits second semester.

545. MANAGEMENT OF FINANCIAL INSTITUTIONS. The aim of the course is to develop in the student an understanding of the instruments and structure of the money and capital markets as well as forces shaping market conditions. Through extensive case study and discussion, the student is introduced to many problems relating to the effective management of the resources of financial institutions. Topics discussed include home mortgages, consumer installment loans, institutional loans to business firms, and financial analysis. Special attention is given to savings and loan associations, commercial banks and insurance companies. Prerequisite: Business Finance 442. Three credits second semester.

CONTROL

460. MATHEMATICAL ANALYSIS FOR MANAGEMENT. The course is designed as an introduction to the use of mathematical techniques in analyzing and solving business problems. While focusing upon how the quantitative approach to decision-making is being accorded increasing emphasis in the business world and major techniques that are currently employed. The course deals with three major topics: general nature of operations research
as a management science; elements of algebra, analytical geometry and functions; fundamentals of linear programming and their uses and applications in business. Two credits either semester.

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 and structure as applied to individuals, partnerships, and corporations, and the effect of tax laws upon business decisions; actual returns are filed for federal income, excise, estate and gift taxes; the use of tax services and the preparation and defense of appeals are considered. Prerequisite: Intermediate Accounting. Three credits second semester.

464. Introductory Statistical Analysis. The course deals with collection, organization, analysis and interpretation of quantitative data. Frequency distributions, types of variations and their measurement, and analysis of variances are covered in detail. The methods of analysis are then extended to the study of times series; construction of index numbers for various purposes, analysis of control and/or forecasting in the field of business and industry are explored. Three credits first semester.

465. Statistics for Decision-Making. The course deals with the application of statistical methods in business decision-making. Beginning with an explanation of how uncertain factors in a situation enter into the judgment of manager, the course introduces the student to the direct use of statistical methods in decision-making in the face of uncertainty. Theorems of probability, both classical and Bayesian, concepts of conditional and expected values and their uses in systematic analysis of business decisions are covered. The second half of the course emphasizes the need
for appropriate information about the real world in the decision process; it deals with the theory of sampling, methods of statistical inference, including that involving correlation and regression, estimation and testing of hypotheses. Prerequisite: Introductory Statistical Analysis 464. Three credits second 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 and concepts for financial control and decision-making; cost accounting and analysis techniques for different industrial uses — job-order cost systems, standard costs and budgets and cost information underlying decisions of alternative choice; cost accounting systems, joint costing, direct and absorption costing, variance analysis, inventory valuation and cost-price-volume relationship are among the topics discussed. Prerequisite: Principles of Accounting. Three credits each semester.

520-521. CONTROLLERSHIP. This course is offered primarily for those students of business administration who do not wish to concentrate in accounting. While providing an overview of accounting concepts and double-entry accounting, the course seeks to develop in the student an understanding of the controllership function. Topics covered include internal control; external reporting; operating and capital budgets, cash-flow projections, and other techniques of forward planning; profit analysis and cost management. Problems and cases are used to develop the analytical ability of students. Three credits each semester.

560. AUDITING. This course examines principles and procedures of the conduct of audits, examinations and investigations as they are related to the accounting profession. Professional ethics and internal control are emphasized. The interests and roles of the
independent public accountant, the internal auditor, and the government examiner are separately considered. Budgeting and conformity are also brought under examination. Prerequisite: Advanced Accounting. Three credits second semester.

561-562. ADVANCED ACCOUNTING. This is a year course which concerns itself with accounting theory and problems involving partnerships, including ventures, insolvency and receiversonships, compound interest, annuities and funds, estates and trusts, parent company subsidiary relationships, foreign exchange, and public accounts. Lectures are given in such special areas of accounting as insurance companies, banking institutions, savings and loan associations, and such other special fields as student interest may suggest. Prerequisites: Intermediate Accounting. Three credits each semester.

563-564. PROBLEMS IN ACCOUNTING I & II. This year's course aims primarily to prepare students for professional examinations in accounting theory and practice, auditing and taxes. This objective is implemented through the supervised working of problems under conditions paralleling those usually encountered in the actual C. P. A. examination. Examination techniques and correct problem approach are stressed. Topics covered include advanced problems in process costs, standard costs, statement of funds, inventories and consolidation; problems are generally drawn from previous professional examinations. The course aims to develop in the student the ability to prepare and present, in good form, briefs, reports, memoranda and arguments to such federal regulatory agencies as S. E. C., F. C. C., I. C. C., N. L. R. B., and their state and local counterparts. Prerequisite: Advanced Accounting 562. Three credits each semester.

571. ADVANCED ACCOUNTING THEORY I. A comprehensive study of accounting theory and trends with particular emphasis upon current developments in the field and an evaluation of accounting literature and thought. Since emphasis will be focused upon current developments, the content of the course may vary from year to year. Such topics as the Historial Development of Accounting, National Income Accounting, Accounting Versus Economic Concepts of Accounting, Decision-Making Accounting Theory, Advanced Cost Theory, Impact of Price Changes on Accounting Measurements, and Theory of Income Determination are some of the topics to be discussed. Prerequisite: Advanced Accounting 562. Three credits first semester.

572. ADVANCED ACCOUNTING THEORY II. A continuation of Advanced
Accounting Theory I with special emphasis on income determination theory, profit planning and financial analysis, profit determination and capital budgeting. Prerequisite: Advanced Accounting 562. Three credits second 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 funda-
mental 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.

502. BUSINESS POLICY. The aim of this course is to develop in the student the ability to integrate his knowledge of the various functional fields of business. Approached from the top-management viewpoint, the course requires the student to identify and appraise problems, latent and emergent, viewing them in the background of change, problems of growth and survival, competitive forces and the environment in which the particular enterprise may operate. Drawing heavily upon case material the course deals with problems of policy decision — determining and appraising objectives, formulating strategies and plans for their achievement and measuring organizational accomplishments. Prerequisite: Core requirements of first year.

Three credits second 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 action, it is expected that he will develop a rudimentary administrative skill.

Three credits each semester.

582-583. BUSINESS ECONOMICS. The first semester course seeks to provide a basic overview of the economy. National income, employment, and economic growth are principal areas for study. The second course deals with component parts of the economy. Basic topics covered include: the nature of markets, the pricing process, and problems and policies of business planning and forecasting under dynamic conditions.

Three credits each semester.

584. MANAGEMENT OF NEW ENTERPRISES. The purpose of this course is to develop the student’s abilities as an entrepreneur rather than as a manager of an established organization. The emphasis of the course is upon training the student to identify market op-
opportunities and unfilled demands within our economy both by examination of statistical data and by classroom discussions. Various techniques from the functional areas of business administration are used throughout the course in the process of delineating market opportunities especially suitable for small business and simulating programs of action to exploit such opportunities. The advantages as well as disadvantages of small size and innovation are stressed throughout the course.

Three credits second 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

HULON MITCHELL, JR.* .................................. Economics
A.B., Phillips University, 1960.
Thesis: Theories of Capital and Capitalism.

YEEN-KUEN Wu* .................................. Economics
A.B., National Taiwan University, 1955.

THELMA IRENE JONES* .......................... English
A.B., Clark College, 1948.

SARA ELLA NEPTUNE .......................... English
A.B., Talladega College, 1953.
Thesis: Swinburne’s War With The Victorians.

PATRICIA ANN GEORGE .......................... French
A.B., Southern University, 1962.
Thesis: Une étude comparée du Rouge et le Noir de Stendhal et du Disciple de Paul Bourget.

SARALYN SUE RICKS* .......................... French

JONATHAN KARIUKI OLE LOLCHOKI ........ Political Science
A.B., Philander Smith College, 1963.

AUGUSTINE KHAMALA INGUTIA ........ Sociology
A.B., Langston University, 1963.

FRANK GEORGE POGUE, JR. ................................... Sociology

KHAYRALLAH MICHAEL SAFAR* ................................ Sociologv
A.B., Georgia State College, 1962.

MASTER OF SCIENCE

JAMES BERNARD AUSTIN* .................................. Biology

SAMSON J. BENNETT, JR. .................................. Biology
A.B., Talladega College, 1955.

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

NORA MARGARET HARRISON .......................... Biology
A.B., Talladega College, 1953.
Thesis: Development and Innervation of the Ear of the Chick Embryo.

WAHID HASAN* .................................. Biology
B.S., Agra University, (India) 1957.

SHANNON HUNTER MITCHELL* .................................. Biology
B.S., Fort Valley State College, 1961.

ELLEN SHIRLEY MURRY ........................................ Biology
A.B., Clark College, 1931; M.A., Atlanta University, 1944.
Thesis: Paper Electrophoretic Studies on the Relationship Between the Free Amino Acid Content and Regeneration in Planaria.

PATRICK NOLAN ROBINSON .................................. Biology
A.B., Southern University, 1959.
Thesis: Microscopic Study of Reproductive Organs and Associated Endocrine Glands in Male Guinea Pigs Under the Treatment of Female Hormones.

FRANK CLEMSON GREENE .................................. Chemistry
B.S., Morehouse College, 1958.

HAROLD WAYNE FLETCHER* ................................ Mathematics
B.S., Morehouse College, 1963.

DAVID LEE HUNTER* ................................ Mathematics
B.S., Johnson C. Smith University, 1957.
Thesis: Lectures in the Theory of Functions of a Complex Variable, Part II.

FRANKLIN DEROSEVELT McCREA* .................. Mathematics
B.S., Claflin College, 1958.
Thesis: Some Properties of Relations and Functions.

THEODORE ROOSEVELT NICHOLSON ..................... Mathematics
B.S., Claflin College, 1953.

HAROLD WILLIAM RUTHERFORD* .................. Mathematics
B.S., Morehouse College, 1963.

SCHOOL OF SOCIAL WORK
MASTER OF SOCIAL WORK

NIATHAN ALLEN
A.B., Johnson C. Smith University, 1963.
Thesis: The Adjustment Patterns of Migrants from Southern Appalachia into Cincinnati, Ohio.

CREIGS CARTER BEVERLY  

YYETTE LEONTYNE COURSEY  

MILDRED MCCOLLOUGH EDWARDS  
A.B., Livingstone College, 1957.  

LOIS LUBIN FRANK  
A.B., Emory University, 1963.  

GEORGE ERNEST HARRIS  
B.S., Alabama Agricultural and Mechanical College, 1963.  
Thesis: A Study of the Relationships of Service Recipients With Client-Oriented and Citizen-Oriented Social Agencies.

GLOVER EUGENE HOPSON  
Thesis: An Assessment of Patients' Attitudes Towards the Social Services at Northport Veterans Administration Hospital.

WALDO BERNARD JEFF  
B.S., Colorado State University, 1962.  

SAMUEL JONES  
B.S., The Ohio State University, 1957.  
Thesis: Psychogenic Factors in the Readmission of Alcoholic Patients to the Veterans Administration Hospital, Northport.

*Requirements completed as of January 22, 1965.*
DOROTHY WRIGHT MAROTTE  
A.B., Dickinson College, 1940.  

BARBARA ANN MARTIN  
Thesis: A Study of Discharged Veterans Residing in Foster Homes.

JO-ANN WYCHE MARTIN  

FREDDIE LEE MATTHEWS  
B.S., Florida Agricultural and Mechanical University, 1959.  
Thesis: The Role of the Social Worker at Ohio State University Psychiatric Institute and Hospital.

DRUCILLA EVELYN MOSLEY  

JEANNETTE CHARLOTTE PALMER  
Thesis: An Investigation of Some of the Social Factors Related to the Admission and Discharge of Emotionally Disturbed Children at Kankakee State Hospital.

MARY HELEN QUINZELLA THOMAS  
A.B., Hampton Institute, 1963.  
Thesis: Attitudes of Patients' Wives Toward Mental Illness at the Veterans Administration Neuropsychiatric Hospital, Marion, Indiana.

ARCOLIA RANDALL TIGGETT  
B.S., Florida Normal and Industrial Memorial College, 1952.  

EVELYN WEINKLE VELKOFF  
A.B., Agnes Scott College, 1940.  
DEOLA HALL WELLS  
A.B., Wiley College, 1963  

WILLIAM HOWARD WHITAKER  
A.B., Ohio State University, 1957; M.A., 1963.  

BARBARA LEWIS WICKS  
A.B., LeMoyne College, 1956.  

PATRICIA NADINE WRIGHT  
A.B., Xavier University, 1963.  
Thesis: A Study to Ascertain the Extent to Which the Recreational Needs of Aged Persons are Met by a Settlement House Setting in Columbus, Ohio.

SCHOOL OF LIBRARY SERVICE  
MASTER OF SCIENCE IN LIBRARY SERVICE

WILLIE MEANS ALLEN  
B.S., Tuskegee Institute, 1946.  
Thesis: An Analysis of the Treatment of the Library in a Selected Group of Books on Elementary School Administration and Supervision.

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

JAMES LEWIS BEASLEY  
B.S., Fort Valley State College, 1962.  

CLARICE WYATT BELL  
MARVELOUS BRENDA BROOKS

LARON JEFFERSON CLARK, JR.

EVERETT ALSTON DAYS
A.B., Morehouse College, 1959.

WILSON NEWMAN FLEMISTER

JESSE EARL GIBSON
B.S., Prairie View Agricultural and Mechanical College, 1960.

BESSIE RIVERS GRAYSON
B.S., Alabama State College, 1950.

REATHA MAE BLACKMON HAMILTON
Thesis: A Study of Selected Fiction Books for Children and Young People on Spanish Life and Customs Published, 1929-1931.

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

FREDDIE GEORGE JOHNSON*
A.B., Southern University, 1955.
Thesis: A Study of the School Library Experiences of a Selected Group of College Freshmen at Texas Southern University, Houston, Texas.

EVA PHILLIPS LEE
B.S., Fort Valley State College, 1950.

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CATALOGUE

WILFRED THOMAS MAYFIELD  
B.S., Southern University, 1961.

Merna Brooks Miller*  
B.S., Florida Agricultural and Mechanical University, 1957.  
Thesis: A Survey of the Oscar Patterson Elementary  
School Library, Panama City, Florida.

James Cary Partridge, Jr.  

Thelma Shih Lin Sun  
A.B., Taiwan Provincial Cheng Kung University, 1961.

Margaret Henrietta Traylor  
A.B., Bennett College, 1964.

James Harry Walton  
A.B., Clark College, 1954.  
Thesis: A Survey of the Peter James Bryant Elementary  

Birdie L. Oldom Weir  

Louis Charles Wilson  

Alice Bing Yen  
A.B., Soochow University, 1960.

SCHOOL OF EDUCATION  
MASTER OF ARTS

Fannie Lamaude Bacote*  
A.B., South Carolina State College, 1939.  
Thesis: The Role of the Counselor as Perceived by  
Secondary School Administrators.

Mittie Christine Bailey*  
B.S., Albany State College, 1958  
Thesis: A Survey of Audio Visual Aids in the Five  
Negro Elementary Schools of Dade County, Miami,  

NEIL EDWIN CARLSON*  
B.S., Cornell University, 1951.  
Thesis: Intelligence Test Scores and Grade Point Averages Obtained by Eighth and Ninth Grade Students in Cassadaga Valley Central School, Sinclairville, New York.

PARNELL WARTHORF CEPHUS  
Thesis: Predicting College Success.

JUANITA LESTER CLAY*  
Thesis: Attitudes of Teachers Toward Social Promotion.

NELLIE WISE COLEMAN*  
A.B., Morris Brown College, 1939.  
Thesis: A Comparison of Achievement of a Homogeneously-Grouped Ninth Grade Section With a Selected Non-Grouped Section at the Oconee High School.

GAINES WARREN CULPEPPER  
A.B., Morris Brown College, 1945.  

JOSEPH DRAPER  
A.B., Morehouse College, 1957.  

CHARLES FRANKLIN EASLEY*  
A.B., Knoxville College, 1956.  

LULA M. ADAMS GARRISON  
B.S., Morris Brown College, 1957.  
Thesis: A Content Analysis of Twelve Textbooks on Supervision.

NAOMI DAWSON GREENE  
B.S., Spelman College, 1952.  
Thesis: A Pilot Program in Televised Spanish Instruction in Atlanta and Fulton County Schools.

SARAH FRANCES THOMPSON HARDEMAN  
A.B., Clark College, 1939.  

WILLIAM JAMES HARDING*  

MARTHA GRIMES HOLLAND  
B.S., Winston-Salem State Teachers College, 1948.  
Thesis: Intelligence, Academic Achievement, Personality and Interests of Fifteen Educable Mentally Retarded Children With Implications for Curriculum Planning.

ANNIE SHUMATE JACKSON  
A.B., Clark College, 1957.  
Thesis: The Achievement of Superior Students in Mathematics in Comparison With Average and Lower Students on the Fourth Grade Level at the Whitefoord Elementary School.

ESTHER FUTCH JOHNSTON*  

LEATHA ORAGENE LEONARD  
B.S., Fort Valley State College, 1949.  
Thesis: Relationships of Second Grade Pupils' Spelling Performances in Written Assignments and on Spelling Tests.

MARSH H. MYERS, JR.  

ALBERT O'BRYANT*
B.S., Fort Valley State College, 1952.

ALSIE HAWES PARKS*
B.S., Fort Valley State College, 1956.

JOSEPH T. REDDICK*
A.B., Clark College, 1954.
Thesis: Tested Differences and Correlations in School Achievement Between Ability and Non-Ability Grouped Pupils in Two Schools in Tift County, Georgia.

ROBERT L. SAMPSON*
A.B., Paine College, 1950.
Thesis: A Comparison of N.S.F. Participants of Atlanta University Before and After Their Participation in Atlanta University National Science Foundation Institutes.

SENONA FRANKLIN SHIELDS*
B.S., Tuskegee Institute, 1951.
Thesis: Factors Influencing Theological Students to Enter the Ministry.

CHARTER CURTIS TAYLOR
B.S., Morris Brown College, 1951.

CHARLIE JAMES TINSLEY*
A.B., Clark College, 1958.

WILLIAM A. VANDER STOEP
A.B., Whitworth College, 1957.
Thesis: Indicators of Success for the First Year of College.

LEXIE BATTLE WILLIAMS
A.B., Morris Brown College, 1942.
Thesis: Two Methods of Teaching Arithmetic in the Second Grade.

JAMES WESLEY WILSON
Thesis: A Study of Characteristics of Self-Referred and Other-Referred Clients to a Student Counseling Center.

AMY BELLE WOOD*
B.S., Clark College, 1948.
Thesis: School Leavers of the Luthersville Elementary School, Luthersville, Georgia.

DAISY LOUISE WOODSON
Thesis: A Comparison of Two Methods of Improving Rate of Reading of College Freshmen.

SCHOOL OF BUSINESS ADMINISTRATION
MASTER OF BUSINESS ADMINISTRATION

HERMAN ALFRED JACKSON, JR.
B.S., South Carolina State College, 1963.

AUDRAMAE MONTGOMERY

CLYDE GREGORY NORA
B.S., Southern University, 1962.

ATLANTA UNIVERSITY

HONORARY DEGREES

DOCTOR OF LITERATURE

GEORGIA DOUGLAS JOHNSON

Sensitive singer of sad songs; faithful interpreter of the feminine heart of a Negro with its joys, sorrows, limitations and frustrations of racial oppression in a male-dominated world; dreamer of broken dreams who translated her disappointments into such memorable and immortal lines as:

The heart of a woman falls back with the night,
And enters some alien cage of its plight,
And tries to forget it has dreamed of the stars
While it breaks, breaks, breaks, on the sheltering bars . . .;

author of the poetic collections: An Autumn Love Cycle, The Heart of a Woman, Bronze; author of the plays, Blue Blood and Plumes, and of a biography of Henry Lincoln Johnson (her husband) titled The Black Cabinet; pioneer among Negro American writers; friend and patron of eminent Negro poets, playwrights and artists; courageous civic leader; distinguished native of Atlanta and graduate of Atlanta University who has been a credit to her native city, her alma mater, her race, and humanity.

DOCTOR OF THE HUMANITIES

RALPH EMERSON MCGILL

Son of the South; noted humanitarian, brilliant journalist, dedicated editor, and nationally respected author and publisher; recipient of numerous awards, among them the Pulitzer Prize for outstanding editorial writing, the Lauterback Award for distinguished service in the field of civil liberties, and the Presidential Medal of Freedom; member of the President's Advisory Committee on Labor-Management Policy, the Board of Trustees of the Carnegie Endowment for International Peace, the Advisory Committee of the Arms Control and Disarmament Agency, and the Ford Foundation's Fund for the Advancement of Education; long-time lonely voice in the wilderness, now his clarion call is heard throughout the land, heralding a changing world, emphasizing human dignity for all, and urging the South to fulfill its promise of greatness; a man of keen insight, great moral courage and force, with a true sense of spiritual values; foe of intolerance and bigotry, lover of people, prophet and conscience of the new South.
DOCTOR OF LAWS

CARL T. ROWAN

A boy from the hills of Tennessee, chosen by the dean of his college to take the entrance examinations for the Navy Ensign program; one of the first fifteen Negroes in the nation's history to be raised to the rank of Officer in the United States Navy; newspaper reporter, covering many of the major news events of the last decades; cited as Minneapolis' outstanding "Young Man of the Year" by the Minneapolis Junior Chamber of Commerce; recipient of the Sidney Hillman Award for the best newspaper reporting in the nation during 1951 by the Curators of Lincoln University; selected as one of America's ten outstanding young men of 1953 by the United States Junior Chamber of Commerce; asked by the United States State Department to help interpret America to Asians by lecturing on "The Role of the Newspaper in Social Change"; author of South of Freedom, Go South to Sorrow and Wait Till Next Year; Carl T. Rowan, ex-Ambassador to Finland, was appointed to his present position of Director of the United States Information Agency by the President in January, 1964.

Demonstrating to the nation and the world, through his distinguished reporting of national and world affairs and his unselfish leadership in fostering better race relations, that neither race nor color are a barrier to national and international achievement, Dr. Rowan is welcomed into the ranks of our honorary alumni with the Degree of Doctor of Laws for his exemplary practice in the field of journalism, high purpose, extraordinary achievement and dedicated service to his country.

DOCTOR OF LAWS

CORNELIUS V. TROUP

A native of Brunswick, Georgia, this superior college administrator took his Master's degree at Atlanta University in 1937. His career is marked by versatility and virtuosity. As an undergraduate at Morris Brown College, his golden voice made the college quartette a distinguished musical ensemble. Other qualities of leadership and scholarship led to his election to the college staff immediately after graduation.

Then followed eleven years as Principal of the Risley High School at Brunswick, that he made an exemplar of excellence. He joined the staff of the Fort Valley State College in
1939 and became President in 1945; this year he celebrates his twentieth anniversary as chief executive of that continuously expanding, excellent institution.

He has been a persistent scholar-student at the Universities of Wisconsin, Columbia, Atlanta, Minnesota and Ohio State where he earned the doctorate in 1947, with post-doctoral study at Michigan.

He serves local and national, social and religious communities with careful devotion. He is a man of rare and diversified talents who has written scholarly books and articles, and he is a frequently published poet of charm and beauty.

DOCTOR OF LAWS

ROY WILKINS

Graduate of the University of Minnesota where he won first prize with a strong anti-lynching speech in an oratorical contest; a newspaperman who was a crusader in the field of civil rights which led to his appointment to the staff of the National Association for the Advancement of Colored People in 1931, as assistant executive secretary and editor of the CRISIS magazine; elected Executive Secretary of the National Association for the Advancement of Colored People in 1955 succeeding the late Walter White.

He directs the destiny of the largest and best-known interracial organization dedicated to the struggle for civil rights; a 1964 Springarn Medalist; an articulate spokesman on behalf of social, civil, and political rights under the law; resolute leader who has won admiration for resourcefulness, courage, sanity, intellectual powers and vision. Roy Wilkins is cited for his distinctive and outstanding contributions to the achievement of human justice for all men.
CATALOGUE

DEGREES CONFERRED
AUGUST 5, 1965

SCHOOL OF ARTS AND SCIENCES

Master of Arts

BABATUNDE ADEGBOLA OBASA ........ Economics
Thesis: Economic Growth and Foreign Trade of Nigeria in
the Colonial Era and in 1960-1964.

GEORGE ESPY, JR. ............ English
A.B., Morehouse College, 1956.
Thesis: Dualism in the Poetry of Emily Dickinson.

HAZEL MAE WILLIAMS ............ English
A.B., Southern University, 1963.
Thesis: The Role of Nature in Selected Novels of Thomas
Hardy.

RUDENE DELORES LEEKS BURTON ........ French
A.B., Talladega College, 1959.
Thesis: The Satires of Regnier and Boileau: A Comparative
Study.

CAROLYN THERESA DUKES ............ French
A.B., Clark College, 1962.
Thesis: The Significance of the Role of the Confidante in
the Tragedies of Jean Racine.

LILLIE M. LEWIS ............ French
Vatican and Les Faux Monnayeurs of Andre Gide.

ALTONETTE TARVER BURKS ........ History
B.S., Alabama Agricultural and Mechanical College, 1947.
Thesis: The Negro as Reflected in Some of the Writings of
Ralph McGill.

ALFONSO FRAZIER ............ History
B.S., Savannah State College, 1957.
Thesis: Free Negroes in Chatham County, Georgia, Prior to
the Civil War.
EARNESTINE OMEGA BARNETTE . . . . . Political Science
B.S., Fort Valley State College, 1941.

JAMES MONTREVILLE HUBBARD, JR. . . . Political Science
Thesis: The Resurgence of Republicanism in Arkansas.

LESLEY BURL McLEMORE . . . . . Political Science
A.B., Rust College, 1964.

ROBERT JOSEPH WARD . . . . . . . Political Science

PATRICIA ANN WILLIAMS McGILL . . . . Social Science

CURTIS TILMON LANGLEY . . . . . . . Sociology
Thesis: An Inquiry into the Attitudes of Negro Users, Non-Users, and Users of Both Toward Negro Doctors in the Atlanta Community.

DAISY BOWMAN SMITH . . . . . . . Sociology
Thesis: A Comparative Study of the Professional and Socio-Economic Status of 100 Negro Secondary and College Teachers in Atlanta, Georgia.

Master of Science

ELDRIDGE FRANCIS JOHNSON . . . . . . Biology
A.B., Miles College, 1963.

MARION EDWARD JONES, JR. . . . . . . Biology
B.S., Fort Valley State College, 1962.
Thesis: The Effect of Gibberellic Acid on the Germination and the Growth of the Primary Root of Three Varieties of Gossypium Hirsutum.
JOHN OLDEN MCDONALD. . . . . . . . Biology
Thesis: Fetal Carbohydrate Metabolism Following Gluca-
gon Administration to Pregnant Rats on the Eighteenth Day
of Gestation.

DOUGLAS WILLIS . . . . . . . . Biology
B.S., Morehouse College, 1963.
Thesis: On the Origin of Epidermal Protuberances in the
Tail of Bullfrog Larvae Following the Injection of the La-
thyrogenic Agent, Semicarbozide-Hydrochloride.

GRACIE LOUISE SMITH BROWN . . . . Chemistry
A.B., Miles College, 1960.
Thesis: An Exploratory Study on the Oxygenation of
Isopropyl Ether.

SUNDAY ITAUMA ETTE . . . . . . Chemistry
A.B., Lincoln University, 1961.
Thesis: Solvent Effects in Kolbe Type Electrolysis: The
Nature of the Solvent as a Factor Affecting the Discharge
Potential in Kolbe Electrolysis of Sodium Benzoyletacetate.

THOMAS LAMAR ALEXANDER. . . . Mathematics
B.S., Rust College, 1958.
Thesis: On Some of the Properties of Function of Bound
One and Related Topics.

McLOUIS CLAYTON . . . . . . . Mathematics
B.S., Shaw University, 1960.
Thesis: Plausibilities of Intuitive Concepts of Point Set
Topology Preserved by Continuous Transformation.

WINSON RALPH COLEMAN, JR. . . Mathematics
B.S., Morehouse College, 1960.
Thesis: Some Automorphic Functions of a Complex Vari-
able on Properly Discontinuous Groups.

HOWARD EARL HUDSON . . . . Mathematics
B.S., Alcorn Agricultural and Mechanical College, 1957.
Thesis: On Sylow Theorems in Connection With Solvable
Groups.

FRED HENDRIX HUGHES . . . . Mathematics
B.S., Alabama Agricultural and Mechanical College, 1955.
Thesis: Groupoids with Semigroup Operations and Addi-
tive Endomorphism.
SAMUEL DELANOR JOLLEY, JR. . . . . . . Mathematics
B.S., Fort Valley State College, 1962.

REUBEN KESLER, JR. . . . . . . . . Mathematics
B.S., Morehouse College, 1963.

ALBERTA B. KIRKLAND METZE . . . . . . Mathematics
B.S., Allen University, 1954.
Thesis: Denumerably Total Topological Spaces.

SCHOOL OF LIBRARY SERVICE

Master of Science in Library Service

BETTIE GREENLEAF AGNEW
B.S., Prairie View Agricultural and Mechanical College 1959.

MARY ESTHER LUCAS BOSTIC
B.S., Morris Brown College, 1949.

VIRGIE LEE BROCKS
B.S., Jackson State College, 1964.

CAROLYN CADETTE BUTLER
A.B., Talladega College, 1964.

ULYSES CAMERON

HAROLD RAY CHANDLER
B.S., Morehouse College, 1965.

CHRISTINA MENG-CHU CHIU
A.B., Tamkang College of Arts and Sciences, 1962.

GLOSSIE MAE JOHNSON COLE
B.S., Winston-Salem Teachers College, 1940; B.S. in L.S., Atlanta University, 1949.

DORA MARIE DIMASCIO
B.S., Concord College, 1961.
CATALOGUE

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

CLEVESTER JOHNSON
B.S., Prairie View Agricultural and Mechanical College, 1959.

JOE NEELY LEWIS

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

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

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

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

VERA NORMAN

HILDA ANN OVERTON

BERTHA LEE PARKER

HAZEL RUTH PATTERSON
B.S., Miles College, 1953.

CLAARA LAVERNE PRIOLEAU

HARRY ROBINSON, JR.
B.S., Southern University, 1964.

LUCILE JACKSON SMITH
A.B., Morris Brown College, 1939.

BOBBIE JEAN THORNTON

JUANITA LORAIN WASHINGTON
B.S., Alabama Agricultural and Mechanical College, 1964.
JEWEL HELEN WILLIAMS  
B.S., Prairie View Agricultural and Mechanical College, 1964.

KENNETH BERESPORD WILLIAMS, JR.  
A.B., Lincoln University, 1964.

ERIC VON ARTHUR WINSTON  

JULIE VARNER WRIGHT  
B.S., Claflin College, 1960.

SCHOOL OF EDUCATION  
Master of Arts

FREDERICK TYROME ANDERSON, JR.  
B.S., Morgan State College, 1959.  
Thesis: A Survey of College Reading Improvement Programs  
With Findings Related to Specific Institutions in the United  
Negro College Fund Program.

AZALIA McKEITHAN BARKSDALE  
A.B., Clark College, 1962.  
Thesis: A Comparative Study of a Group of Educable Men­tally Retarded Pupils and Their Normally Progressing  
Peers.

EDWARD NATHANIEL BARKSDALE  
B.S., Allen University, 1962.  
Thesis: Tested Differences in Achievement in Mathematics  
as Measured by “Teachers’-Marks” and Test Scores for  
High School Students.

MARIE FRANCES HOLSEY BLAKE  
A.B., Clark College, 1949.  
Thesis: Comparisons and Relationships of Listening, Speak­ing,  
and Reading Abilities of Second Grade Pupils.

MARY EDITH HALL BURKE  
A.B., Clark College, 1954.  
Thesis: Tested Differences and Correlations of Scholastic  
Achievement in Primary Grades 1-3 Between a Continuing  
Teacher and Rotating Teacher Grades 1-3 for the Three  
Years of Primary School.
CATALOGUE

GEORGIA HALLIE CALDWELL
A.B., Talladega College, 1951.

WILLIE FRANKLIN CARMICHAEL, JR.
Thesis: Opinions About Science Fairs and Science Congresses.

GWENDOLYN COX COLEMAN
Thesis: A Study to Ascertain the Degree to Which Certain Social and Psychological Characteristics are Manifested by School Drop Outs and by a Matched Group of Students Who Remain in School.

MARIE STINSON CRAFT
B.S., Albany State College, 1952.
Thesis: Differences in Relationships of Intelligence, Readiness Status and Development of Speech Among Selected First Grade Pupils With and Without Kindergarten Training.

LEONA MARIE DEMONS
B.S., Savannah State College, 1949.

GWENDOLYN YVONNE FERRELL ELMORE
Thesis: Some Characteristics of a Selected Group of Pupils Enrolled in the First Grade at Whitefoord Elementary School.

CORAL JUlia ETCHISON
B.S., Fort Valley State College, 1947.

ROBERT MILLER GAINES
B.S., Clark College, 1949.
Thesis: A Study of the Tested Differences in Intelligence, Aptitude, and Achievement Status of Three Groups of Elementary School Graduates.
KATHERINE TIBBS GLASS  
Thesis: Test Differences in Achievement, Personality, Parental Opinion and Teacher Attitudes Between Self-Contained and Team-Teaching Taught Pupils.

BERNARD DOUGLAS GORE  
B.S., Hampton Institute, 1950.  
Thesis: Teacher Attitudes and Understandings of Guidance Services at the Belleview-Santos High School.

SAXON GRAHAM  
B.S., Hampton Institute, 1960.  

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

DAISY PHINAZEE HARRIS  
Thesis: The Effectiveness of Listening Experiences Upon Reading Readiness Levels of Kindergarten Pupils.

JOSEPHINE WILLIAMSON HARRISON  
Thesis: The Tested Difference on Academic Achievement Between a Parent-Teacher Conference Group and a Non-Parent Teacher Conference Group of Disadvantaged Fifth Grade Children.

DOROTHY ELOISE HILL  
Thesis: An Analysis of Teachers' Opinions Concerning Discipline in the Elementary Schools.

CARLTON A. B. JACKSON  
Thesis: The Effectiveness of Background Music on Discipline and Achievement in the Classroom Involving Certain High School Groups.

ALPHONSO GEORGE JONES, JR.  
B.S., Florida Agricultural and Mechanical University, 1959.  
Thesis: A Content Analysis of Seven Educational and Instructional Television Books.
CATALOGUE

MARTHA CROSBY JONES
B.S., Alabama Agricultural and Mechanical College, 1961.

JACQUELINE HART MOHR
B.S., Florida Agricultural and Mechanical University, 1957.

RUBY THOMPSON REESE MOONE
A.B., Fort Valley State College, 1959.
Thesis: Student Personnel Services in Eight Selected Undergraduate Colleges in Georgia.

TEMPIE WILLIAMS MOOREHEAD
B.S., Arkansas Agricultural, Mechanical and Normal College, 1959.

BETTY SUTTON MULLINS
B.S., Clark College, 1954.
Thesis: A Content of Six High School Chemistry Textbooks.

MANFRED POLK
B.S., Mississippi Vocational College, 1958.

MATTIE HARRISON POWELL
A.B., Clark College, 1959.

MILTON ABRAHAM RAVEN
B.S., Albany State College, 1957.
Thesis: Differences and Correlations in Performance on Intelligence, Achievement, and Study Habits Tests of a Selected Group of Eighth Grade Pupils.

SWEETIE S. REYNOLDS
B.S., Morris Brown College, 1962.
Mattie Rice Roberts  
B.S., Fort Valley State College, 1956.  
Thesis: The Tested Differences and Correlations in the School Achievement of a Group of Regular and Non-Regular Attenders in the Warren County Schools, Georgia.

Willie Pearl Roberts  
B.S., Fort Valley State College, 1960.  

Pearlie Haynes Robinson  
B.S., Savannah State College, 1959.  

Charles Lamarr Sanders  
A.B., Morris Brown College, 1957.  

Sarah Helen Sapp  
B.S., Allen University, 1958.  
Thesis: The Identification and Description of Community Resources Available to Children in Aiken County, South Carolina.

Wilhelmina Harris Scrutchin  
A.B., Spelman College, 1934.  

Sara Frances Harden Singley  
B.S., Morris Brown College, 1959.  
Thesis: Comparison of Responses of Elementary Grade Teachers Regarding the Developmental and Corrective Reading Program.

Hattie Samuel Smith  

MacArthur Stewart  
Thesis: An Appraisal of Certain Characteristics of Rural Youth with Implications for a Guidance Program.
EMILY DAVIS STINSON  

PEGGY JEAN TANKSLEY  
B.S., Paine College, 1954.  
Thesis: Effectiveness of the Use of Films and Filmstrips on the Reading Abilities of Second Grade Pupils.

EZEKIEL HAMILTON TARVER  
B.S., Albany State College, 1951.  
Thesis: A Study of the Physical Education Programs and Physical Education Coordinators in the High Schools of Region Ten.

ISREAL TAYLOR, JR.  
B.S., Alabama State College, 1953.  
Thesis: Teacher Turnover in the Public Schools of Coweta County, Georgia, 1956-1965.

CALVIN FRANKLIN TURNER  
A.B., Paine College, 1958.  

ALFLORENCE DELORES WADKINS  
B.S., Morris Brown College, 1951.  
Thesis: Tested Differences and Correlations of Intelligence, Arithmetic Reasoning and Arithmetic Fundamentals as Measured by Test Scores of the Upper and Lower Quartile Groups of Fourth-Graders.

JOE NORWOOD WEEMS  
B.S., Tuskegee Institute, 1953.  

MILDRED VIRGINIA WHITE  
B.S., Tuskegee Institute, 1948.  
Thesis: An Analysis of School Attendance, Academic Achievement and Certain Intervening Factors Affecting a Sample of Tenth Grade Students at Tuskegee Institute High School, Tuskegee, Alabama.
GEORGE WILKERSON WILLIAMS
B.S., Savannah State College, 1949.
Thesis: A Study of the Educational Personnel in the Negro Public Schools of Burke County for the Year 1964-1965:

JULIA B. WILLIAMS
B.S., Rust College, 1954.
Thesis: The Effects the New Mathematics Has Upon Negro Teachers in Chicksaw County, Mississippi.

EUGENE BROUGHTON WIMBY
A.B., Clark College, 1949.

PAULINE PITMAN WRIGHT
B.S., Florida Agricultural and Mechanical University, 1946.
Thesis: Analysis of Materials and Equipment in Reference to An Effective Kindergarten Program.

SCHOOL OF BUSINESS ADMINISTRATION
Master of Business Administration

SOLOMON ADEDEJI ADEYOYIN
Thesis: The Significance of Pricing in Gasoline Retailing.

SAMUEL RICHARD DAVENPORT
Thesis: The Alliance for Progress and Its Influence on Brazilian Economic Growth and Development.

VERNETTA FLOYD
B.S., Alabama State College, 1957.

SARASWATICHANDRA VADILAL GANDHI
B.Com., Gujarat University, 1956.
Thesis: A Study in Retained Earnings in Steel.

EDET ROBINSON IWO
B.S., Miles College, 1964.
NOVEL JOHN SMITH, III

HAROLD EDWARD TAYLOR
Thesis: A Critical Analysis of the Negro Market with Suggested Techniques for Marketing Programs Directed Toward This Market.

ISAIAH WASHINGTON
A.B., Clark College, 1964.

TIMOTHY DOUGLAS WILSON
## SUMMARY OF DEGREES CONFERRED IN 1965

### DEGREES IN COURSE

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<tr>
<th>Degree</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<td>A. M.</td>
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<td>M. S.</td>
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<td>M. B. A.</td>
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<td><strong>TOTAL</strong></td>
<td>104</td>
<td>117</td>
<td>221</td>
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### HONORARY DEGREES

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<th>Degree</th>
<th>Men</th>
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<tr>
<td>Doctor of Laws</td>
<td>3</td>
<td>0</td>
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<tr>
<td>Doctor of Literature</td>
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<tr>
<td>Doctor of The Humanities</td>
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<td><strong>GRAND TOTAL</strong></td>
<td>106</td>
<td>108</td>
<td>214</td>
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</table>
Biology

ACKASON, KWAME .................................. Saltpond, Ghana

ALLEN, MABEL L. ................................... Atlanta
B.S., South Carolina State College, 1961.

BARBER, BARBARA BURSEY ...................... Atlanta

BENNETT, JERRY .................................... Magee, Miss.
B.S., Tougaloo College, 1964.

BENNING, LOVEJOY ................................ Atlanta

BENSON, JIMMY BERNET ......................... Bamberg, S. C.

BREWTON, MAE LOIS .............................. Ocala, Fla.
B.S., Bethune-Cookman College, 1962.

BUTLER, GWENDOLYN CORKER ................. Quitman
A.B., Florida Agricultural and Mechanical University, 1958.

CHARLES, VELMA LORRAINE .................... Tampa, Fla.

CHEEVERS, SANDRA PATRICIA .................. Albany
B.S., Howard University, 1965.

CHISHOLM, GEORGE WILLIAM .................. Walterboro, S. C.

CLARK, WILLIE MARSHALL ...................... Meridian, Miss.
B.S., Alcorn Agricultural and Mechanical College, 1962.

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

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

CURTIS, RICHARD EUGENE ..................... Bradenton Beach, Fla.
B.S., McKendree College, 1954.
DAVIS, CAROLYN JEANNE 1 ........................................... Birmingham, Ala.
A.B., Miles College, 1965.

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

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

FRANKLIN, RENTZ BENJAMIN 2 ................................... Birmingham, Ala.
B.S., Morehouse College, 1966.

GADSDEN, GENEVIEVE ELIZABETH .......................... Charleston, S. C.
B.S., Bennett College, 1965.

B.S., Clark College, 1965.

HENDERSON, LAMORINESS ANN .......................... Clarksdale, Miss.

HOLMES, CHARLES EMMERSON 2 ................................... Holly Springs, Miss.
A.B., Rust College, 1957.

HURD, PATRICIANNE ................................... East Point

JONES, RENA T. 2 ........................................... Atlanta

LITMAN, WINFRED, JR. ............................... Vidalia
B.S., Fort Valley State College, 1955.

LOCKE, THOMAS J. 2 ...................................... Atlanta
B.S., Savannah State College, 1958.

McPHER, JOHNNIE PRICE ............................... Woodstock

MITCHELL, MAURICE MICHAEL .......................... Atlanta
A.B., Florida Agricultural and Mechanical University, 1958.

MOREAU, RICHARD ARTHUR .............................. Portland, Maine

MURPHY, WILLIAM EDWARD .................................. Atlanta
B.S., Morehouse College, 1963.

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

OFOSU, GUSTAV ATTAH .................................... Ghana

1 First Semester Only.
2 Second Semester Only.
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ogonji, Gilbert Odhiambo</td>
<td>Hope College</td>
<td>Kenya</td>
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<tr>
<td>Patterson, Robert Lavonia</td>
<td>Tuskegee Institute</td>
<td>Annemarie, Ala.</td>
</tr>
<tr>
<td>Paulk, Max Wells 2</td>
<td>University of Georgia</td>
<td>Atlanta</td>
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<tr>
<td>Ruffin, John</td>
<td>Dillard University</td>
<td>New Orleans, La.</td>
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<tr>
<td>Salters, Armstead Leon</td>
<td>Claflin College</td>
<td>St. Stephen, S. C.</td>
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<tr>
<td>Shannon, Larry R.</td>
<td>Florida Agricultural and Mechanical University</td>
<td>Palmetto, Fla.</td>
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<tr>
<td>Sheehy, Ronald</td>
<td>Morehouse College</td>
<td>Tampa, Fla.</td>
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<tr>
<td>Sims, Chester Arthur II</td>
<td>Morehouse College</td>
<td>Lauderdale, Fla.</td>
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<tr>
<td>Sims, Wardell, Jr. 1</td>
<td>Morehouse College</td>
<td>Aberdeen, Miss.</td>
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<tr>
<td>Slaughter, James Calvin</td>
<td>Alabama State College</td>
<td>Chattanooga, Tenn.</td>
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<tr>
<td>Stevens, J. T.</td>
<td>Morehouse College</td>
<td>Savannah</td>
</tr>
<tr>
<td>Stone, Herbert Alonzo</td>
<td>Morehouse College</td>
<td>Albany</td>
</tr>
<tr>
<td>Talley, Paul 2</td>
<td>Morehouse College</td>
<td>Waycross</td>
</tr>
<tr>
<td>Thomas, Julian Edward</td>
<td>Fick University</td>
<td>Dublin</td>
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<tr>
<td>Walton, Marva Floyd</td>
<td>Knoxville College</td>
<td>Knoxville, Tenn.</td>
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<tr>
<td>Watts, Willie Carel</td>
<td>Alcorn College</td>
<td>Oakvale, Miss.</td>
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<tr>
<td>White, Barbara Hazel</td>
<td>Clark College</td>
<td>Atlanta</td>
</tr>
<tr>
<td>White, Joseph Council White</td>
<td>Alabama State College</td>
<td>Mobile, Ala.</td>
</tr>
</tbody>
</table>

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

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

WILSON, OLLIE BERNICE 2 .................................. Atlanta
A.B., Spelman College, 1945; M.S., Atlanta University, 1955.

WRIGHT, MATTIE K. 2 .................................. Columbus
B.S., Fort Valley State College, 1956.

CHEMISTRY

ANDREWS, GEORGE HULAN 1 .................................. Atlanta
B.S., Morehouse College, 1963.

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

COLEMAN, HALLIE EUGENE .................................. Rich Square, N. C.
B.S., Delaware State College, 1946.

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

DOSS, O'LEE ........................................... Greenwood, Miss.
B.S., Mississippi Industrial College, 1962.

EVANS, JOSEPH, JR. .......................................... Salters, S. C.
B.S., Benedict College, 1962.

EVERGIN, VERNAL 1 ........................................ Marietta
A.B., Clark College, 1964.

GLOVER, FREDERICK ........................................ Savannah
B.S., Savannah State College, 1947.

HART, SAMUEL LEE ........................................ Charleston, S. C.
B.S., Claflin College, 1858.

JENNINGS, RALPH WALDO .................................. Natchez, Miss.
B.S., Southern University, 1958.

McDONALD, ANTHONY WILLIAM ................................ Rose Hill, Miss.
B.S., Alcorn Agricultural and Mechanical College, 1953.

McGINNIS, VINCENT DANIEL .......................... Palm City, Fla.

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

1 First Semester Only.
2 Second Semester Only.
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<th>Name</th>
<th>Institution</th>
<th>Degree Level</th>
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<td>Sheln, Nathaniel</td>
<td>Gainesville</td>
<td>B.S.</td>
<td>1960</td>
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<td>Sims, Dorothy Gwendolyn Geer</td>
<td>Atlanta</td>
<td>B.S.</td>
<td>1962</td>
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<td>Smith, Ulysses</td>
<td>Americus</td>
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<td>Tucker, Clarence Terral</td>
<td>Chattanooga, Tenn.</td>
<td>B.</td>
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<td>Turner, Willie J.</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>1958</td>
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<td>Wojt, Richard Edward</td>
<td>Anacartes, Wash.</td>
<td>A.B.</td>
<td>1961</td>
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<td>Yang, Ping Pin</td>
<td>Taiwan</td>
<td>B.S.</td>
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<td>Anyiwo, Charles Abiaziem</td>
<td>Nigeria</td>
<td>A.B.</td>
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<td>Calhoun, John Henry</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>1937</td>
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<td>Cordy, Thomas O.</td>
<td>Brooklyn, N. Y.</td>
<td>A.B.</td>
<td>1963</td>
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<td>Griffin, Bobby James</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>1965</td>
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<td>Hicks, Joseph Basil</td>
<td>Florence, Ala.</td>
<td>A.B.</td>
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<td>Hsu, Chao Huang</td>
<td>Taiwan</td>
<td>B.C.</td>
<td>1939</td>
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<td>Jowers, Gilbert</td>
<td>Atlanta</td>
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<td>Yang, Wei-Hsein</td>
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1 First Semester Only.
2 Second Semester Only.
ASHMORE, GWENDOLYN 1 ................................... Atlanta
A.B., Clark College, 1962.

BONNER, CHRISTINA ........................................ Atlanta

CHERRY, JOYCE L. 1 ........................................ Atlanta
A.B., Paine College, 1962.

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

GRAY, GERALDINE ........................................... Memphis, Tenn.

KENNEDY, EZEKIEL LEON ...................................... Atlanta
A.B., Morehouse College, 1954; M.A., Atlanta University, 1961

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

Lu, HSUEH-CHOU ............................................. Formosa
A.B., National Taiwan University, 1963.

MORRIS, SHIRLEY JEAN 2 ..................................... Conroe, Tex.
A.B., Texas Southern University, 1964.

NJOKU, JOSEPH M. ........................................... Nigeria

OWENS, ESTHER MARIE ....................................... Montgomery, Ala.

STANSBURY, HOUSTON L. 1 .............................. Baltimore, Md.

STOVALL, MELVIN G. ........................................ Atlanta

THOMAS, FREDDY LAVAL ..................................... New York, N. Y.

THOMPSON, RUBY LEE ....................................... Tampa, Fla.
A.B., Florida Agricultural and Mechanical University, 1964.

WHATLEY, JEANETTE HUBERT 1 ............................. Atlanta
A.B., Spelman College, 1937.

YANG, HELEN YUE-HSIA .................................... Taiwan
A.B., Taiwan Normal University, 1961.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

FRENCH

ANDERSON, SANDRA LOVINGGOOD 2 ........................................ Atlanta
A.B., Clark College, 1959.

BAUCOM, JOYCE RENEE .............................................. Baltimore, Md.

BROWN, VIVIAN SYLVIA .............................................. Alapaha

CURETON, SARA HARREIS 1 .............................................. Atlanta
A.B., Talladega College, 1925; M.A., Atlanta University, 1938.

HAMMONDS, WILLIE AVIE .............................................. Atlanta

HUFF, MCDONALD 2 ............................................. Fort Valley
B.S., Fort Valley State College, 1962.

JACKSON, ANNIE LAURA 1 ............................................. Cairo
B.S., Fort Valley State College, 1961.

JACKSON, JOSEPHINE WILLIAMS ........................................ Atlanta

JACKSON, VERNON LEWIS .............................................. Vienna, Md.

JONES, ALBERTA M. ....................................................... Statesboro

PIERCE, NAOMI HARRIS .............................................. Atlanta
A.B., Spelman College, 1937; M.A., Atlanta University, 1945.

PINKSTON, FRANCES W. 2 ............................................... Atlanta
A.B., Clark College, 1958.

WEARY, EULA ............................................................. Bogalusa, La.
A.B., Southern University, 1965.

WIMBUSH, ANNIE BERNICE ........................................... Grambling, La.
B.S., Grambling College, 1962.

HISTORY

BENSON, ALEXA WYNELE .............................................. Elberton
B.S., Fort Valley State College, 1965.

BUSH, LOIS EDOLIA ...................................................... New Orleans, La.
A.B., Dillard University, 1965.

1 First Semester Only.
2 Second Semester Only.
COBE, ARTHUR DENNIS 1 ........................................... Bessemer, Ala.
A.B., Hampton Institute, 1965.

HADLEY, ROSA .................................................... Atlanta
B.S., Fort Valley State College, 1955.

HIGHEY, HARLEY WILLIAM .................................................... Atlanta

LAWE, THEODORE MAXWELL ........................................... Tampa, Fla.

MCCLEAN, VERNON EMANUEL 2 ........................................ Virgin Islands

THOMAS, BETTYE COLLIER .................................................... Columbia, S. C.
A.B., Allen University, 1963.

THREADCRAFT, SANDRA LARUE ........................................... Albany

WRIGHT, C. T. 1 ...................................................... Social Circle
B.S., Fort Valley State College, 1964.

MATHEMATICS

BLACK, MARION ARNOLD 2 ................................................... Atlanta
A.B., Tuskegee Institute, 1961.

BRACY, SAMUEL LEE ..................................................... Atlanta
B.S., Mississippi Valley State College, 1961.

CHISHOLM, DAVID LUTHER ............................................... Waltersboro, S. C.

COPELAND, JAMES ......................................................... Thomaston
B.S., Fort Valley State College, 1959.

DALE, GLADIOLA WATTS ................................................... Atlanta
A.B., Miles College, 1962.

EBERHARDT, JOSEPH N. ................................................... Athens
A.B., Clark College, 1952.

GOUDELOCK, JOHN ARTHUR ............................................... Atlanta
A.B., Morris Brown College, 1956; M.S., Atlanta University, 1964.

HARRIS, JOHN HOLLISTER ............................................... Memphis, Tenn.

HAYES, MONTAVAL ......................................................... Detroit, Mich.
A.B., Michigan State University, 1962.

1 First Semester Only.
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<th>College</th>
<th>University</th>
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<td>Houston, Johnny Lee</td>
<td>A.B., Morehouse College, 1964.</td>
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<td>Jackson, Ruby Jean</td>
<td>B.S., Southern University, 1959.</td>
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<td>James, Juanita  LaVall</td>
<td>B.S., Southern University, 1962.</td>
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<td>Kaltsounis, Bill</td>
<td>B.S., Middle Tennessee State College, 1962.</td>
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<td>Oswego, N.Y.</td>
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<td>Lattimore, Jerlean Broome</td>
<td>B.S., Jackson State College, 1954.</td>
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<td>Jackson, Miss.</td>
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<td>Mpongo, David Ndombasi</td>
<td>B.S., Morehouse College, 1966.</td>
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<td>Parks, Felix Gartrell</td>
<td>A.B., Morehouse College, 1960.</td>
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<td>Randall, Glenn Mason</td>
<td>A.B., Morehouse College, 1959.</td>
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<td>Reed, Herbert Lee</td>
<td>B.S., Morris Brown College, 1962.</td>
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<td>Sterling, Robert Lynn</td>
<td>B.S., Indiana Institute of Technology, 1962.</td>
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<td>Stocks, Vivien Shivers</td>
<td>A.B., Spelman College, 1962.</td>
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<td>Stroud, Eva</td>
<td>A.B., Spelman College, 1959.</td>
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<td>Taylor, Merdis Jean</td>
<td>B.S., Southern University, 1963.</td>
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<td>Homer, La.</td>
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1 First Semester Only.
2 Second Semester Only.
ATLANTA UNIVERSITY

TROUTMAN, MINER LEWIS ¹ ..................................................... Reynolds B.S., Fort Valley State College, 1964.

WHITE, ANNIE MAE ¹ ...................................................... Madison B.S., Savannah State College, 1956.

POLITICAL SCIENCE


COPEFIELD, WILLIAM EUGENE ² .................. La Grange B.S., Fort Valley State College, 1962.


GARDNER, ROSETTA EVANGELINA .......................... Atlanta A.B., Virginia Union University, 1939.


LEE, EUN Ho .................................................. Korea A.B., Yonsei University, 1961; M.A., Yonsei University, 1963.


MADISON, ISAIAH ............................................. Lake Cormorant, Miss. A.B., Howard University, 1964.


TASSIN, LULA ¹ ................................................... Mount Airy, La. A.B., Southern University, 1963.

SOCIAL SCIENCE

BERHANU, YOHANNES ² ......................................... Ethiopia B.S., Edward Waters College, 1966.

¹ First Semester Only.
² Second Semester Only.
CATALOGUE

COTTON, ROBERT L. ........................................... Cartersville
B.S., Tuskegee Institute, 1953; M.A., Atlanta University, 1964.

FUNNA, JAMES SUMANA ................................. Sierra Leone

HARRIS, CARL ............................................ Atlanta

PHILLIPS, SHIRLEY MILES ............................... Atlanta

STRICKLAND, MAZIE CAROLYN ............................ Rosewell

WRIGHT, SANDY ............................................ Atlanta

SOCIOLGY

ASHMORE, WILSON L. .................................... Atlanta

BERRYHILL, BRENDA ELISSA ................................ New Orleans, La.
A.B., Southern University, 1965.

BROWN, WESLEY ROBERTS ................................ Atlanta

DICKERSON, MATTIE VANCE DENNIS .................... Charleston, S. C.
B.S., Savannah State College, 1964.

DINKINS, LEWIS FITZGERALD ............................. Atlanta

DYE, CLINTON ELWORTH, JR. ............................ Atlanta

ENOCHS, RICHARD JARVIS ................................ Calhoun City, Miss.

FEW, VIVIAN ................................................ Atlanta

FRAZIER, WILLIAM VAN ................................. Chattanooga, Tenn.
B.S., Tennessee Agricultural and Industrial State University, 1965.

HUGHES, MATTIE M. .................................... Birmingham, Ala.
B.S., Tuskegee Institute, 1963.

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ATLANTA UNIVERSITY

Hughes, Rosa Lee ...........................................Birmingham, Ala.
B.S., Tuskegee Institute, 1965.

Hunter, Elizabeth A. ............................................Atlanta

Kajumba, Samuel Ndawula ...............................Uganda

King, Rosalyn Hawkins 1 .....................................Atlanta

Kura, John William ...........................................Kenya
A.B., Philander Smith University, 1964.

O'Neal, Malinda King .........................................Morrow

Payne, Annette Royce ...........................................Monticello
A.B., Fisk University, 1964.

Russell, David Alexander, Jr. ...........................Lauderdale, Fla.

Scruggs, Booker Taliaferro, II 2 ......................Chattanooga, Tenn.
A.B., Clark College, 1964.

Stanley, Inez C. ...............................................Atlanta

Terrell, Newnan, Jr. 2 ....................................New York, N. Y.
A.B., Western Kentucky State College, 1965.

Washington, Patricia Lillianette 2 .................Atlanta

Williams, Clarence, Jr. .......................................Hinesville

Wilson, Winona Ruth ..........................................New Orleans, La.

SCHOOL OF SOCIAL WORK

Aldridge, Delores P. ...........................................Tampa, Fla.

Arnold, Julia ....................................................Atlanta
A.B., Spelman College, 1941.

Barker, Willie L. G. 2 ....................................Atlanta
A.B., Spelman College, 1946.

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<td>BARTLETT, ELEANOR LEE</td>
<td>A.B., Agnes Scott College, 1964.</td>
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<td>BASS, NAOMI SANDRA 2</td>
<td>A.B., Clark College, 1964.</td>
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<td>BENTON, PHYLLIS A.</td>
<td>A.B., Spelman College, 1949.</td>
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<td>BOYD, CARL M., JR.</td>
<td>A.B., Saint Augustine's College, 1962.</td>
<td>Cleveland, Ohio</td>
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<td>BRADLEY, MARGUERITE LOUISE</td>
<td>A.B., Clark College, 1959.</td>
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<td>BRANDENBURG, NORA LEE</td>
<td>A.B., Georgia State College, 1965.</td>
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<td>BUCHANAN, VIVIAN MARTIN</td>
<td>A.B., Agnes Scott College, 1933.</td>
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<td>CLAY, ZETTLER CLEVELAND, JR.</td>
<td>B.S., Fort Valley State College, 1953.</td>
<td>Augusta</td>
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<td>COBOURNE, MYRTLE ADASSA 1</td>
<td>A.B., Bishop College, 1964.</td>
<td>Los Angeles, Calif.</td>
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<td>CORNELIUS, NANCY ROBERTA</td>
<td>A.B., Morris Brown College, 1964.</td>
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<td>A.B., Texas Southern University, 1962.</td>
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<td>DEMONS, JAMES WILLIE 1</td>
<td>A.B., Albany State College, 1960.</td>
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<td>DONAHUE, MAGNOLIA W.</td>
<td>A.B., Paine College, 1942.</td>
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   A.B., Bennett College, 1965.

DOYLE, LOZONA ........................................... Birmingham, Ala.
   B.S., Alabama Agricultural and Mechanical College, 1965.

EBERLING, GARWOOD STEPHEN .............................. Saratoga, Calif.

EISENSTINE, FANNIE PRICE ................................ Atlanta
   B.S., Cornell University, 1937.

FIELDS, SAMMIE, JR. ..................................... Memphis

FISHER, NETTIE BURTON .................................... Chicago, Ill.
   A.B., Langston University, 1964.

FORD, ELIZABETH LAVERNE .............................. Columbus

FOSTER, BARBARA JEAN .................................... Salisbury, N. C.
   A.B., Clark College, 1964.

GIST, JULIA MAE 1 ........................................ Woodruff, S. C.
   A.B., Johnson C. Smith University, 1965.

GLASS, EMZIE 2 .......................................... Atlanta

GRAVES, ANN PATRICIA ................................... Greensboro, N. C.

HAILE, BARBARA J. 1 .................................... Indianapolis, Ind.
   A.B., University of Kentucky, 1965.

HAMM, BEVERLY MARIE .................................... Atlanta

HILL, KATHRYN BIBBINS .................................. Norfolk, Va.
   B.S., Hampton Institute, 1960.

HOLTZCLAW, CARL TRAVIS ............................... Smyrna
   A.B., Mississippi State University, 1964.

HSIAO, CHING SHAW ..................................... Taiwan
   A.B., Tanghai University, 1963.

HUANG, SHIH-LU ........................................ Hong Kong
   A.B., Saint John's University, 1947.

HUCKABY, WILHELMINA .................................. Moultrie

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

JACKSON, JO. S. 2 ........................................ Atlanta

JAMERSON, DOROTHY ALINE ............................ Savannah
A.B., Fisk University, 1965.

JARRETT, JENNIE MAE .................................. Tulsa, Okla.
B.S., Langston University, 1951.

JOHNSON, MAE FRANCES ............................... Albany

JONES, AURELIA JUANITA .............................. Franklinton, N. C.

JONES, WILLIAM A. .................................... Columbus, Ohio
B.S., Ohio State University, 1956.

JOYNER, SANDRA FAYE .................................. Fort Valley

KELLEY, GWENDOLYN H. 1 .............................. Atlanta
A.B., Clark College, 1949.

KNIGHT, HELEN GORDON .............................. Greensboro, N. C.
A.B., Bennett College, 1964.

LANDER, MARGARET JONES ............................. Atlanta
A.B., Lander College, 1933.

LEMON, JAMES ROCH .................................... New York, N. Y.

LITTLEFIELD, DON THOMAS 1 .......................... Tahlequah, Okla.
A.B., Northeastern State College, 1964 (Okla.)

LUNDBERG, ANNE PAMELA .............................. LaGrange
A.B., University of Chicago, 1947.

MCCLUNG, LILLIAN CLAUDE 2 .......................... Columbus
B.S., George Williams College, 1965.

MCCORMICK, HAROLD ANDREW ........................ Cleveland, Ohio
B.S., Grambling College, 1956.

MANNING, LILLIAN DOROTHY .......................... Waco, Texas
A.B., Texas Southern University, 1957.

MARSAN, MARVA J. ..................................... New York, N. Y.
A.B., Howard University, 1961.

MARTIN, BARBARA COBB 2 .............................. Atlanta

1. First Semester Only.
2. Second Semester Only.
MILLER, ELVA ARTAMISHA ....................................... Colquitt

MILLER, JAMES ERROLL ................................. Jefferson, Missouri
A.B., Lincoln University, 1965. (Mo.)

MITCHELL, ELAINE STUBBS ................................... Decatur
A.B., Agnes Scott College, 1941.

MOORE, BARBARA LEE ..................................... Columbus

MOORE, RUTH OLA 1 ...................................... Newton, Miss.

MOORE, WILMA ............................................ Fairfield, Ala.
A.B., Miles College, 1964.

Moss, BENJAMIN JOSEPH ................................. Atlanta
B.S., South Dakota State Teachers College, 1961.

Moss, JUDITH 2 ............................................. Atlanta
A.B., Furman University, 1963

MURPHY, MARY EVELYN 2 ................................ Roswell
A.B., Huntingdon College, 1930.

MURRIS, CATHERINE WHITE ............................. Columbia, S. C.
A.B., Allen University, 1953.

NORTON, BETTY ADELE .................................... Cleveland, Ohio
B.S., Platteville State College, 1956.

PACE, EMMA JEAN .......................................... Tuskegee, Ala.
B.S., Tuskegee Institute, 1964.

PADDEN, JULIA M. GIST 2 ............................... Woodruff, S. C.
A.B., Johnson C. Smith University, 1965.

PATTERSON, LOIS ECTOR 2 .............................. Atlanta
A.B., Saint Andrews Presbyterian College, 1940.

PEACE, MARVA ............................................. Greenville, Miss.

POOLED, JURELLA MCDANIEL .............................. Lyerly

POST, HAROLD MORTON .................................... Atlanta
B.S., Akron University, 1961.

POWELL, MINNIE VIRGINIA ............................... Bronx, N. Y.

1 First Semester Only.
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<th>Alma Mater</th>
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<td>Prewitt, Gloria Dell</td>
<td>Langston, Okla.</td>
<td>Langston University, 1964.</td>
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<td>Pryor, Bonnie Faye</td>
<td>Dallas, Texas</td>
<td>A.B., Bishop College, 1965.</td>
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<td>Rogers, Henrietta 2</td>
<td>Atlanta</td>
<td>B.S., Alabama State College, 1943.</td>
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<td>Schepman, Hendrica</td>
<td>Atlanta</td>
<td>A.B., Nutskeekschool Voor Onderwijzeressen (Holland), 1931.</td>
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<td>Scott, Loyce Cannon</td>
<td>Columbus, Ohio</td>
<td>B.S., Kentucky State College, 1952.</td>
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<td>Shearer, Darleen Lois</td>
<td>Burbank, Ohio</td>
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<td>Shrider, Robert Edwin</td>
<td>Atlanta</td>
<td>B.S., Ohio State University, 1950.</td>
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<td>Slotsky, Arlene Phyllis</td>
<td>Pittsburgh, Pa.</td>
<td>B.S., Ohio State University, 1964.</td>
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<td>Smith, Joe Louis 1</td>
<td>Columbus</td>
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<td>Tatum, Hilda Hinton 2</td>
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<td>Veals, Ephraim T.</td>
<td>Brooklyn, N. Y.</td>
<td>B.S., Hampton Institute, 1959.</td>
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WALLER, CLARENCE OWEN .................................................. Long Island, N. Y.

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

WEATHERS, PATRICIA E. .............................................. Indianapolis, Ind.
A.B., Lincoln University (Mo.), 1965.

WEBB, WILLIE JAMES 2 .................................................. Atlanta

WEIMER, THOMAS ....................................................... Freeport, Ill.
A.B., University of Illinois, 1962.

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

WILLIS, MARTHA KEYS 2 ............................................... Atlanta
A.B., Furman University, 1935.

WOODS, VERN LAZELLE ................................................. South Bend, Ind.

YANG, DOROTHY C. ...................................................... Atlanta
A.B., National Wuttan University, 1942.

YODER, DELMAR 1 ......................................................... Atlanta
A.B., University of Michigan, 1964.

SCHOOL OF LIBRARY SERVICE

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

ALLEN, CATHERINE MINOR ............................................... Atlanta

ARD, LAURA MINFRED 1 ............................................... Fairfield, Ala.
A.B., Miles College, 1963.

BARHAM, BARBARA ATKINSON ........................................... Atlanta

BELLINGER, MARTHA MURPHY ............................................ Orangeburg, S. C.
B.S., South Carolina State College, 1961.

BENNETT, WILLIE MYRTLE C. ............................................ Jackson, Miss.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

BEDDLE, STANTON F. .......................................................... Rochester, N. Y.
A.B., Howard University, 1965.

BOLCH, LEONA PATRICIA ............................................. Atlanta
B.S., West Georgia College, 1963.

BOYKIN, SARA G. 2 ..................................................... Atlanta

BRAXTON, BERNICE C. 2 ........................................... Spartanburg, S. C.
A.B., Benedict College, 1954.

BRIDSON, ELIZABETH ............................................... Fort Valley
B.S., Fort Valley State College, 1961.

BROWN, HARRIETTE DEAN 1 .................................. Bridgeport, Conn.

BROWN, REDAHILIA RIGGINS ...................................... Bolton, N. C.
A.B., Saint Augustine's College, 1948.

BRYANT, ELIZABETH ROBERSON 2 .................................. Atlanta
B.S., Howard University, 1955.

BURRELL, CELESTINE NANCE 2 ....................................... Rome
B.S., Allen University, 1956.

BURTON, ERMA L. .................................................... Arcadia, Okla.

CAPEHART, GERALDINE MARGUERITE .......................... Raleigh, N. C.
A.B., Bennett College, 1965.

CARR, ELIZABETH NAVARRO 1 .................................. Tallahassee, Fla.
B.S., Florida Agricultural and Mechanical University, 1946.

CARR, IRIS CAMILLA 1 ............................................... Atlanta

CHEN, DIANA HUNG 1 .................................................. Taiwan
A.B., National Taiwan University, 1964.

CHEN, YVONNE SHUN-YIN .............................................. Taiwan
A.B., National Taiwan University, 1964.

CHIANG, AMY LAN-CHING ........................................... Hong Kong
A.B., Baylor University, 1965.

CLINESCALE, AXUEL ................................................... Atlanta
A.B., Central State College, 1958.

COLEMAN, ROSA LEE 2 ................................................... Charlotte, N. C.
A.B., Johnson C. Smith University, 1965.

1 First Semester Only.
2 Second Semester Only.
COPELAND, CLAYTON MARIE 2 .................................. Spartanburg, S. C.

CORNN, JEAN 2 ....................................... Pineville, Ky.
   B.S., University of Missouri, 1952.

COTTON, REBECCA 2 .................................. Tallahassee, Fla.

DAVIS, HELEN 1 ...................................... Durham, N. C.
   A.B., Fisk University, 1964.

DOCKERY, DAISY MAE .................................... Laurinburg, N. C.

ELIAS, BETTY PALMER ................................. Atlanta
   A.B., Clark College, 1959.

FELDER, FELICIA HARRIS ............................ Knoxville, Tenn.
   B.S., Knoxvillle College, 1958.

FOSTER, BESSIE JOHNSON ............................. Albany
   B.S., Albany State College, 1959.

FOUCH, DEBORAH SMITH 2 .............................. Atlanta
   A.B., Clark College, 1955.

GOSEER, ALICE ROSE .................................. Fitzgerald

HANKERSON, ANNA MAE ................................. Oglethorpe

HARRIS, FLORENCE GILL 2 ............................. Atlanta
   B.S., Clark College, 1955.

HARRIS, ROBERT ROY .................................. Macon

HARRISON, BRENDA JEWELL ........................... Bluefield, W. Va.
   A.B., Knoxville College, 1965.

HENDRIX, MARY JANE .................................. Statesboro

HIGHTOWER, DAISY L. 1 ..................................Atlanta

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

HINTON, ELEANOR JOYCE 2 ............................ Durham, N. C.

1 First Semester Only.
2 Second Semester Only.
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<tr>
<th>Name</th>
<th>Institution</th>
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<tr>
<td>Ho, Leo Chi Chien</td>
<td>A.B., Cheng Chi University, 1964</td>
<td>Taiwan</td>
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<td>Jackson, Anita Thelma</td>
<td>B.S., Morris Brown College, 1962</td>
<td>Atlanta</td>
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<td>Jarrett, Margaret Nvaughn</td>
<td>B.S., Paine College, 1962</td>
<td>Augusta</td>
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<td>Jenkins, Alfredia Irving</td>
<td>B.S., Fort Valley State College, 1960</td>
<td>Atlanta</td>
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<td>Johnson, Mildred Howell</td>
<td>B.S., Spelman College, 1953.</td>
<td>Atlanta</td>
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<td>Jones, Faye LaVaughn</td>
<td>A.B., Spelman College, 1964.</td>
<td>Atlanta</td>
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<td>Jones, Sallie Uvelia</td>
<td>A.B., North Carolina College at Durham, 1964</td>
<td>Fairmont, N. C.</td>
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<td>Jowers, George, Jr.</td>
<td>A.B., Fort Valley State College, 1948</td>
<td>Edison</td>
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<td>Kang, Jenny Hsiu-wen</td>
<td>A.B., Taiwan Normal University, 1963</td>
<td>Taiwan</td>
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<td>Li, Caroline Chia-wen</td>
<td>A.B., National Taiwan University, 1960</td>
<td>Taiwan</td>
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<td>Liu, Albert Cheng-an</td>
<td>A.B., Tamkang College of Arts and Sciences, 1963</td>
<td>Taiwan</td>
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<td>Liu, Choring-Yen</td>
<td>A.B., National Chengchi University, 1960</td>
<td>Taiwan</td>
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<td>Lovejoy, Marynette</td>
<td>A.B., Morris Brown College, 1939</td>
<td>Atlanta</td>
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<td>McGuire, Bertha</td>
<td>A.B., Spelman College, 1956.</td>
<td>Atlanta</td>
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<td>Mitchell, Carrie Thomas</td>
<td>A.B., North Carolina College at Durham, 1952</td>
<td>Atlanta</td>
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1 First Semester Only.
2 Second Semester Only.
Mosey, Elizabeth Leona .......................... Huntsville, Ala.
A.B., Oakwood College, 1962.

Muscrove, Walter Sheldon 1 .................. West Palm Beach, Fla.
A.B., University of Florida, 1956.

Nelson, Fredeva Massengill ................. Riviera Beach, Fla.
B.S., Fort Valley State College, 1958.

Paschal, Corliss 2 ................................ Atlanta

Paschal, Eloise Richardson .................... Americus

Pemberton, Acquilina 2 ...................... Atlanta
B.S., Florida Agricultural and Mechanical University, 1960.

Perrin, Albertine Goins 1 ................ Atlanta
B.S., Cheyney State College, 1962.

Peterson, Rosalie Slack 2 .................... Atlanta

Polite, Dennis ................................ Savannah
B.S., Savannah State College, 1965.

Quarterman, Patricia ....................... Savannah
B.S., Savannah State College, 1965.

Quinn, Mary Lou ............................. Meridian, Miss.

Reid, Rebecca Farvis 1 .................... Montgomery, Ala.
A.B., Bennett College, 1960.

Richardson, Mattie Julia 2 ................... Albany

Rogers, Doris Jackson 1 ........................ Atlanta
A.B., Clark College, 1954.

Shen, Chung Tai ................................. Formosa
A.B., Taiwan Normal University, 1956.

Shuler, Jacquelyn Yvonne .................... Ocala, Fla.
B.S., Florida Agricultural and Mechanical University, 1962.

Sim, Yong Sup ................................. Korea
A.B., Kunkok University, 1962.

Singleton, Geraldine Clausell 1 ............ Anderson, S. C.
B.S., Tuskegee Institute, 1948.

1 First Semester Only.
2 Second Semester Only.
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<th>Name</th>
<th>Degree</th>
<th>Institution</th>
<th>Location</th>
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<tr>
<td>Smith, Joyce Elaine</td>
<td>A.B.</td>
<td>Howard University</td>
<td>Los Angeles, Calif.</td>
<td>1961</td>
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<tr>
<td>Stewart, Essie S.</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Atlanta</td>
<td>1949</td>
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<tr>
<td>Terry, Lizzie McReynolds</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1957</td>
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<td>Thomas, Annette Willis</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Atlanta</td>
<td>1954</td>
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<td>Thomas, Annette Willis</td>
<td>A.B.</td>
<td>Morgan State College</td>
<td>Atlanta</td>
<td>1964</td>
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<td>Thompson, Ruth Hill</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>Atlanta</td>
<td>1937</td>
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<td>Thompson, Sylvia</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>Atlanta</td>
<td>1965</td>
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<td>Thrasher, Constance</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Atlanta</td>
<td>1956</td>
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<td>Tseng, Po-chung</td>
<td>LL.B.</td>
<td>Soochow University</td>
<td>Taiwan</td>
<td>1962</td>
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<td>Turner, Ermodine Lanelle</td>
<td>B.S.</td>
<td>Prairie View Agricultural and Mechanical University</td>
<td>1952.</td>
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<td>Walker, Mary Ida</td>
<td>A.B.</td>
<td>Morris College</td>
<td>Atlanta</td>
<td>1944</td>
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<td>Wallace, Cynthia Jean</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>Atlanta</td>
<td>1964</td>
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<td>Walton, James Harry</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Atlanta</td>
<td>1954</td>
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<td>Wang, Andrew Hsing-Jen</td>
<td>A.B.</td>
<td>National Cheng-chi University</td>
<td>Taiwan</td>
<td>1962</td>
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<td>Wang, Cecilia Jin-I</td>
<td>A.B.</td>
<td>Tamkang College of Arts and Sciences</td>
<td>Taiwan</td>
<td>1962</td>
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<td>Warren, Barbara Jean</td>
<td>A.B.</td>
<td>Stillman College</td>
<td>Birmingham, Ala.</td>
<td>1965</td>
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<tr>
<td>Webb, Joyce Patricia</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>Columbus, Ohio</td>
<td>1963</td>
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<tr>
<td>Whisenton, Andre Carl</td>
<td>A.B.</td>
<td>Morehouse College</td>
<td>Durham, N. C.</td>
<td>1965</td>
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1 First Semester Only.
2 Second Semester Only.
WHITE, ALFRED ABLES 2 .................................. Atlanta

WHITE, ELIZABETH H. 1 ............................. Fort Valley
B.S., Fort Valley State College, 1954.

WILLIAMSON, EMILIE 2 .................................. Atlanta

WINSTON, GERTRUDE ELIZABETH ........................ Savannah
B.S., Savannah State College, 1965.

WRIGHT, ANITA JACKSON .................................. Atlanta
B.S., Morris Brown College, 1957.

YEH, EMILY YUAN-CHI .................................. Taiwan
A.B., Soochow University, 1965.

SCHOOL OF EDUCATION

ADAMS, CHARLES 1 .................................. Macon
B.S., Fort Valley State College, 1958.

ADAMS, NELLIE RUTH WRIGHT 2 .......................... Atlanta

ADAMS, SARAH .................................. Gadsden, S. C.
B.S., South Carolina State College, 1954.

ADKINS, LILLIAN YVONNE 1 .......................... Atlanta

ALEXANDER, VIOLEIRA PHILLIS 1 .......................... Atlanta
A.B., Morris Brown College, 1953.

ALLEN, THADDIUS SLATER .............................. Atlanta
A.B., Clark College, 1939.

ALLEN, WILLIE MEANS 2 .................................. Atlanta
B.S., Tuskegee Institute, 1946; M.S. in L.S., Atlanta University, 1965.

ALEXANDER, VIOLEIRA PHYLLIS 2 .......................... Atlanta
A.B., Morris Brown College, 1953.

AMEY, JULIETTE TALLULAH 2 .......................... Atlanta
A.B., Clark College, 1960.

ANDERSON, BARBARA M. .................................. Atlanta

1 First Semester Only.
2 Second Semester Only.
ANDERSON, DIANA MATTISON ............................. Atlanta

ANDERSON, ROSA MERILL PENSON 2 ..................... Fayetteville
B.S., Fort Valley State College, 1945.

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

ANDREWS, DORIS LOUISE 1 .......................... Atlanta
A.B., Clark College, 1960.

ANDREWS, NAOMI K. ..................................... Atlanta
A.B., Clark College, 1947.

ARNOLD, GLENN ARTIS ................................. Atlanta
A.B., Clark College, 1958.

ASH, EMILY W. 1 ........................................ Atlanta
A.B., Clark College, 1958.

AUSTIN, JEAN FORD 1 .................................... Atlanta

BANKS, OSSIE MAE 1 .................................. Atlanta
A.B., Clark College, 1957.

BARNES, MARTHA W. 1 .................................. Atlanta
A.B., Clark College, 1957.

BARNES, ROSALIND BRAXTON ............................ New Orleans, La.
A.B., Xavier University, 1965.

BARNES, SHEILA SHEFTALL 1 .......................... Macon

BARNWELL, KATHRYN WILLETTE 2 ...................... Stone Mountain

BARRETT, JULIETTE MARIE 2 .......................... Atlanta

BARROW, DOUGLAS 1 .................................. Atlanta

BATTEN, ANNA MCCLOUD ............................... Atlanta
A.B., Clark College, 1962.

BATTEN, MARY DANIEL 2 ................................ Atlanta
A.B., Clark College, 1958.

BATTLES, JANICE BOTTOMS 2 .......................... Atlanta

1 First Semester Only.
2 Second Semester Only.
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<th>Name</th>
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<tr>
<td>Beattles, Rosa Lee</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1956</td>
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<td>Beavers, Vivian Reid</td>
<td>Fisk University, Atlanta University</td>
<td>Atlanta</td>
<td>1923, 1958</td>
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<td>Bell, Daisy</td>
<td>Georgia Woman's College</td>
<td>Atlanta</td>
<td>1934</td>
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<td>Bell, Frances Simms</td>
<td>Cheyney State Teachers College</td>
<td>Fort Valley</td>
<td>1938</td>
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<td>Bell, Julian Wright</td>
<td>Savannah State College</td>
<td>Waynesboro</td>
<td>1950</td>
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<td>Bell, Naomi Jamison</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1955</td>
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<td>Bellamy, Lessye Mae</td>
<td>Albany State College</td>
<td>Atlanta</td>
<td>1957</td>
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<td>Benson, Arthur Marion</td>
<td>Tuskegee Institute, Atlanta University</td>
<td>Sparta</td>
<td>1948, 1964</td>
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<td>Benson, Celestine G.</td>
<td>Morris College</td>
<td>Sparta</td>
<td>1942</td>
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<td>Bibbs, Wallace Andrew</td>
<td>Morehouse College</td>
<td>Atlanta</td>
<td>1961</td>
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<td>Biggers, Edith Young</td>
<td>Clark College</td>
<td>Atlanta</td>
<td>1957, 1963</td>
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<td>Blackshear, John Solomon</td>
<td>Fort Valley State College</td>
<td>Macon</td>
<td>1951, 1956</td>
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<td>Blackshear, Johnnie B.</td>
<td>Clark College</td>
<td>Covington</td>
<td>1957</td>
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<td>Blaklee, Robert W.</td>
<td>Keene State College</td>
<td>Atlanta</td>
<td>1960</td>
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<td>Blayton, Doris Ada</td>
<td>Spelman College, Atlanta University</td>
<td>Atlanta</td>
<td>1943, 1962</td>
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<td>Blayton, Ethel J.</td>
<td>Clark College</td>
<td>Atlanta</td>
<td>1961</td>
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<td>Bohannon, Ora Jeanne</td>
<td>Clark College</td>
<td>Atlanta</td>
<td>1945</td>
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1 First Semester Only.
2 Second Semester Only.
BOLDEN, CHARLES LEON 2 ................................Atlanta

BOLDEN, ELIZABETH W. ....................................Atlanta

BOLDS, NORMAN B. ........................................Cincinnati, Ohio
B.S., Knoxville College, 1951.

BOOKER, MARY AGNES ....................................Washington

BOLTON, ETHEL JOHNSON 2 ................................Atlanta

BOTTOMS, ELIZABETH S. ....................................Atlanta

BOYD, GLORIA STRONG ....................................Atlanta

BOZEMAN, DOROTHY R. 1 ..................................Americus
B.S., Savannah State College, 1938; M.A., Atlanta University, 1953.

BRADLEY, ELEANOR MARIE 2 ................................Atlanta
A.B., Morris Brown College, 1940.

BRANCH, LAURA STOVALL 2 ................................Atlanta
B.S., Morris Brown College, 1949.

BRANTLEY, BABY RUTH 1 ..................................Atlanta
B.S., Jackson State College, 1956.

BRIGGS, JANE C. .............................................Atlanta

BRIGGS, ROSE ELAINE .....................................Petersburg, Va.

BROOKS, ETHEL J. ............................................Atlanta

BROOKS, MARYNELL 2 ......................................Atlanta
A.B., Clark College, 1958.

BROOKS, SANDRA DELAURIS ................................Aliceville, Ala.

BROUGHTON, KATHRYN JOHNSON 2 ................................Atlanta

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

BROWN, ANNIE SMITH ..................................... Atlanta
B.S., Morris Brown College, 1958.

BROWN, BERTHA MEANS .................................... Atlanta
B.S., Alabama State College, 1953.

BROWN, CLARENCE T. 1 ..................................... Atlanta
B.S., Alabama State College, 1934.

BROWN, FANNYE HOPKINS ................................... Atlanta
A.B., Spelman College, 1951; M.A., Atlanta University, 1957.

BROWN, WALTER MALCOLM 1 ................................ Atlanta
A.B., Morehouse College, 1947; B.D., Gammon Theological
Seminary, 1951; M.A., Atlanta University, 1961.

BROWN, WILLIAM ........................................ Atlanta
B.S., Miles College, 1951.

BRYANT, EUGENE NAPOLEON 1 ............................ Atlanta

BRYANT, HENRY EDWARD .................................. Fort Valley
B.S., Hampton Institute, 1932.

BRYANT, MARION PENDLETON ............................... Fort Valley
B.S., Hampton Institute, 1931.

BRYSON, CARLTON JEROME 2 .............................. Atlanta
A.B., Clark College, 1959.

BUGGS, CARRIE WHITE 2 .................................. Atlanta

BUBCH, DOUGLAS PEDRO .................................. Atlanta
A.B., Morehouse College, 1954; M.B.A., Atlanta University, 1957.

BURKE, MARY EDITH ...................................... Atlanta
A.B., Clark College, 1954.

BURKES, WESLEY 1 ......................................... Morgan
B.S., Albany State College, 1952.

BURKES, MABEL S. .......................................... Atlanta
B.S., Savannah State College, 1947.

BURNS, MARGARET S. 2 ...................................... Atlanta

BURRELL, CALVIN W. 2 ...................................... Rome
B.S., Allen University, 1957.

1 First Semester Only.
2 Second Semester Only.
BURRELL, SAMUEL T. 1 ...................................... Rome
A.B., Allen University, 1947; M.A., Atlanta University, 1957.

BUSH, NAOMI WOFFORD 2 ................................ Atlanta
A.B., Clark College, 1946.

BUTLER, BERTHEA LA CONVEX 1 .................................... Atlanta

BYARD, MILTON ALEXANDER ................................ Atlanta
A.B., Morris Brown College, 1957.

BYRD, JOHN LEE ............................................. Newnan
B.S., Savannah State College, 1953

BYROM, BETTY JOE ........................................... Hapeville
A.B., Morris Brown College, 1962

CALLAWAY, GWENDOLYN ........................................ Miami, Fla.

CARDWELL, BARBARA ROBERTS 1 .................................. Atlanta
A.B., Clark College, 1962.

CARMICHAEL, WILLIE FRANKLIN ........................................ Atlanta

CARSWELL, ANNIE RUTH ........................................ Atlanta

CARTER, ANN SIMMONS ........................................ Atlanta

CARTER, JEANNETTE TARVER ...................................... Atlanta

CARVER, JOYCE 2 .............................................. Atlanta
A.B., Clark College, 1928; M.A., Atlanta University, 1951.

CASH, RUBYE SINGLETON 1 ........................................ Atlanta
B.S., Spelman College, 1949; M.A., Atlanta University, 1960.

CHAMBERS, SHIRLEY LORRAINE ..................................... Baltimore, Md.

CHANDLER, GENE PAUL ........................................ Atlanta
A.B., Morehouse College, 1958; M.S., Atlanta University, 1961.

CHANDLER, FLORA KING 1 ...................................... Atlanta

1 First Semester Only.
2 Second Semester Only.
CHAPPELL, BARBARA ANN 2 ...................................... Atlanta  
B.S., Tennessee Agricultural and Industrial State University, 1964.

CHAPPEL, ROSA MAE 2 ............................................ Sparta  
B.S., Savannah State College, 1951.

CHATMAN, CALLYE FEARS ...................................... Atlanta  
A.B., Clark College, 1949.

CHEATHAM, JULIA ESTELLA 1 .................................... Cartersville  

CHERRY, LOUISE H. 1 ..................................... Rome  
B.S., Fort Valley State College, 1953.

CHISHOLM, HARRIET NASH ...................................... Atlanta  
A.B., Morris Brown College, 1945; M.A., Atlanta University, 1949.

CHRISTIAN, ELIZABETH J. 2 ..................................... Atlanta  
A.B., Clark College, 1955.

CHRISTLER, WORTH 2 .............................................. Atlanta  
A.B., Morehouse College, 1952.

CHUNN, EMMA W. 2 ............................................. Atlanta  

CLACK, EDNA LOUISE ............................................. Atlanta  
B.S., Morris Brown College, 1947.

CLACK, MARVOLENE H. 2 .......................................... Atlanta  
B.S., Fort Valley State College, 1951.

CLEVELAND, GEORGIA ANNE ..................................... Atlanta  
B.S., Spelman College, 1952.

CLEVELAND, MARTHA MERIDETH 2 ................................ Atlanta  

COHEN, EULA MAE 1 ............................................. Atlanta  
A.B., Clark College, 1951; M.A., Atlanta University, 1952.

COLEMAN, DOROTHY SIMS ........................................ Atlanta  
A.B., Morris Brown College, 1942.

COLES, LOUISE D. 1 ............................................. Atlanta  
A.B., Atlanta University, 1932; M.A., Atlanta University, 1960.

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

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

Collins, Bernice Hines .................................. Atlanta

Coman, Lela ........................................... Birmingham, Ala.
A.B., Miles College, 1952.

Cooke, Arthur Lee ...................................... Atlanta
B.S., Medical College of Virginia, 1954.

Cooper, Frances 1 ...................................... Atlanta
A.B., Miles College, 1956.

Cooper, Hattie K. ...................................... Atlanta
B.S., Fort Valley State College, 1955.

Cotran, Brenda Faye .................................... Atlanta
A.B., Clark College, 1964.

Craig, Ann Maria ..................................... Bessemer, Ala.
B.S., Tuskegee Institute, 1965.

Crawford, Carolyn L. .................................. Reidsville, N. C.

Crawford, Luther 1 ...................................... Atlanta

Crowder, Haroldine Hooper ................................ Atlanta
A.B., Clark College, 1951.

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

Crowe, Annie Neal 2 .................................... Atlanta

Cunningham, Raymond Carl ............................ Lompoc, Calif.
A.B., University of Michigan, 1957.

Curtis, Joan Barbara 1 ................................ Adairsville

Curtiss, Richard Daniel ................................ Columbus, Ohio
B.S., Ohio State College, 1962.

Cushman, Patricia Toub ................................ Atlanta

Cushman, Raymond ...................................... Atlanta

Dalton, Marilyn Faye 1 ................................ Decatur

1 First Semester Only.
2 Second Semester Only.
DANIEL, ANNIE J. ........................................ Atlanta
A.B., Clark College, 1958.

DARGIN, CONSTANCE LOUISE 1 ........................................ Atlanta
A.B., Clark College, 1944.

DAVENPORT, VIVIEN ....................................... Atlanta
B.S., Morris Brown College, 1957; M.S. in L.S., Atlanta
University, 1962.

DAVIS, ALONZO LOUIS, JR. ................................. Atlanta
B.S., Morehouse College, 1949.

DAVIS, DEANNA .......................................... Atlanta

DAVIS, GLORIA YVONNE ........................................ Cincinnati, Ohio
B.S., Knoxville College, 1965.

DAVIS, PHILLIP N. ........................................ Atlanta
A.B., Morehouse College, 1957.

DAWSON, EDDIE EUGENE .......................... Jackson, Miss.

DAWSON, GLADYCE CRAWFORD 2 ............................ Atlanta
B.S., Fort Valley State College; M.A., Atlanta University,
1950.

DAY, SALLIE STOKES 1 .................................... Atlanta
A.B., Clark College, 1952.

DENSON, BARBARA JEAN .................................. Bessemer, Ala.
B.S., Knoxville College, 1966.

DEWS, PHYLLIS WHEATLEY 2 ............................. Atlanta
A.B., Paine College, 1944; M.S.W., Atlanta University, 1946.

DINGLE, BERNIE J. E.1 .................................... Columbia, S. C.

DISMUKE, JESSIE LEE 2 .................................... Monticello
A.B., Prairie View Agricultural and Mechanical College, 1962.

DIXON, CHRISTINE 2 ...................................... Atlanta

DIXON, ROBERT LEE ...................................... Atlanta
B.S., Morehouse College, 1951.

DIXON, MATTIE KATE 1 .................................... Atlanta
B.S., Morris Brown College, 1937.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

DOANES, JAMES RUSSELL .................................. Atlanta
    A.B., Clark College, 1962

DODD, JEAN C. .......................................... Atlanta
    B.S., Morris Brown College, 1954.

DODSON, HULEY B. .................................. Atlanta
    A.B., Clark College, 1950; M.A., Atlanta University, 1958.

DRAFER, GLADYS IRENE 1 ................................ Atlanta

DRAFER, JOSEPH 1 ........................................ Atlanta
    A.B., Morehouse College, 1957; M.A., Atlanta University, 1965.

DUNN, BESSIE CAROLYN 2 ................................ Atlanta

DUNN, WILLIAM HENRY, JR. 2 ............................... Macon
    A.B., Morris Brown College, 1953; M.B.A., Atlanta University, 1958.

DURDEN, VERA ATKINSON 2 ................................ Atlanta
    B.S., Albany State College, 1952.

DURRAH, BETTIE JEAN .................................. Atlanta

EDWARDS, CHARLYE THOMPSON 1 .............................. Atlanta

ELKINS, LULA FORCE .................................. Atlanta

ELLIS, ALFRED DOUGLAS 2 ................................ Atlanta
    A.B., Clark College, 1957.

ENGLISH, BRENDA HATCHER ................................ Atlanta
    A.B., Dillard University, 1962.

EVANS, ALFREDA BRADLEY .................................. Atlanta
    A.B., Clark College, 1960.

FEAGAN, ALICE EATON .................................. Atlanta
    B.S., Alabama State College, 1953.

FEAGAN, C. B. ........................................... Atlanta
    A.B., Morehouse College, 1949; M.A., Atlanta University, 1955.

FEARS, LUCIUS 1 ........................................ Atlanta
    A.B., Morehouse College, 1958; M.S. in L.S., Atlanta University, 1961.

2 Second Semester Only.
1 First Semester Only.
FERRELL, CHERIANNE 1 ........................................ Waycross

FEW, BETTY BOGAN ........................................ Atlanta
A.B., Clark College, 1953.

FEW, ELIZABETH C. 2 ...................................... Atlanta
A.B., Clark College, 1954.

FEW, MATTIE RUTH 2 ...................................... Atlanta
B.S., Savannah State College, 1952.

FINCH, ELIZABETH JONES 1 ................................ Atlanta
A.B., Clark College, 1944.

FISHER, GERALDINE G. ..................................... Atlanta
A.B., Hunter College, 1934.

FLACK, GUSSIE PEARSON 2 ................................ Thomaston
B.S., Fort Valley State College, 1952.

FLANDERS, FRANKIE W. 2 .................................. Atlanta
B.S., Spelman College, 1939.

FLEMING, MARY BERNICE ................................. Meridian, Miss.
B.S., Jackson State College, 1954.

FLINT, LOUISE THOMAS ................................... Atlanta

FLOYD, ANNIE BEA J. 1 .................................... Plains

FOSTER, JUANITA LA RUE 1 ................................ Atlanta
B.S., Spelman College, 1953.

FOSTER, JUANITA BUCHANAN 1 ............................ Rossville
A.B., Knoxville College, 1955.

FOXWORTH, EVELYN LUCILE 2 ............................ Atlanta

FRANCIS, CHARLES WARWICK ............................. Keysville
A.B., Johnson C. Smith University, 1941.

FRANKLIN, IRVIN JOSEPH 1 ............................. New Orleans, La.
A.B., Dillard University, 1950.

FREEMAN, ELISE HOOKS 1 ................................. Savannah
A.B., Savannah State College, 1934.

FREEMAN, LORA JACKSON 2 ............................ Dunwoody
A.B., Union University, 1929.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

FRYE, ANNIE LUE W. .................................... Atlanta
B.S., Morris Brown College, 1959.

GAINES, JOHNNYE SELLERS 2 .............................. Atlanta
B.S., Fort Valley State College, 1945.

GANNAWAY, CARLTON W. .............................. Commerce
B.S., Savannah State College, 1948.

GANTT, EDITH S. ....................................... Marietta
B.S., Oglethorpe University, 1960.

GARDNER, JANIE THOMPSON .............................. Atlanta
B.S., Savannah State College, 1950.

GARRISON, GWENDOLYN LOUISE ............................ Atlanta

GEORGE, CARRIE LEIGH 2 .................................. Atlanta
A.B., Clark College, 1936; M.A., Atlanta University, 1938.

GEORGE, HERBERT STANLEY .............................. Atlanta
A.B., Morris Brown College, 1953.

GEORGE, LOUISE YELVERTON ............................... Atlanta
B.S., Tuskegee Institute, 1949.

GILBERT, OPHELIA ANN .................................. Atlanta

GLASS, CORNELIA 1 ...................................... Atlanta

GLASS, KATHERINE TIBBS .............................. Atlanta

GLOVER, BARBARA ANN .................................. Atlanta

GLOVER, GLADYS RUTH 1 .................................. Macon
B.S., Fort Valley State College, 1954.

GLOVER, IOMA KENDALL 2 .............................. Zebulon
A.B., Clark College, 1956.

GOCCINS, ALFONZA RUSO 2 .............................. Atlanta
A.B., Clark College, 1951.

GOODWIN, HENRY THOMAS .............................. Mobile, Ala.
B.S., Alabama State College, 1957.

GOSIER, MARJORIE B. 1 .................................. Atlanta
B.S., Morris Brown College, 1951.

1 First Semester Only.
2 Second Semester Only.
GRAVES, KATE HOREY .................................. Jacksonville, Fla.
B.S., Florida Agricultural and Mechanical University, 1953;

GRAY, ANNIE LAURA .................................... Augusta
B.S., Agricultural and Technical College of North Carolina,
1951.

GREEN, NANCY MAE 2 .................................. Atlanta
A.B., Clark College, 1948.

GREEN, QUEEN ELLA 1 .................................. Cartersville

GREENLEE, COLLINS J. 2 ............................ Bainbridge
B.S., Tuskegee Institute, 1950.

GREENLEE, MORDECAI MONTGOMERY 2 ............. Bainbridge
B.S., Albany State College, 1952.

GRIFFIN, AMARYLLIS L. H. 2 ........................ Atlanta
B.S., Clark College, 1948.

GRIFFIN, WILLIAM JAMES 1 .......................... Newnan
B.S.A., Savannah State College, 1944.

GRIFFITH, RUTH THORNTON 1 ........................ Atlanta
A.B., Clark College, 1952.

GROSS, BARBARA MADDOX 1 ........................ Atlanta
B.S., Fort Valley State College, 1954.

HAKEEM, SUKUMARI, BERTY 1 ........................ India
A.B., Jabalpur University (India), 1961.

HAMMONDS, EVELYN BAKER 1 ........................ Atlanta
B.S., Morris Brown College, 1952.

HAMPTON, ANNETTE WEST ............................ Atlanta
A.B., Clark College, 1941.

HANSON, JOHN 1 ...................................... Atlanta
A.B., Fort Valley State College, 1959.

HARDEMAN, WILHELMINA .............................. Athens
B.S., Savannah State College, 1947.

HARDEN, OLA LATIMER 2 ............................. Atlanta
B.S., Fort Valley State College, 1954.

HARMON, DEBBIE DELANO 1 ........................... Sparta
A.B., Allen University, 1949.

1 First Semester Only.
2 Second Semester Only.
HARPER, CLIFTON STEWART 2 ............................. Atlanta
A.B., Morehouse College, 1950.

HARPER, GRACE NEVELLE .................................. Atlanta
B.S., Savannah State College, 1947.

HARRIS, EDDIE C. BRYANT 2 ............................. McDonough
B.S., Clark College, 1963.

HARRIS, INDIA MARTIN 1 ................................... Atlanta
B.S., Fayetteville State College, 1946.

HARRIS, JUNE LEATRICE .................................. South Mills, N. C.

HARRIS, LOUISE MILLER ................................... Atlanta
B.S., Clark College, 1949.

HARRIS, RAYMOND JOSEPH ................................ Atlanta
A.B., Clark College, 1957.

HARRIS, THERETHA D. 1 .................................... Atlanta
B.S., Fort Valley State College, 1954.

HART, MATTIE G. 2 ........................................ Atlanta
B.S., Tuskegee Institute, 1961.

HARVEY, JANETTA GRIMES ................................ Atlanta
A.B., Morris Brown College, 1957.

HATTON, BARBARA ROSE ................................... Atlanta
B.S., Howard University, 1962.

HAWK, CHARLES NATHANIEL JR. ............................. Atlanta
B.S., Northwestern University, 1953.

HAWK, DELOYS LIZABETH J. ............................... Atlanta
A.B., Clark College, 1955.

HAWKINS, ERSKINE DELANO ............................... Hampton, Va.

HAWKINS, KATIE THOMPSON ................................ Atlanta
B.S., Fort Valley State College, 1944.

HAWKINS, VIRGINIA DAVIS 2 ................................ Atlanta

HAYES, INA PEARL 1 ....................................... Carrollton

HAYWARD, ALMA BOSWELL ................................... Atlanta

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ATLANTA UNIVERSITY


HEATH, MARION DAVID .................................. Milledgeville B.S., Fort Valley State College, 1955.

HEMPHILL, FAITH NEAL ................................. Atlanta B.S., Spelman College, 1961; M.S. in L.S., Atlanta University, 1962.

HENDERSON, ALLEEN JOSIE 1 ................................. Atlanta A.B., Howard University, 1933.

HENDRICKS, NETTIE SHAW ............................. Atlanta A.B., Clark College, 1948.

HENDRICKS, THOMAS J. ................................. Atlanta A.B., Morehouse College, 1948; M.A., Atlanta University, 1960.

HILL, BERNICE MAXINE 2 ................................. Atlanta B.S., Morris Brown College, 1950.

HILL, DOROTHY E. ...................................... Atlanta B.S., Morris Brown College, 1959; M.A., Atlanta University, 1965.

HILL, JENNIE B. ...................................... Cedartown B.S., Fort Valley State College, 1965.

HILLIARD, GRACE RAMSEY 1 ................................. Atlanta A.B., Clark College, 1955.

HILLSMAN, SARAH GENEVA 1 ................................. Atlanta A.B., Clark College, 1958.

HILSON, RUTH SHIRLEY ................................. Atlanta B.S., Morris Brown College, 1954; M.A., Atlanta University, 1962.

HINDS, GRACE WHATLEY 1 ................................. Atlanta B.S., Hampton Institute, 1940.

HINTON, LEE BENNETT 2 ................................. Atlanta A.B., Oglethorpe University, 1932.

HOGAN, ERMON OWENS ........................................ St. Paul, Minn. B.S., University of Minnesota, 1963.

HOLLOWAY, DENNIS, JR. 1 ................................. Atlanta B.S., Jackson State College, 1958.

1 First Semester Only.
2 Second Semester Only.
HOLLOWAY, LUTHER RANDOLPH .......................... Atlanta
A.B., Morehouse College, 1956.

HOLMES, AMOS O. 1 ...................................... Atlanta
A.B., Rust College, 1951.

HOOD, CLARA WIMBISH 1 .................................. Atlanta

HOOD, LOVETTE, JR. 2 ...................................... Atlanta
A.B., Morris Brown College, 1950; M.A., Atlanta University, 1956.

HOOKS, ELISE GREENE ...................................... Savannah

HORNE, ALLIE BEATRICE 2 .................................. Atlanta
A.B., Clark College, 1934; M.Ed., Atlanta University, 1947.

HORTON, ROBERT L ...................................... Atlanta
A.B., Clark College, 1949.

HOWARD, GEORGE LA MARR ................................. Atlanta
A.B., Livingstone College, 1946.

HOWARD, HENRIETTA 1 ...................................... Atlanta
B.S., Morris Brown College, 1954.

HOWARD, MATTIE ........................................Atlanta
B.S., Miles College, 1963.

HUDSON, FARRIS MADISON 1 .................................. Wadley
B.S., Savannah State College, 1955.

HUFF, BOBBY .............................................Tignall

HUGHES, RAYMOND 2 ..................................Danville, Va.
A.B., Clark College, 1962.

HUGULEY, MARY BURGE 1 .................................. Atlanta

HUMPHRIES, EDITH T. 1 .................................. Atlanta
B.S., Albany State College, 1959.

HUNT, WILLIE P. ........................................Atlanta
B.S., Fort Valley State College, 1951.

HUNTER, HELEN COOPER 1 .................................. Atlanta
B.S., Tuskegee Institute, 1949; M.A., Atlanta University, 1951.

1 First Semester Only.
2 Second Semester Only.
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<th>Name</th>
<th>Degree and College</th>
<th>City</th>
<th>Notes</th>
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<tr>
<td>Hurley, Fredericka Flack</td>
<td>A.B., Livingston College, 1942; M.A., Atlanta University, 1963.</td>
<td>Atlanta</td>
<td></td>
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<tr>
<td>Ingram, Czar Anthony</td>
<td>A.B., Wiley College, 1942.</td>
<td>Atlanta</td>
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<td>Ireland, Annie Marie</td>
<td>B.S., Morris Brown College, 1950.</td>
<td>Atlanta</td>
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<td>Irons, Ocie James</td>
<td>A.B., Morehouse College, 1957; M.A., Atlanta University, 1959.</td>
<td>Atlanta</td>
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<td>Jackson, Annie L. 2</td>
<td>A.B., Morris Brown College, 1938.</td>
<td>Atlanta</td>
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<td>Jackson, Bernice R. 2</td>
<td>A.B., Virginia Union University, 1955.</td>
<td>Atlanta</td>
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<td>Jackson, Deloris Whitehead 2</td>
<td>B.S., Morris Brown College, 1958.</td>
<td>Atlanta</td>
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<td>Jackson, Dorothy Jean 2</td>
<td>A.B., Clark College, 1963.</td>
<td>Atlanta</td>
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<td>Jackson, Frances Irene 1</td>
<td>A.B., Clark College, 1965.</td>
<td>Atlanta</td>
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<td>Jackson, Frances Lucille</td>
<td>A.B., Clark College, 1959.</td>
<td>Atlanta</td>
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<td>Jackson, Gladys 2</td>
<td>B.S., Morris Brown College, 1956.</td>
<td>Ashburn</td>
<td></td>
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<td>Jackson, Louis G. 1</td>
<td>B.S., Albany State College, 1956.</td>
<td>Richland</td>
<td></td>
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<td>Jackson, Mary Saunders 1</td>
<td>A.B., Arkansas Agricultural Mechanical and Normal College, 1936.</td>
<td>Atlanta</td>
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<td>Jackson, Ulysses Simpson 2</td>
<td>B.S., Savannah State College, 1949.</td>
<td>Newman</td>
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<td>Jacobs, Barbara Harvey</td>
<td>B.S., Morris Brown College, 1962.</td>
<td>Atlanta</td>
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<tr>
<td>Jacobs, Margaret Aiken 1</td>
<td>A.B., Clark College, 1944; M.S.W., Atlanta University, 1952; M.A., Atlanta University, 1962.</td>
<td>Atlanta</td>
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1 First Semester Only.
2 Second Semester Only.
JAFRI, TEHMINA BANO 2 ................................ Pakistan
A.B., College of Home Economics (Pakistan) 1964.

JAMES, FRANK L ........................................ Orangeburg, S. C.
B.S., South Carolina State College, 1960.

JAMES, HATTIE LAURA 1 ................................ Atlanta
A.B., Clark College, 1957.

JEFFERSON, ELSIE OWENS 2 ................................ Atlanta
A.B., Clark College, 1938.

JENKINS, CAROLYN 2 .................................... Atlanta

JENKINS, DOREATHA C .................................... Atlanta

JENKINS, MARY ELLA ..................................... Atlanta

JOHNSON, ADDIE HOLT 1 .................................. Atlanta
A.B., Paine College, 1936; M.A., Atlanta University, 1946.

JOHNSON, BARBARA PRATHER 1 ............................ Atlanta

JOHNSON, BEATRICE EVELYN .............................. Americus
B.S., Albany State College, 1952.

JOHNSON, BERTHA K. B. 1 ................................ Monticello

JOHNSON, DOROTHY ANNE 2 ................................ Atlanta
B.S., Spelman College, 1957.

JOHNSON, EDWARD ....................................... Atlanta
A.B., Morehouse College, 1956.

JOHNSON, EDWARD, VAN 1 ................................ Atlanta

JOHNSON, LOTTE BEATRICE 1 ................................ Covington
B.S., Tuskegee Institute, 1951.

JOHNSON, MARY LOUISE 2 ................................ Atlanta
A.B., Morris Brown College, 1939.

JOHNSON, WILDA G. 2 ..................................... Atlanta

JONES, ALPHONSO GEORGE 2 ................................ Atlanta
B.S., Florida Agricultural and Mechanical University, 1959.

1 First Semester Only.
2 Second Semester Only.
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<th>Name</th>
<th>Institution and Date</th>
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<tr>
<td>Jones, Bobby</td>
<td>A.B., Morehouse College, 1953.</td>
</tr>
<tr>
<td>Jones, Flossie Armstrong</td>
<td>A.B., Atlanta University, 1923.</td>
</tr>
<tr>
<td>Jones, Hattie Ruth</td>
<td>B.S., Morris Brown College, 1951.</td>
</tr>
<tr>
<td>Jones, James Edward</td>
<td>B.S., Fort Valley State College, 1953.</td>
</tr>
<tr>
<td>Jones, Lois F.</td>
<td>B.S., Fort Valley State College, 1951.</td>
</tr>
<tr>
<td>Jones, Mary Elizabeth</td>
<td>B.S., Tuskegee Institute, 1963.</td>
</tr>
<tr>
<td>Jones, Mildred Garrison</td>
<td>B.S., Fort Valley State College, 1950.</td>
</tr>
<tr>
<td>Jones, Murris Joseph</td>
<td>B.S., Agricultural and Technical College of North Carolina, 1951.</td>
</tr>
<tr>
<td>Jones, Robert L.</td>
<td>B.S., Morris Brown College, 1950.</td>
</tr>
<tr>
<td>Jones, Sara Jackson</td>
<td>B.S., Tuskegee Institute, 1953.</td>
</tr>
</tbody>
</table>

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

JORDAN, PAULINE GRAYS ........................................ Canton, Miss.  
B.S., Alcorn Agricultural and Mechanical College, 1947.

KEMP, DORIS ADAMS 1 ........................................ Atlanta  
A.B., Morris Brown College, 1944.

KEMP, EDMUND THOMAS 1 ........................................ Atlanta  

KENDALL, CATHERINE HUTCHINS ................................ Atlanta  
A.B., Clark College, 1961; M.S. in L.S., Atlanta University, 1963.

KENDALL, MARGARET M. 2 ...................................... Griffin  
B.S., Fort Valley State College, 1947.

B.S., Mansfield State College, 1958.

KINSEY, NORMA S. 1 ........................................... Atlanta  
B.S., Fort Valley State College, 1947; M.S. in L.S., Atlanta University, 1956.

KIRKMAN, SANDRA BOOTH ......................................... Chamblee  
B.S., University of Tennessee, 1961.

KLEIN, ROGER JOHN ........................................... Dearborn, Mich.  
B.S., Wayne State University, 1962.

LACEY, CARRIE MILLER 1 ........................................ Atlanta  
B.S., Tuskegee Institute, 1940; M.S.W. Atlanta University, 1948.

LAMAR, JAMES FRANKLIN 2 .................................... Atlanta  

LANIER, JESSIE LOU 2 ......................................... Atlanta  
B.S., Alabama Agricultural and Mechanical College, 1948; M.A.,  
Atlanta University, 1955.

LANIER, ROBERTA YOUNG 2 ..................................... Atlanta  
A.B., Bishop College, 1943.

LATIMORE, VASHTI REED 2 ..................................... Atlanta  
B.S., Morris Brown College, 1952.

LAWSON, NANCY H. ............................................. Atlanta  

LEE, BARBARA HOLLOWAY ......................................... Atlanta  

LEE, MARY ELIZABETH 1 ......................................... Atlanta  
A.B., Clark College, 1962.

1 First Semester Only.
2 Second Semester Only.
LEE, POTIAH NEWBY ² .................................... Atlanta
A.B., Clark College, 1957.

LEONARD, JOSEPH FLOYD ¹ ................................ Atlanta
B.S., Morehouse College, 1956.

LEWIS, LIZZIE MAE ........................................ Macon
A.B., Paine College, 1950.

LEWIS, LUCIEN ........................................ Daytona Beach, Fla.
B.S., Southern University, 1949

LEWIS, MABLE SANFORD ................................... Atlanta
B.Mus., Chicago College of Music, 1924.

LEWIS, STELLA SMITH .................................... Atlanta
A.B., Clark College, 1946.

LEWIS, VIOLA VERNICE ² ................................ Atlanta
A.B., Clark College, 1955.

LEWIS, VIRGINIA TUCKER ¹ ................................ Atlanta
B.S., Clark College, 1953.

LINDSAY, MARY LOUISE .................................. Atlanta
A.B., Morris Brown College, 1944.

LINSEY, HORTENSE S.¹ .................................... Atlanta

LLOYD, CHARLIE MAE ..................................... Atlanta
A.B., Clark College, 1953.

LOCKETT, VALERIE TOLBERT ............................... Atlanta
A.B., Miles College, 1945; M.A., Atlanta University, 1945.

LOCKHART, BARBARA JEAN ¹ ................................ Atlanta

LONG, KATHERINE HALL ¹ ................................ Atlanta
B.S., Florida Agricultural and Mechanical University; M.A.,
Atlanta University, 1964.

LOWE, BENNIE O'NEAL ¹ ................................... Atlanta
A.B., Clark College, 1952.

LOWERY, ELLAWEEN CELESTE ¹ ................................ Sparta
A.B., Clark College, 1953.

LUMPKIN, LOUISE ¹ ........................................ Atlanta

¹ First Semester Only.
² Second Semester Only.
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Lundy, Henrietta Reid</td>
<td>B.S.</td>
<td>Spelman College, 1960.</td>
</tr>
<tr>
<td>Lyles, Carolyn Lamar</td>
<td>B.S.</td>
<td>Allen University, 1962.</td>
</tr>
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<td>Lyles, Douglass Fairbanks</td>
<td>B.S.</td>
<td>Tennessee Agricultural and Industrial State University, 1952.</td>
</tr>
<tr>
<td>McClure, Susie Rutland</td>
<td>B.S.</td>
<td>Savannah State College, 1946.</td>
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<td>McConnell, Rina Carr</td>
<td>B.S.</td>
<td>Alabama State College, 1953.</td>
</tr>
<tr>
<td>McIver, Annie R.</td>
<td>B.S.</td>
<td>South Carolina State College, 1939.</td>
</tr>
<tr>
<td>McNeal, Thomas Edgar</td>
<td>B.S.</td>
<td>Florida Agricultural and Mechanical University, 1942.</td>
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<td>Mack, Ellen Ethel</td>
<td>B.S.</td>
<td>St. Augustine's College, 1940.</td>
</tr>
<tr>
<td>Mack, Jessie Mims</td>
<td>B.S.</td>
<td>Fort Valley State College, 1946.</td>
</tr>
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<td>Manly, Rita Archambaut</td>
<td>B.S.</td>
<td>Howard University, 1961.</td>
</tr>
</tbody>
</table>

1 First Semester Only.
2 Second Semester Only.
MAPP, VIVIAN LORRAINE 1 ........................................ Atlanta
A.B., Arkansas Agricultural Mechanical and Normal College,
1935.

MARSHALL, HOWARD 1 ........................................... Albany

MARTIN, ALBERT ANDREWS 1 ........................................ Atlanta

MARTIN, CLARA HOWELL 1 ........................................ Atlanta
B.S., Clark College, 1951.

MARTIN, MARTHA ELIZABETH 1 .................................... Cedartown
B.S., Fort Valley State College, 1951.

MARTIN, WILLARD 2 .............................................. Lilburn
B.S., Florida State University, 1955.

MASON, HARVIE LEE 2 ............................................. Atlanta
B.S., Morris Brown College, 1953.

MATTHEWS, JOHN WILLIE ........................................... Luthersville

MATTOX, FELIX GEORGE 2 ........................................ Atlanta
A.B., Clark College, 1937.

MAY, MAUDESTINE 2 ................................................ Atlanta

MAYS, LILLIAN GRAY ................................................ Atlanta
A.B., Morris Brown College, 1940.

MIDDLETON, JAMES C. 1 ............................................ Statesboro
B.S., Allen University, 1958.

MILLARD, CHARLES WILLIAM ...................................... Atlanta
A.B., Syracuse University, 1957.

MILNER, ETHEL MINOR 2 ........................................... Atlanta

MILTON, OCTAVIA WASHINGTON ............................ Atlanta
B.S., Hampton Institute, 1954.

MITCHELL, JULIA MCKINNEY 2 .................................. Atlanta
A.B., Spelman College, 1940; M.A., Atlanta University, 1960.

MITCHELL, MARILYN DAVIS ...................................... Atlanta
A.B., Spelman College, 1953.

1 First Semester Only.
2 Second Semester Only.
MONROE, Bessie Marchman ........................................ Atlanta
                        B.S., Clark College, 1952.

MONTGOMERY, Callie Mae 2 ...................................... Atlanta
                        A.B., Morris Brown College, 1935; M.A., Atlanta University,
                        1938.

MONTGOMERY, Eleanor Charlstine 1 ................................ Rome
                        B.S., Fort Valley State College, 1947.

MOORE, Doris Martin .............................................. Atlanta
                        B.S., Morris Brown College, 1949.

MOORE, Esther J. ................................................................ Atlanta
                        A.B., Morris Brown College, 1940.

MOORE, Eutha Belle 1 .............................................. Calhoun
                        A.B., Morris Brown College, 1939; M.A., Atlanta University,
                        1954.

MOORE, Naomi Cornelia .............................................. Atlanta
                        A.B., Clark College, 1940.

MORELAND, Arie Odom 1 .............................................. Atlanta
                        A.B., Savannah State College, 1932.

MORELAND, Curtis Weldon 1 ......................................... Rome
                        B.S., South Carolina State College, 1950.

MORGAN, Marian C. P. 2 ............................................. Atlanta
                        B.S., Hampton Institute, 1945.

MORRELL, Theresia 2 .................................................. Atlanta
                        A.B., Clark College, 1951.

MORRIS, Jerry Ethelbert, Jr. ........................................ Atlanta
                        A.B., Morris Brown College, 1951.

MORRIS, Mary Ann 1 .................................................. Atlanta
                        B.S., Clark College, 1952.

MORRIS, Sue Perette 1 ................................................ Griffin

MOSBY, Barbara Hancock 2 .......................................... Atlanta
                        A.B., Clark College, 1959.

MOSSES, Lena Mae 1 ................................................... Dallas
                        A.B., Morris Brown College, 1945.

MOSS, Martha Goddard ................................................. Atlanta
                        B.S., Morris Brown College, 1949.

1 First Semester Only.
2 Second Semester Only.
Moss, Retice Jones 1  .................................... Atlanta
   A.B., Clark College, 1953.

Murphy, Jo-Ann Randolph  .................................. Atlanta
   A.B., Clark College, 1955.

Murphy, Robin G.2  .................................... Atlanta
   A.B., Clark College, 1952.

Murray, Eva Clark  ...................................... Atlanta

Murphy, Jo-Ann Randolph  .................................. Atlanta
   A.B., Clark College, 1955.

Murray, Eva Clark  ...................................... Atlanta

Nason, Juanita L.1  ...................................... Atlanta
   B.S., Tuskegee Institute, 1961.

Neal, Annie Jean1  ...................................... Atlanta

Neal, Betty Marie  ...................................... Atlanta
   B.S., Albany State College, 1957.

Neely, Arthur, Jr.  ..................................... Atlanta

Neely, Lucile Williams  .................................. Atlanta
   B.S., Morris Brown College, 1949.

Nelson, Robert Edward 1  .................................. Eatonton

Norman, M. C.  ........................................ Atlanta
   B.S., Morris Brown College, 1958.

Norris, Elsie L.  ........................................ Atlanta
   B.S., Fort Valley State College, 1960.

Odom, Irene Ware 1  ..................................... Atlanta
   A.B., Clark College, 1956.

Odom, Raymonde Ballette 1  ................................ Atlanta

Odum, Fannie Tatum 1  .................................. Cuthbert
   B.S., Fort Valley State College, 1948.

Olive, Thaddeus, Jr.1 ..................................... Atlanta

Owens, Verta Carter 2  .................................. Atlanta
   A.B., Spelman College, 1941.

Pace, Patricia Perria  .................................. Atlanta

1 First Semester Only.
2 Second Semester Only.
PALMER, AUGUSTA DRAPER ........................ Cleveland, Ohio  
B.S., Tuskegee Institute, 1942.

PAJAUD, PATRICIA ANN .......................... New Orleans, La.  
A.B., Xavier University, 1957.

PARKER, BOBBYE CHATMAN ........................ Atlanta  
A.B., Morris Brown College, 1958; M.S. Atlanta University, 1963.

PARSONS, ADOLPH ........................ Forsyth  
A.B., Morehouse College, 1940.

PATRICK, DOLORES JOHNSON ........................ Atlanta  

PATMAN, HATTIE POUNDS ................................ Athens  
A.B., Talladega College, 1942.

PATRICK, DOLORES JOHNSON ........................ Atlanta  

PERDUE, EUGENE .......................... Cave Spring  
B.S., Tuskegee Institute, 1949.

PETERSON, BENJAMIN JEROME ........................ Atlanta  
B.S., South Carolina State College, 1949.

PETTIGREW, MARY LEE ........................ Madison  

PETTY, FAUSTINE THOMAS ........................ Atlanta  
B.S., Fort Valley State College, 1946.

PHILLIPS, MARY HARGROVE ........................ Atlanta  
B.S., Clark College, 1957.

PHIPPS, HERBERT EDWARD ........................ Atlanta  

PLOMONDON, BARBARA SACKETT ........................ Seattle, Wash.  

POWELL, MAMIE W. ........................ Atlanta  
B.S., Morris Brown College, 1951.

PRESSLEY, ETHEL CHRISTLER ........................ Atlanta  
A.B., Clark College, 1953.

PRINCE, OLIVER GILBERT ........................ Atlanta  

1 First Semester Only.
2 Second Semester Only.
Puckett, William Lee 1 ..................................... Atlanta
B.S., Clark College, 1935.

Pugh, Mary Carter 2 ..................................... Atlanta
B.S., Savannah State College, 1950.

Quarterman, Mildred Wilson .................. Atlanta
A.B., Clark College, 1944; M.A., Atlanta University, 1964.

Ragsdale, Dilcie Sledge 2 .................. Atlanta
B.S., Spelman College, 1954; M.A., Atlanta University, 1957.

Raiford, Sylvia Slogan ................................ Atlanta
B.S., West Georgia College, 1964.

Rambeau, Ralph 2 .................................. Dawson

Rance, Lillian Lovejoy 2 .................. Atlanta

Redding, Doris B. 2 ................................ Atlanta
B.S., Fort Valley State College, 1951.

Reid, Annie Mae H. ................................ Macon
B.S., Fort Valley State College, 1948.

Reviere, Birdie Lee P. 1 .................. Glennville
B.S., Savannah State College, 1950.

Richards, Ruby Tolbert 2 .................. Atlanta
A.B., Spelman College, 1953.

Richardson, Robert Louis .................. Atlanta

Richardson, Sarah Washington .................. Atlanta
A.B., Spelman College, 1949; M.A., Atlanta University, 1959.

Richmond, Roger 1 ................................ Chester, S. C.

Ricks, Hurst R. 1 .............................. Mt. Vernon
B.S., Fort Valley State College, 1953.

Ricks, Marjorie A. .............................. Atlanta
B.S., Spelman College, 1949.

Roberts, Doris Evelyn .................. Atlanta

Roberts, Elden W. 2 ........................ Sparta
B.S., Savannah State College, 1957.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

ROBERTS, MILDRED ELOISE

ROBINSON, DEE HINTON
B.S., Alabama State College, 1947.

ROBINSON, JOHN D.

ROBINSON, MARIE D.
A.B., Philander Smith College, 1944.

ROBINSON, MARIE D.

ROBINSON, WILLIE LOUISE

ROSE, FLORENCE BLALOCK

ROSS, ANNA LOUISE
A.B., Spelman College, 1943.

ROSS, GWENDOLYN M.
B.S., Morris Brown College, 1959.

ROSS, IDA M.
A.B., Clark College, 1940; M.A., Atlanta University, 1940.

ROWE, THELMA J.
B.S., Fort Valley State College, 1949.

RUCKER, PRISCILLA ANDERSON

RUTH, FRANCES DELORES
B.S., Spelman College, 1957.

SAFFORD, ARTHUR J.
A.B., Clark College, 1941; M.A., Atlanta University, 1950; M.S. in L.S., Atlanta University, 1956.

SALTER, JEAN L.
B.S., Miles College, 1966.

SANDERS, ELEANOR LESTER
B.S., Morris Brown College, 1958.

SAPP, MARGARET BYNUM
B.S., Morris Brown College, 1947.

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<th>Institution</th>
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<td>Sarkiss, Rose Annie</td>
<td>Atlanta University</td>
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<td>Auburn University</td>
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<td>Saxon, Willie Mae</td>
<td>Macon South Carolina State College</td>
<td>B.S.</td>
<td>1942.</td>
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<td>Schell, Emma Elsie</td>
<td>College Park</td>
<td>A.B.</td>
<td>1954; M.S.</td>
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<td>Scott, Alfred</td>
<td>Atlanta Clark College</td>
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<td>Scott, Brenda Louise Hughes</td>
<td>Atlanta Clark College</td>
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<td>Scott, Evelyn L</td>
<td>Atlanta Miles College</td>
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<td>Scott, Juanita H</td>
<td>Atlanta Spelman College</td>
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<td>Scott, Portia Alexandria</td>
<td>Atlanta Howard University</td>
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<td>Scott, Queen Elizabeth</td>
<td>Atlanta Albany State College</td>
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<td>Sellers, Robert L</td>
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<td>Senior, Martha Melton</td>
<td>Atlanta Albany State College</td>
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<td>Seniors, Alma Louise</td>
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<td>Shaw, Ralph Lamar</td>
<td>Atlanta Georgia State College</td>
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<td>Shepard, Bettye Cash</td>
<td>Atlanta Clark College</td>
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<td>Shepherd, Nettie Tucker</td>
<td>Atlanta Alabama State College</td>
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1 First Semester Only.
2 Second Semester Only.
SHERARD, DORIS E.\textsuperscript{2} ........................................ Atlanta
A.B., Clark College, 1951.

SHIPP, JAMES RALPH\textsuperscript{1} ................................. Conyers

SHIRLEY, DOLL .................................................. Atlanta
A.B., Clark College, 1958.

SIMMONS, ETHEL DELORES\textsuperscript{1} .......................... Monroe
B.S., Albany State College, 1950; M.A., Atlanta University, 1959.

SLAUGHTER, EUGENE RICHARD\textsuperscript{1} ........................ Atlanta
A.B., Clark College, 1951; M.A., Atlanta University, 1959.

SMITH, ANNA LAURA MARTIN\textsuperscript{2} .......................... Atlanta

SMITH, CHARLES\textsuperscript{1} ..................................... Atlanta

SMITH, EDOLYA MARSHALL\textsuperscript{2} .......................... Atlanta

SMITH, IRMA R. .................................................. Atlanta
A.B., Clark College, 1950.

SMITH, LAVADA\textsuperscript{2} ..................................... Atlanta
A.B., Spelman College, 1943.

SMITH, LESTER\textsuperscript{2} .................................... Covington
B.S., Morris Brown College, 1952.

SMITH, LUCY HUFF ................................................ Atlanta
B.S., Fort Valley State College, 1958.

SMITH, THEODORE DANIEL\textsuperscript{2} .......................... Macon

SMITH, WILLIE MAUDE ........................................... Atlanta
B.S., Clark College, 1952.

SPARKS, EMMA CHRISTINE\textsuperscript{1} .................................... Atlanta
B.S., Clark College, 1962.

STARKS, LORENA D. ............................................... Atlanta
B.S., Florida Agricultural and Mechanical University, 1948.

\textsuperscript{1} First Semester Only.
\textsuperscript{2} Second Semester Only.
STEPHENS, CHARLES RICHARD 1 .................................. Atlanta

STEPHENS, RYBURN GLOVER 2 .................................. Atlanta
A.B., Morris Brown College, 1949; M.A., Atlanta University, 1953.

STEPHENS, VIOLA ELIZABETH .................................. Atlanta
A.B., Clark College, 1950.

STEVEN, EDITH Y. MOON .................................. Miami, Fla.
B.S., Hampton Institute, 1959.

STEWART, ANNIE DEAN 1 .................................. Dry Branch
B.S., Fort Valley State College, 1948.

STINSON, LEE HOWARD .................................. Madison
B.S., Savannah State College, 1953.

STOKES, CHARLIE L. 1 .................................. Atlanta
A.B., Clark College, 1950.

STRICKLAND, BETTY EALEY 2 .................................. Atlanta

STRONG, VELMA GILSTRAP .................................. Atlanta

SUITE, SYLVIA INEZ .................................. Atlanta

SULLIVAN, THOMAS 2 .................................. Atlanta
A.B., Clark College, 1960.

TATE, GERALD LAFAYETTE, JR. 2 .................................. Atlanta
A.B., Clark College, 1959.

TATUM, RUBY B. .................................. Atlanta
A.B., Clark College, 1940.

TAYLOR, DOROTHY LOUISE 2 .................................. Atlanta
A.B., Clark College, 1948.

TAYLOR, MYRTICE MORGAN .................................. Newnan
B.S., Fort Valley State College, 1954.

TERRY, LEILA MILLFORD 1 .................................. Atlanta

THOMAS, DOROTHY WILCHER 1 .................................. Atlanta
B.S., Albany State College, 1953.

1 First Semester Only.
2 Second Semester Only.
THOMAS, ELZIE OLIVER 1 .................................. Albany
B.S., Tuskegee Institute, 1941.

THOMAS, JUAN ........................................... Atlanta

THOMAS, MAMIE JACKSON 1 ................................ Atlanta
A.B., Clark College, 1941; M.A., Atlanta University, 1960.

THOMAS, NORMAN HAROLD ................................ Waycross

THOMPSON, ANDREW C. .................................... Monticello
B.S., Fort Valley State College, 1951.

THOMPSON, BERNICE ........................................ Atlanta
B.S., Morris Brown College, 1952.

THOMPSON, EDWIN A. 1 ...................................... Atlanta

THOMPSON, EUNICE 2 ...................................... Atlanta
B.S., Morris College, 1952.

TOLAR, MARY RUTH ........................................... Forest Park
B.S., University of Kentucky, 1937.

TOMLINSON, NORRIS LEROY 2 .............................. Atlanta

TRAMMELL, CAROLYN WILLIS 2 .............................. Atlanta

TRIPLETT, VELMA OWENS .................................... Atlanta
B.S., Spelman College, 1948.

TURNER, CALVIN FRANKLIN ................................ Atlanta
A.B., Paine College, 1958.

TURNER, CURTIS ........................................ Pittsview, Ala.
B.S., Tuskegee Institute, 1956.

TURNER, JUNE C. 2 ........................................ Minden, La.
A.B., Wiley College, 1946.

USHERY, MARJORIE WOLFE .................................. Atlanta
B.S., Clark College, 1948.

VARNEDEO, GEORGE EDWARD 1 ............................ McIntosh
B.S., Savannah State College, 1951.

1 First Semester Only.
2 Second Semester Only.
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<th>Name</th>
<th>College/University</th>
<th>State/City</th>
<th>Degree</th>
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<tr>
<td>VAUGHN, MARY GRACE</td>
<td>B.S., Albany State College, 1963.</td>
<td>Sylvester</td>
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<td>VEDROS, RALPH GREGORY</td>
<td>A.B., Marist College, 1953.</td>
<td>Atlanta</td>
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<td>VINES, ALBERT F.</td>
<td>A.B., Clark College, 1950.</td>
<td>Atlanta</td>
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<td>WALTHALL, EVELYN P.</td>
<td>A.B., Clark College, 1934; M.A., Atlanta University, 1958.</td>
<td>Atlanta</td>
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<td>WALTON, BORAH WAYNE</td>
<td>A.B., Clark College, 1949.</td>
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<td>WALTON, JESSE ISAAC</td>
<td>B.S., Fort Valley State College, 1956.</td>
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<td>WALTON, LORRAINE, HOPSON</td>
<td>B.S., Albany State College, 1955.</td>
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<td>WARREN, ELMER J.</td>
<td>B.S., Savannah State College, 1956.</td>
<td>Sparta</td>
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<td>WASSON, CARRIE BERNICE</td>
<td>A.B., Paine College, 1939.</td>
<td>Atlanta</td>
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<td>WATSON, JOSEPHINE OLIVIA BARKLEY</td>
<td>A.B., Clark College, 1959.</td>
<td>Atlanta</td>
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<td>WEBB, CHARLOTTE WESTBROOKS</td>
<td>B.S., Philander Smith College, 1937.</td>
<td>Atlanta</td>
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<td>WEBB, MAXINE T.</td>
<td>B.S., Clark College, 1945.</td>
<td>Atlanta</td>
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<td>WEST, ROBERT W.</td>
<td>A.B., South Carolina State College, 1958.</td>
<td>Atlanta</td>
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<td>WHARTON, CHARLENE FRANCES</td>
<td>A.B., University of Colorado, 1932; M.S.W., Atlanta University, 1950.</td>
<td>Atlanta</td>
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<td>WHATLEY, FRANCES IONE DAVIS</td>
<td>B.S., Tuskegee Institute, 1939.</td>
<td>Atlanta</td>
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<td>WHISENHUNT, MABEL LOGAN</td>
<td>B.S., Tuskegee Institute, 1940.</td>
<td>Anniston, Ala.</td>
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<td>WIDEMAN, ALICE BALLARD</td>
<td>B.S., Claflin College, 1948.</td>
<td>Atlanta</td>
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1 First Semester Only.
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<th>Name</th>
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<td>Williams, Fairfax Fuller</td>
<td>Atlanta</td>
<td>B.S., Morris Brown College, 1953.</td>
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<td>Williams, Joyce Ann</td>
<td>Texarkana, Tex.</td>
<td>A.B., Texas Southern University, 1961.</td>
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<td>Williams, Juanita C.</td>
<td>Atlanta</td>
<td>A.B., Clark College, 1950.</td>
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<td>Williams, Juanita T.</td>
<td>Atlanta</td>
<td>B.S., Savannah State College, 1957.</td>
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<td>Williams, Maggie B.</td>
<td>Atlanta</td>
<td>B.S., Morris Brown College, 1954.</td>
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<td>Williams, Maurice Mitchell</td>
<td>Atlanta</td>
<td>A.B., Spelman College, 1950.</td>
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<td>Williams, Maxey Elaine</td>
<td>Tampa, Fla.</td>
<td>A.B., Clark College, 1963.</td>
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<td>Williams, Myrthia Y.</td>
<td>Atlanta</td>
<td>A.B., Clark College, 1951.</td>
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<td>Williams, Sammie A.</td>
<td>Atlanta</td>
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<td>Willis, Eula Mae</td>
<td>Cairo</td>
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<td>Wilson, Dortha Nell</td>
<td>Hughes Springs, Tex.</td>
<td>B.S., Prairie View Agricultural and Mechanical College, 1960.</td>
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<td>Wilson, Jeannette Bowman</td>
<td>Atlanta</td>
<td>A.B., Spelman College, 1948.</td>
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1 First Semester Only.
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ATLANTA UNIVERSITY

WILSON, THURMAN BRUCE ........................................ Atlanta
A.B., Clark College, 1948.

WILSON, WINIFRED J. ........................................ Opa Locka, Fla.
A.B., Florida Agricultural and Mechanical University, 1954.

WINKFIELD, EVANGELINE ALLISON ............................. Atlanta
A.B., Clark College, 1948.

WOLFE, ELISE PALMER ........................................ Atlanta
A.B., Clark College, 1952.

WOLFE, ROY J. ............................................... Atlanta
A.B., Clark College, 1951.

WOOD, DOROTHY THOMAS ...................................... Atlanta
B.S., Alabama State College, 1951.

WOOD, THOMAS EDWARD JR. ................................... Atlanta
A.B., Tennessee Agricultural and Industrial State University, 1949.

WOODEN, AYTCH .......................................... Fort Valley
B.S., Fort Valley State College, 1953.

WOODS, MARY ELIZABETH ................................. Atlanta
B.S., Spelman College, 1944.

WOODS, ROSEBUD OVANE .................................. Atlanta
A.B., Clark College, 1941.

WOOLCOCK, OZEIL FRYER .................................... Atlanta
A.B., Clark College, 1942.

WRIGHT, LOIS Hodges ...................................... Atlanta
A.B., Spelman College, 1942; M.A., Atlanta University, 1962.

WYATT, JESSE L. ........................................... Atlanta

YANCEY, OMOGENE WILLIAMS ............................... Atlanta
A.B., Clark College, 1945; M.A., Atlanta University, 1946.

YOUNG, GWENDOLYN JENNINGS ................................ Atlanta
A.B., Clark College, 1962.

YOUNG, SADYE PEARL APPLEBY ................................ Atlanta
B.S., Tuskegee Institute, 1945; M.S., Cornell University, 1946.

ZACHARY, JAMES LUTHER ..................................... Milledgeville
B.S., Savannah State College, 1953.

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<td>Allen, Tyrone</td>
<td>A.B., Talladega College, 1965</td>
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<td>Amadi, Bernard Chiagoro</td>
<td>A.B., Morehouse College, 1965</td>
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<td>Bacon, David French</td>
<td>B.S., Southern University, 1965</td>
<td>Natchez, Miss.</td>
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<td>Barnes, Bobby Cornelius</td>
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<td>Bamgade, Samuel A.</td>
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<td>Blakslee, Sylvia</td>
<td>B.A., Plymouth State College, 1958</td>
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<td>Bradford, George Lacy</td>
<td>B.S., Alcorn College, 1964</td>
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<td>Brown, Carolyn Marie</td>
<td>B.S., Southern University, 1965</td>
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<td>Choudhury, Pravat Kumar</td>
<td>B.Com., Saint Xavier's College (India), 1959; B.Law, Chotanagpur Law College, 1961</td>
<td>India</td>
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<td>Clemmons, Larry</td>
<td>A.B., Clark College, 1963</td>
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<td>Conyers, Jean Louise</td>
<td>A.B., LeMoyne College, 1956</td>
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<td>Davis, Leonard Dario</td>
<td>B.S., Morehouse College, 1964</td>
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<td>Dhillon, Kashmir Singh</td>
<td>A.B., Panjab University, 1958</td>
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<td>Dillard, Robert Warren</td>
<td>A.B., Clark College, 1965</td>
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<td>Fisher, Harriette Bowman 2</td>
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<td>Williston, S. C.</td>
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<td>Gandhi, Natwarlal Mohanlal</td>
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<td>Graham, Rose Mary</td>
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<td>Gupta, Vankayala Kamalakar 2</td>
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<td>Hayward, Albert W. 1</td>
<td>Atlanta</td>
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<td>Herndon, Callie Frances</td>
<td>Anniston, Ala.</td>
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<td>Hill, Harrison Richard, Jr.</td>
<td>Fort Valley</td>
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<td>Hill, Mary Florence</td>
<td>Byromville</td>
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<td>Holt, George Robert 1</td>
<td>Atlanta</td>
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<td>Horton, Lemuel Leonard 1</td>
<td>Fort Valley</td>
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<td>Huff, Oliver</td>
<td>Tignall</td>
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<td>Jackson, Linda Ellis</td>
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1 First Semester Only
2 Second Semester Only
Kedia, Banwari Lal .................................. India

Kimani, Joseph Karanja .............................. Kenya

Koduru, Rao V. Seshagiri ................................ India
A.B., Andhra University, 1959; M.A., Andhra University, 1962.

Kusi, Timothy Aye .................................. Ghana
A.B., Centre College of Kentucky, 1965.

Lal, Arun ............................................. India
A.B., Agra University, 1959.

Lamar, Bobbie Jean ................................ Conyers
A.B., Howard University, 1965.

Lanum, Marion Faye .............................. Little Rock, Ark.
A.B., Texas College, 1965.

Lawrence, George Oscar .......................... Columbia, Ala.

Lee, Margaret Washington ...................... Atlanta
B.S., Morris Brown College, 1962.

McIntyre, Ples Earl, Jr. .............................. Albany

Maloo, Man Chand .................................. India

Mallory, Douglas Evon ............................. Salisbury, N. C.

B.S., Arkansas Agricultural Mechanical and Normal College, 1964.

B.S., Arkansas Agricultural Mechanical and Normal College, 1964.

Mayo, Marianne Elizabeth ...................... Pelham

Meadows, Robert Lee .............................. Atlanta

1 First Semester Only.
2 Second Semester Only.
MILLINES, JACK EMMITT .................................................. Atlanta
B.S., Savannah State College, 1964.

MILTON, WALTER BERNARD ............................................. McComb, Miss.
B.S., Southern University, 1965.

MIXON, HERMAN ............................................................ Atlanta
A.B., Morehouse College 1965.

MORMAN, ULYSSES 1 .................................................... Atlanta
B.S. Southern University, 1962.

MORRELL, SHIRLEY ANN .................................................. Cochran

MOSELEY, RONALD CARVER ............................................. Atlanta

NAVES, LE ANDREW III .............................................. Birmingham, Ala.

PATTON, WILLIAM C. 1 ................................................... Atlanta

PENG, CHIH-KANG .......................................................... Taiwan
A.B., Taiwan University, 1953.

PONDER, CLIFFORD NELLIAN .......................................... Fort Valley
A.B., Clark College, 1959.

PRIDE, HERMAN ELFONSO .............................................. Savannah
B.S., Savannah State College, 1965.

QUERESHI, MANSOOR HUSSAIN ...................................... Pakistan

RAO, CHERUKURI U. ....................................................... India
B.Com., Andhra University, 1954; M.Com., Andhra University, 1958.

REDDY, ALLAREDDY CHANDRAMOHAN 1 .................................. India
A.B., University of Madras, 1961.

REEVES, EDEN CHARLES .................................................. Atlanta
B.S., Oregon State University, 1964.

RICHARDSON, WILLIE E., JR. .......................................... Atlanta

SCRIVEN, JAMES ............................................................. Baltimore, Md.

1 First Semester Only.
2 Second Semester Only.
SHAO, JOHN HSIEH-CHANG ................................Taiwan
A.B., National Taiwan University, 1958.

SHARMA, VINOD KUMAR .....................................India
B.Com., University of Rajasthan, 1960.

SHIH, TING-CHUN ........................................Taiwan
A.B., National Taiwan University, 1959.

SMITH, GEORGE ..........................................Atlanta
A.B., Clark College, 1964.

STINSON, GEORGE ROGER ........................Davidson, N. C.
A.B., Johnson C. Smith University, 1962.

TAYLOR, LEON 2 .........................................Atlanta

TERREFE, GETAHOUN 1 ....................................Ethiopia

TERRELL, MARIAN .......................................Zebulon
A.B., Clark College, 1964.

UZOMAH, RALPH UWABUIK 2 ..............................Nigeria
B.S., Southern University, 1965.

WALKER, LESTER E., JR. ..............................Atlanta
A.B., Morehouse College, 1956.

WALKER, WILLIE GLENN 1 ................................Atlanta
B.S., Agricultural and Technical College of North Carolina,
1949.

WASHINGTON, HARRIETTE ..............................Atlanta

WEGAYEHU, BELAY ........................................Ethiopia

WHITE, WENDELL F. ..............................Atlanta

WILSON, MILTON, JR. 2 ..............................Houston, Tex.
A.B., Texas Southern University, 1965.

WILSON, RONALD WEBSTER ................................Atlanta

YOUNG, LEYDON ASTOR ................................Jamaica, W. I.

1 First Semester Only.
2 Second Semester Only.
### Summary of Enrollment — 1965-1966

**Graduate and Professional Schools**

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**Total**

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**Summer School — 1965**

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**Total**

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**Grand Total**

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**TOTAL**                      | 1086  |
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