4-1-1967


Atlanta University
ATLANTA UNIVERSITY BULLETIN

CATALOGUE NUMBER
1966-1967

ANNOUNCEMENTS
1967-1968

ATLANTA UNIVERSITY
ATLANTA, GEORGIA 30314
This is the General Catalogue of the University listing the general regulations and description of the work of the following:

- The 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.

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Member of the Southern Association of Colleges and Schools.

Member — American Association of Colleges for Teacher Education.

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

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

UNIVERSITY CALENDAR ....................................... 4
BOARD OF TRUSTEES .......................................... 7
OFFICERS OF ADMINISTRATION ................................ 8
THE FACULTY ............................................... 12
LOCATION AND HISTORY ...................................... 25
The Atlanta University Center ................................ 26
The Ware Professorship Fund ................................ 27
BUILDINGS AND FACILITIES .................................... 28
Trevor Arnett Library .................................. 28
Laboratory School ........................................ 31
Dormitories ............................................ 32
Laboratories ........................................... 32
GENERAL INFORMATION ....................................... 34
Summer School ........................................ 34
Publications ............................................ 34
John Hope Lecture ..................................... 35
Religious Opportunities ................................... 35
The Atlanta University Fellowship Program ............ 44
Admission ............................................. 47
Proficiency in the English Language for Foreign Students . 47
Financial Responsibility for Foreign Students .......... 48
Full Academic Load .................................... 49
Housing ............................................... 49
Registration ............................................ 49
Tuition and Fees ....................................... 50
Estimate of Expenses ................................... 51
Special Consideration for Veterans ....................... 51
Financial Aid for Students ................................ 52
Student Health Service ................................ 52
Parking ................................................ 53
State Aid .............................................. 53
General Requirements for Master's Degree .......... 54
Maintenance of Standards ................................ 54
Grading System ........................................ 56
Candidacy for Degrees ................................ 57
SCHOOL OF ARTS AND SCIENCES ................................ 59
COURSES OF INSTRUCTION ..................................... 61
SCHOOL OF SOCIAL WORK ..................................... 95
SCHOOL OF LIBRARY SERVICE .................................. 121
SCHOOL OF EDUCATION ....................................... 128
SCHOOL OF BUSINESS ADMINISTRATION .................. 202
GENERAL REQUIREMENTS FOR DEGREE OF DOCTOR OF PHILOSOPHY .. 216
DEGREES CONFERRED IN MAY, 1966 ............................ 230
DEGREES CONFERRED IN AUGUST, 1966 ....................... 244
SUMMARY OF DEGREES CONFERRED IN 1966 ............. 258
REGISTER OF STUDENTS .................................. 259
SUMMARY OF ENROLLMENT .................................. 327
GEOGRAPHICAL DISTRIBUTION OF ENROLLMENT .......... 328
ENROLLMENT BY COLLEGES AND UNIVERSITIES REPRESENTED .... 330
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td>5</td>
<td>Monday</td>
<td>Registration for Summer School.</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Tuesday</td>
<td>Registration for Summer School.</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Wednesday</td>
<td>Summer School Classes begin.</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Friday</td>
<td>Last day to register for credit.</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Friday</td>
<td>Graduate Record Examination.</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Saturday</td>
<td>Graduate Record Examination.</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Monday</td>
<td>Examination in foreign language; required for the master's degree in arts and sciences, and library service.</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Tuesday</td>
<td>Examination in English Fundamentals.</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Wednesday</td>
<td>Preliminary Examination in Education.</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Friday</td>
<td>Last day to file candidacy for graduate degrees to be conferred in August.</td>
</tr>
<tr>
<td>July</td>
<td>24</td>
<td>Monday</td>
<td>Last day to file theses for master's degrees to be conferred in August, 1967.</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Thursday</td>
<td>Final examinations for candidates for degrees to be conferred in August, 1967. (Oral, Course, and Comprehensive).</td>
</tr>
<tr>
<td>August</td>
<td>3</td>
<td>Thursday</td>
<td>Summer School Convocation.</td>
</tr>
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<td></td>
<td>4</td>
<td>Friday</td>
<td>Final examinations; Summer School closes.</td>
</tr>
<tr>
<td>September</td>
<td>18</td>
<td>Monday</td>
<td>Registration for first semester (undergraduate students).</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Tuesday</td>
<td>Registration for first semester (undergraduate and graduate students).</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Wednesday</td>
<td>Classes begin.</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Saturday</td>
<td>Last day for first semester registration for the undergraduate colleges.</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Saturday</td>
<td>Registration for in-service teachers and other regularly employed individuals (late registration fee charged after September 23, 1967).</td>
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<tr>
<td></td>
<td>29</td>
<td>Friday</td>
<td>Graduate Record Examination.</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Saturday</td>
<td>Graduate Record Examination.</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Saturday</td>
<td>Last day to register for first semester credit for graduate students and graduate exchange students.</td>
</tr>
<tr>
<td>October</td>
<td>2</td>
<td>Monday</td>
<td>Examination in English Fundamentals.</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
<td></td>
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</tr>
<tr>
<td>October  3</td>
<td>Tuesday</td>
<td>Examination in foreign languages; required for the master's degree in arts and sciences and in library service.</td>
<td></td>
</tr>
<tr>
<td>October  7</td>
<td>Saturday</td>
<td>Preliminary Examination for candidates in the School of Education.</td>
<td></td>
</tr>
<tr>
<td>October 16</td>
<td>Monday</td>
<td>Charter Day.</td>
<td></td>
</tr>
<tr>
<td>October 16</td>
<td>Monday</td>
<td>Last day to file for candidacy for work to be completed in January, 1968.</td>
<td></td>
</tr>
<tr>
<td>November 23</td>
<td>Thursday</td>
<td>Thanksgiving holiday.</td>
<td></td>
</tr>
<tr>
<td>November 24</td>
<td>Friday</td>
<td>Classes resume, 8:00 a.m.</td>
<td></td>
</tr>
<tr>
<td>December 16</td>
<td>Saturday</td>
<td>Christmas recess begins at end of scheduled classes.</td>
<td></td>
</tr>
<tr>
<td>January  3</td>
<td>Wednesday</td>
<td>Christmas recess ends; classes resume at 8:00 a.m.</td>
<td></td>
</tr>
<tr>
<td>January 22</td>
<td>Monday</td>
<td>Semester examinations begin.</td>
<td></td>
</tr>
<tr>
<td>January 27</td>
<td>Saturday</td>
<td>First semester closes. Last day to file theses for work completed in January, 1968.</td>
<td></td>
</tr>
<tr>
<td>January 29</td>
<td>Monday</td>
<td>Registration for second semester (undergraduate students).</td>
<td></td>
</tr>
<tr>
<td>January 30</td>
<td>Tuesday</td>
<td>Registration for second semester (graduate and undergraduate students).</td>
<td></td>
</tr>
<tr>
<td>January 31</td>
<td>Wednesday</td>
<td>Classes begin.</td>
<td></td>
</tr>
<tr>
<td>February  3</td>
<td>Saturday</td>
<td>Last day for second semester registration in the undergraduate colleges.</td>
<td></td>
</tr>
<tr>
<td>February  3</td>
<td>Saturday</td>
<td>Registration for in-service teachers and other regularly employed individuals (late registration fee charged after February 3, 1968).</td>
<td></td>
</tr>
<tr>
<td>February  4</td>
<td>Sunday</td>
<td>University Center Convocation.</td>
<td></td>
</tr>
<tr>
<td>February  5</td>
<td>Monday</td>
<td>Examination in English Fundamentals; required of all students in the University.</td>
<td></td>
</tr>
<tr>
<td>February  7</td>
<td>Wednesday</td>
<td>Examination in foreign languages; required for the master's degree in arts and sciences and in library service.</td>
<td></td>
</tr>
<tr>
<td>February 10</td>
<td>Saturday</td>
<td>Last day to register for second semester credit for graduate students and graduate exchange students.</td>
<td></td>
</tr>
<tr>
<td>10 Saturday</td>
<td>Graduate Record Examination.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Saturday</td>
<td>Preliminary Examination for candidates in the School of Education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23 Friday</td>
<td>Last day to file for candidacy for degrees to be conferred in June, 1968.</td>
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</tbody>
</table>

**March**

| 3 Sunday    | University Center Religious Emphasis Convocation. |
| 21 Thursday | Spring recess begins at end of scheduled classes. |
| 27 Wednesday| Spring recess ends at 8:00 a.m. |

**May**

| 19 Sunday   | Commencement Day — Interdenominational Theological Center. |
| 20 Monday   | Last day to file theses for master's degrees to be conferred in June, 1968. |
| 23 Thursday | Semester examinations begin. |
| 23 Thursday | Final examinations for candidates for master's degrees to be conferred in June. (Oral, Course, and Comprehensive). |

**June**

| 1 Saturday  | Semester examinations end. Semester ends. |
| 2 Sunday    | Baccalaureate Services. |
| 3 Monday    | Commencement Day — Atlanta University, Clark College and Spelman College. |
| 4 Tuesday   | Commencement Day — Morehouse College. |
| 5 Wednesday | Commencement Day — Morris Brown College. |
| 10 Monday   | Registration for Summer School. |
| 11 Tuesday  | Registration for Summer School. |
| 12 Wednesday| Summer School Classes begin. |

**August**

| 8 Thursday  | Summer School Convocation. |
| 9 Friday    | Summer School closes. |

**FOUNDER'S DAY CELEBRATIONS**

| 1967        | 16 Monday | Atlanta University. |
| 1968        | 18 Sunday | Morehouse College. |
| February    | 22 Thursday | Clark College. |
| March       | 11 Monday | Interdenominational Theological Center. |
| April       | 12 Tuesday | Morris Brown College. |
|             | 11 Thursday | Spelman College. |
BOARD OF TRUSTEES
1964-1967

J. CURTIS DIXON .................................. Atlanta, Georgia
SYDNEY A. JONES .................................. Chicago, Illinois
WILLIAM T. GOSSETT ............................... Detroit, Michigan
LAWRENCE J. MACGREGOR ......................... Chatham, New Jersey
ALBERT E. MANLEY ................................ Atlanta, Georgia
BENJAMIN E. MAYS ................................. Atlanta, Georgia
FLORENCE M. READ ................................. Claremont, California
HUGHES SPALDING, JR. ............................ Atlanta, Georgia

1965-1968

ROBERT B. BOUROE ................................. Summit, New Jersey
R. INSLEE CLARK* ................................ New York, New York
RUFUS E. CLEMENT ................................ Atlanta, Georgia
CHARLES E. MERRILL, JR. ......................... Atlanta, Georgia
IRVING SALOMON ................................. Escondido, California
ELBERT P. TUTTLE ................................. Atlanta, Georgia
JOHN HERVEY WHEELER ............................ Durham, North Carolina
CLAYTON R. YATES ................................. Atlanta, Georgia

1966-1969

GRACE TOWNS HAMILTON ......................... Atlanta, Georgia
MARQUIS L. HARRIS** ......................... Atlanta, Georgia
BISHOP ERNEST L. HICKMAN ................. 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

TRUSTEES EMERITI
C. EVERETTE BACON, New York, New York
TRUMAN K. GIBSON, Chicago, Illinois

EXECUTIVE COMMITTEE

LAWRENCE J. MACGREGOR .......................... Chairman
BENJAMIN E. MAYS ................................. President
RUFUS E. CLEMENT ................................ Treasurer
J. CURTIS DIXON .................................. Secretary
ALBERT E. MANLEY ................................

FINANCE COMMITTEE

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

OFFICERS

LAWRENCE J. MACGREGOR ......................... Chairman
RUFUS E. CLEMENT ................................ President
R. INSLEE CLARK* ................................ Treasurer
C. C. NABRIT ..................................... Secretary
CLAYTON R. YATES ................................. Secretary of the Corporation

FINANCIAL CONSULTANT

CHARLES K. BRUMLEY, JR.

*Deceased, October 26, 1966.
**Deceased, October 7, 1966.
OFFICERS OF ADMINISTRATION

Rufus Early Clement, Ph.D., D.C.L., LL.D., L.H.D.
President

Charles K. Brumley, Jr.
Treasurer

G. Cletus Birchette, M.A.
Comptroller

Gerone Hendale Taylor, A.B.
Registrar

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

Edward K. Weaver, Ed.D.
Dean, School of Education

Harding B. Young, D.C.S.
Dean, School of Business Administration

Paul Ingraham Clifford, Ph.D.
Director of Summer Session

Miles M. Jackson, Jr., M.S. in L.S.
Librarian
UNIVERSITY STAFF

CARRIE WASHINGTON BELL, A.B. .......... Secretary to the Dean, The Graduate School
BETTY J. BENTLEY ........................ Cashier
IRA ROGERS BENTON ...................... Secretary to the Dean, School of Business Administration
OLLIE CLAYTON BETTON ................ Secretarial Assistant, Office of the Registrar
GRACE M. BICKERS ....................... Assistant Registrar
VIRGINIA RUTH BOOKER* .................. Bookkeeper, Office of the Comptroller
LUCILE J. BOYKIN ....................... Secretary to the Dean, School of Education
ANN B. BROWN ............................... Secretary, Children's Bureau, School of Social Work
BERTHA BROWN ............................ Secretary to the Faculty, School of Social Work
FAYE DORIS BROWN ...................... Secretary for Student Records, School of Social Work
ALMA ESTELLE BULLARD* .......... Secretary to the Dean, School of Library Service
CHARLESTINA B. CHARLTON, B.S. . Secretary, National Defense Counseling and Guidance Institute
ERNESTINE MORELAND COMER, B.S. ..... Secretary to the President
JAMIE M. DAWSON, B.S., M.S.* .......... Secretary, National Defense Counseling and Guidance Institute
ELEANOR C. DEAN ....................... Secretary to the Dean, School of Social Work
ETHEL SHEFTALL FORBES ................. Manager, University Book Shop
FRANCES FOUCH** ...................... Secretary to the Director of Residence
DORIS MONCETIA FRAZIER, A.A. ... Secretary to the Faculty, School of Education
ANTOINETTE R. FREDERICK .......... Secretary, National Science Foundation Institute
SADIE V. GEORGE ....................... Secretary, School of Education
JEAN C. GRESHAM ....................... Switchboard Operator
THEOLIA J. HAMMONDS, A.B. ........ Postmistress
GENEVA E. HARRELL .................... Secretary to the Registrar

*Part of the Year.
**Part-time.
MARTHA J. HARRELL* .............. Secretary, NIMH Pilot Program, School of Social Work
WILLIAM AKEIN HENDERSON .......... I.B.M. Operator
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
NAVINCHANDRA M. JARECHA, B.C., M.B.A. . Bookkeeper, Office of the Comptroller
HELEN SEALS JOHNSON, A.B. .......... Secretary, Office of the President
CHRISTINE C. JONES ..................... I.B.M. Assistant
JULIETTE KENDRICK ..................... Secretarial Assistant, Office of the Registrar
BRENDA DELORES KILGORE* .......... Secretary, Phylon Office
YVONNE ARNOLD KING ................... Assistant, Public Relations and Publicity Office
JULIA P. McCrARY ....................... Assistant, University Book Shop
LOVEREE L. McCrARY, B.S. ............ Secretary, Office of the Comptroller
SANDRA SINGLETON McDonald* .... Switchboard Operator
NORAH McNIVEN ......................... Director of Publicity and Public Relations
LUCY WHITE MILLINES, B.S. .......... Secretary, Office of the President
BARBARA LOUISE MULLINS .......... Secretary, Field Work Department, School of Social Work
RUBYE D. NEAL ......................... Secretary, Placement Office
BOBBIE B. OGLETREE .................... Secretarial Assistant, Office of the Registrar
PINKIE E. PORTER ....................... Secretary, Office of the Comptroller
MARY P. PRESTON ....................... Secretary to the Comptroller
CHeryl V. ROBINSON* ................. Secretary to the Dean of Women and Director of Residence
JOHNNIE MAE ROBINSON .......... Secretarial Assistant, Office of the Registrar
CAROLYN M. ROSEBERRY, B.S. ........ Secretary, The Reading Center
GRACE M. SANDERS ..................... Secretary, Children's Bureau Field Office, School of Social Work
DEANNA SMITH* ......................... Switchboard Operator
EUTEVIA C. SMITH ...................... Secretary, School of Social Work

*Part of the Year.
FRANCES FOUCH SPENCER, A.B. .............. Secretary to the Faculty, School of Library Service
LESTER E. WALKER, JR., A.B. .................. Bookkeeper, Office of the Comptroller
VIRGINIA L. WALKER .......................... Assistant, Office of the Comptroller
HARRIETTE E. WASHINGTON, B.S. .......... Secretary, Regional Economic Development and Business Service Center
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

BESSI DREWERY BRISCOE, M.S. in L.S. .......... Catalog Librarian and Head, Technical Services

ANNIE KATE BROWN* ................................ Clerical Assistant in Cataloging Department

JESSIE MAE DICKERSON, B.S., M.S. in L.S. .. Assistant Cataloger

MARY J. GLOVER ................................. Secretary to the Librarian

ALMETA EXSON GOULD, A.B., M.S. in L.S. ...... Librarian, in Charge of the Curriculum Materials Center

ETHEL BOWDEN HAWKINS, B.S. in L.S. .......... Assistant in Readers' Service

ANNABELLE M. JARRETT, A.B. .................... General Assistant

MARGARET CATCHINGS KIRK, M.S. in L.S.** .... Library Assistant, School of Library Service

SARAH K. MIDDLEBROOKS ......................... Circulation Assistant

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

BARBARA SAILES WARREN, A.B., M.S. in L.S.* .... Library Assistant, School of Library Service

*Part of the Year.
STUDENT PERSONNEL

MARIE REGINA VERNON, B.S., M.A. .................. Director of Residence
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
HAROLD W. JOHNSTON ............................ Buildings

BOARDING DEPARTMENT

LYDA McCREE KENNEDY, B.S...................... .Dietitian
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.

MALSENIA I. ARMSTRONG .......................... Lecturer, School of Education

ANNIE PEARL ATKINSON .......................... Lecturer, School of Education
A.B., St. Augustine's College, 1942; M.A., Atlanta University, 1959.

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

RONALD B. BAILEY ............................... Associate Professor of Political Science

*Part of the Year.
Mildred W. Barksdale  
Associate Professor of Special Education
B.S., Jackson College, 1945; M.S., Indiana University, 1952; Ed.D., 1958.

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

Jesse B. Blayton  
Carnegie Professor of Business Administration
Certifed 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.

Louise Robertson Boswell*  
Assistant Professor of Education

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

Edward James Brantley  
Professor of Guidance and Counseling

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

Robert H. Brisbane, Jr.  
Associate Professor of Political Science
B.S., St. John's University, 1939; Ph.D., Harvard University, 1949. Department of Political Science, Morehouse College.

Hallie Beachem Brooks  
Associate Professor of Library Service

CATALOGUE

BENJAMIN FRANKLIN BULLOCK

Rural and Educational Sociology

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

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, 1955.

JOHN QUINCY CARUTHERS

Assistant Professor of Biology

B.S., Hampton Institute, 1933; M.S., Iowa State University, 1941. Department of Biology, Spelman College.

HUEY EDWARD CHARLTON

Professor of Guidance and Counseling


JOHNNIE L. CLARK

Assistant Professor of Business Administration


RUFUS EARLY CLEMENT

President


ESTELLE E. CLEMMONS

Assistant Professor of Social Work

A.B., Morris Brown College, 1936; M.S.S.W., Boston University School of Social Work, 1949.

MARY LOUISE CLEVELAND

Assistant Professor of Library Service

Paul Ingraham Clifford 

Professor of Educational Psychology

B.S., in Ed., Shippensburg (Pa.) State College, 1938; A.M., Atlanta University, 1946; Ph.D., University of Chicago, 1953.

Thomas Winston Cole 

Assistant Professor of Organic Chemistry

B.S., Wiley College, 1961; Ph.D., University of Chicago, 1966.

James E. Conyers

Associate Professor of Sociology


Tilman C. Cothran

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.

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.

Mamie Russell Darlington

Field Work Supervisor

School of Social Work

A.B., Spelman College, 1957; M.S.W., Atlanta University, 1960.

Krishna Kanta Das

Professor of Business Administration


William L. Davenport, Jr.

Lecturer,

School of Business Administration

B.S., Southern Methodist University, 1941; M.B.A., Harvard Business School, 1946.

N. F. Davis

Professor of Business Administration

B.S., Lincoln University (Missouri), 1949; M.B.A., Washington University, 1952; Ph.D., Indiana University, 1960.

Rose Winfrey Dawson*

Instructor of Speech


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 Chairman of the Department of Psychology and Education, Spelman College.

CARL MATTHEW FRANKLIN Professor of Business Administration

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.

THELMA K. FREIDES* Instructor, School of Library Service

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

MADELYN GOLIGHTLY*** Lecturer, School of Education
A.B., Spelman College, 1936; M.A., Atlanta University, 1938; M.A., Atlanta University, 1962.

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

LINWOOD D. GRAVES Professor of Secondary Education

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

GEORG J. GRUND  Assistant Professor of German
B.S., University of Bonn, Germany, 1954; M.S., 1956. Department of Foreign Languages, Clark College.

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

RUTH H. HODGES  Professor of Art

BENJAMIN F. HUDSON, JR.  Professor of French and Chairman of the Department
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'Étranger, Université de Paris, 1952; Ph.D., University of Michigan, 1958.

ELLERN W. HUDSON*  Instructor, Special Education
B.S., Tennessee A.&I. State University, 1940; M.A., The University of Michigan, 1949; Further Study, North Carolina College at Durham and Atlanta University.

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

DEBORAH W. HUGHES  Instructor of Mathematics

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

SIDNEY ISENBERG**  
Lecturer, Social Work  
A.B., Washington and Lee University, 1942; M.D., Medical College of Georgia, 1946; Medical College of Virginia, 1947-1948; Boston University School of Medicine, 1950-1954.

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

LUCILLE P. JACKSON**  
Lecturer, School of Education  

WILLIAM S. JACKSON  
Professor of Social Work  

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

THOMAS D. JARRETT  
Professor of English and Chairman of the Department  
A.B., Knoxville College, 1933; A.M., Fisk University, 1937; Ph.D., University of Chicago, 1947.

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

MIRIAM H. JELLINS  
Instructor, Reading Clinic  

Thesba Natalie Johnston  
Professor of Education  

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

*Deceased, December 27, 1966.  
BARBARA ROSE JOYE  
Instructor of English  
A.B., Vassar College, 1963; M.A., Yale University, 1964;  

EDWARD M. KAHN  
Lecturer, Social Services  
LL.B., Brooklyn Law School of St. Lawrence University,  
1914.

SANDRA BOOTH KIRKMAN  
Instructor of Education  
B.S., University of Tennessee, 1961; M.A., Atlanta University, 1966.

EUGENE C. LEE**  
Lecturer, School of Education  

MANFRED LIEBIG**  
Instructor of Foreign Languages  
Further Study, University of Bonn (Germany), University of Chicago, Chicago Theological Seminary; Department of Foreign Languages, Clark College.

FRANCES W. LOGAN  
Professor of Social Work, Field Work Supervisor,  
Group Work and Community Organization  
B.S., Temple University, 1940; M.Ed., 1941; M.S.W., University of Pennsylvania School of Social Work, 1946; Advanced Curriculum Certificate in Psychiatric Social Work, 1957;  
D.S.W., University of Pennsylvania, 1965.

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

JAMES A. McSHANE  
Instructor in English  
A.B., Georgetown University, 1960; M.A., Emory University, 1961; Student, Emory University, 1961, 1962, 1963.

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

CHARLES W. MEREDITH  
Assistant Professor of Chemistry  

ADDIE S. MITCHELL  
Associate Professor of English  

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

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

BOBBYE C. PARKER  
Lecturer, Department of Biology  
A.B., Morris Brown College, 1958; M.S., Atlanta University, 1963.

LORRAINE G. PARKER  
Field Instructor, School of Social Work  
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.

LUCRETIA J. PARKER  
Librarian, School of Library Service  
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 GAINEY PETROF*  
Instructor, 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  

ANNETTE HOAGE PHINAZEE**  
Professor, School of Library Service  

GEORGE PLUTCHOOK  
Associate Professor of Social Work  
A.B., Washington Square College, New York University, 1942; M.S.W., University of Pennsylvania School of Social Work, 1949; D.S.W., 1963.

*Part of the Year.  
ANNELL PONDER***  
Unit Field Instructor,  
School of Social Work  
A.B., Clark College, 1955; M.S.W., Atlanta University, 1959.

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

MARY LOGAN R E D D I C K ***  
Professor of Biology  
A.B., Spelman College, 1935; Student, Marine Biological Laboratory, 1936; M.S., Atlanta University, 1937; A.M., Radcliffe College, 1943; Ph.D., 1944.

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

GEORGE W. R I ML E R  
Lecturer,  
School of Business Administration  

KLARAS BLEVINS ROSE  
Associate Professor of History  

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

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

MADELYN C. SAMPSON***  
Assistant Professor  
of Special Education  

VICTORIA M. SCOTT  
Associate Professor of Social Work  

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

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****Deceased, October 8, 1966.
Barnett F. Smith  
B.S., Morehouse College, 1932; M.S., Atlanta University, 1934; Ph.D., University of Wisconsin, 1944. Department of Biology, Spelman College.

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.

Tsauh-An Su  
Assistant Professor of Economics  
A.B., National Taiwan University, 1959; Ph.D., Rutgers State University, 1966.

F. W. Sullivan  
Lecturer, School of Education  
A.B., Morehouse College, 1930; M.A., Atlanta University, 1937; M.Ed., Atlanta University, 1946; Ed.D., New York University, 1963.

Heman M. Sweatt  
Lecturer, School of Social Work  
B.S., Wiley College, 1934; M.S.W., Atlanta University School of Social Work, 1954. Further Study: University of Michigan, 1938; Ohio State University, 1947; University of Texas, 1952.

Ernest Cater Tate  
Lecturer, School of Education  
A.B., Atlanta University, 1929; A.M., New York University, 1939; Ph.D., 1959.

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

Ruby Lee Thompson  
Instructor in Reading  
A.B., Florida A. and M. University, 1964; Further Study, Atlanta University.

Benjamin M. Trooboff*  
Assistant Professor of Business Administration  

SKEVOS NICK TSOUKALAS  
Associate Professor of Chemistry

OSCAR TURK  
Instructor in Community Organization
A.B., University of Rochester, 1936; B.B.A., Niagara University, 1941; M.A., University of Chicago School of Social Service Administration, 1950.

TERRY WALKER  
Lecturer, School of Business Administration
B.S., Florida State University, 1961; Ph.D., University of Alabama, 1966.

JESSIE MAE WALKER  
Field Work Instructor, School of Social Work
A.B., West Virginia State College, 1956; M.S.W., University of Michigan, 1962.

SAMUEL A. WALLACE  
Assistant Professor of Social Work
A.B., Clark College, 1949; M.S.W., Atlanta University School of Social Work, 1953; M.P.H., University of California (Berkeley), 1965.

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.

NAZIR A. WARSI  
Professor of Mathematics
B.S., St. Andrews College, Agra University, 1957; M.A., Gorakhpur University, 1959; Ph.D., 1961.

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

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

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

PRINCE E. WILSON**  Professor of History
A.B., Talladega College, 1939; A.M., University of Chicago, 1942; Ph.D., 1954.

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

LLOYD YARBOROUGH  Director of Research
School of Social Work

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

LOCATION AND HISTORY

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.
1885-1888 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.
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 82 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, and 2:00 to 6:00 P.M. on Sundays.

Resources of the Library include approximately 210,000 bound volumes, of which 25,000 are periodicals. Current periodicals received, numbering above 1,000, represent the subject fields of curricular interest as well as many general ones. Files of periodicals are being completed and new titles are being acquired to undergird the research programs of the University. The Carnegie Art Reference Set of approximately 2,000 prints, color facsimiles and photography is available. As a result of gifts from the Carnegie Corporation, the General Education Board, the Danforth Fund, and many friends, a center of research is gradually being built.

The Henry P. Slaughter Collection of books and documentary materials on Negro life and culture was added to the University's holding in 1946. The Countee Cullen Memorial Collection founded by Harold Jackman strengthens the resources through constant additions by gifts and purchases of materials on Art, Theatre, Music and Manuscripts. These make the collection on the Negro increasingly valuable. The Trevor Arnett Library is now one of the most significant repositories in this subject field, attracting scholars desirous of pursuing special researches.

The Thayer Lincoln Collection was opened in 1953. This is perhaps the most important collection on "The Great Emancipator" that is located anywhere in the South. It includes letters, pamphlets, books, contemporary newspaper accounts, numerous photographs, handbills, cartoons, White House
chinate, 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. Xerox copying facilities for reproducing printed materials are 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 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 two offices 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.

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 half 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.

RUFUS E. CLEMENT HALL

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 members of the faculty of the School of Education, the building provides 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 for 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 fur-
nished; sheets and one blanket are provided by the University during the regular academic year, but not for the summer session. Attractive living rooms where students may lounge and read, reception rooms where they may receive callers, spacious dining rooms, modern kitchen and service rooms, are included in this group.

OLD OGLETHORPE SCHOOL

Old Oglethorpe School is the oldest building currently being used by Atlanta University. Recently renovated, it stands on the edge of the Morris Brown College Campus and is immediately adjacent to the new city-owned Oglethorpe School which replaced Old Oglethorpe when the University ceased to operate its own laboratory school. Currently housed in this building are the offices and staff of the Atlanta Education Improvement Project which is conducting an Urban Laboratory in Education in cooperation with the Atlanta Public Schools, Emory University, and Atlanta University. Also located in Old Oglethorpe is the Office of the Executive Secretary of the Atlanta University Center Corporation.
SUMMER SCHOOL

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

PUBLICATIONS

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

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

From 1896 to 1917 a series of twenty monographs upon important phases of the Negro problem was published by 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.
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."

REGIONAL ECONOMIC DEVELOPMENT AND BUSINESS SERVICE CENTER

The Regional Economic Development and Business Service Center was established July 1, 1964 under a contract with the Area Redevelopment Administration of the U. S. Department of Commerce and since that time has been continued under the successor organization, Economic Development Administration.

Utilizing faculty of the Graduate School of Business, staff, students and the intellectual and physical resources of the University, and elsewhere as feasible, the Center provides a program of:

1. Technical assistance and consultation to established businesses in problems of business management—marketing, financing, research and development and other services.

2. Technical training and assistance to groups and 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. Help communities learn about and make use of other available local, State and Federal Aid programs.

3. Short training courses for business groups and individuals who are interested in starting business enterprises.

4. Identification of firms which will employ persons presently unemployed who possess the necessary skills or are capable of being trained through existing training programs—EDA, MDTA and others.

5. Initiation of specific small business guidance and development projects with firms or individual proprietors showing promise of developing expanded employment.

OFFICERS AND PERSONNEL OF THE REGIONAL ECONOMIC DEVELOPMENT AND BUSINESS SERVICE CENTER

CHARLES E. PROTHRO, JR. .................. Assistant Director and Community Planning Specialist
A.B., Morris Brown College, 1938; Further study, University of Chicago and University of California at Los Angeles.

PHILIP WELTNER ........ Community Development Consultant LL.B., Columbia University, LL.D., Oglethorpe University.

JOSEPH JONES ................ Resources and Community Development Specialist
A.B., Morehouse College, 1951; MBA, Atlanta University, 1952.

LORETTA LIFE ........ Resources and Information Specialist
A.B., Clark College, 1962; MSLS, Atlanta University, 1965.

BERNARD MARTIN TUCKER .......... Industrial Development Specialist
B.I.E., Georgia Institute of Technology, 1961; MBA, Georgia State College, 1966.

EDUCATION IMPROVEMENT PROJECT

Atlanta University, the Atlanta Public School System, and Emory University, institutions which share a common interest and concern over the plight of deprived children in the inner-city, are sponsoring an experimental project designed to improve the learning experiences of educationally disadvantaged children. To combat the complex educational problems engulfing these disadvantaged children, an organization was formed to serve as a vehicle for collaboration to develop ways of promoting and improving the education of these children and to create lasting relationships among the co-
operating universities and public school system. This vehicle is an Urban Laboratory in Education. As one of five Education Improvement Projects (EIP) in the South, financed by The Ford Foundation, the Urban Laboratory seeks to weld the expertise of the three institutions into an excitingly new entity in education. It was established on the faith that the universities and school system each could attack the educational dilemma of the disadvantaged more effectively by working cooperatively rather than alone.

LECTURERS OF THE EDUCATION IMPROVEMENT PROJECT

WARREN DAVID BACHELIS  
B.S., University of Oregon, 1954; M.S., 1955; Ph.D., Harvard University, 1962.

WILMER ST. CLAIR CODY, JR.  

DAVID EDWARD DAY  

JAMES EVERETTE DEVAUGHN  
B.S., Auburn University, 1936; M.Ed., Emory University, 1955; Ed.D., Teachers College, Columbia University, 1962.

ELBERT CURTIS HENSON  
M.S., Auburn University, 1949; M.S., 1951; Ed.D., 1960.

JOHN STOKES MARTIN  
B.S., Auburn University, 1951; M.A., University of Alabama, 1956; Ed.D., Auburn University, 1959.

CLYDE OLIVER MCDANIEL, JR.  

WILLIAM D. OSBORNE  
A.B.J., University of Georgia, 1960.

ATLANTA UNIVERSITY  
COUNSELOR EDUCATION PROGRAM

The University sponsors a training program for counselor educators leading to teacher certification and/or the master of arts degree. Participating in this program are the following public school principals and counselors:
PUBLIC SCHOOL, PRINCIPALS AND SUPERVISING COUNSELORS PARTICIPATING IN THE ATLANTA UNIVERSITY COUNSELOR EDUCATION PROGRAM 1966-1967

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

JOSEPH E. BROWN HIGH SCHOOL
Mr. E. A. Mathis ............................................... Principal
Miss Pat Griffith ............................................. Counselor

CENTRAL JUNIOR HIGH SCHOOL
Mr. Lincoln Harper ............................................ Principal
Miss Gwendolyn Coleman .......................... Counselor

W. F. DYKES HIGH SCHOOL
Mr. Douglas Rumble, Jr. ..................................... Principal
Mr. George Sullivan ........................................... Counselor

NORTH FULTON HIGH SCHOOL
Mr. William Bryce ............................................... Principal
Mrs. Kathryn B. Mercer ....................................... Counselor

WEST FULTON HIGH SCHOOL
Mr. James J. Krirch ............................................ Principal
Mrs. Emily Stinson ........................................... Counselor

WALTER F. GEORGE HIGH SCHOOL
Mr. James B. Green, Jr. ...................................... Principal
Mrs. Martha Estes ............................................ Counselor

GRADY HIGH SCHOOL
Mr. R. H. Dertthrick ......................................... Principal
Mr. Charles Morris ............................................ Counselor

HAMILTON HIGH SCHOOL
Mr. Robert M. Gaines ......................................... Principal
Mrs. Ella Montgomery ........................................ Counselor
Mrs. Jewel Brown ............................................... Counselor

CHARLES L. HARPER HIGH SCHOOL
Mr. Marshall Arnold ........................................... Principal
Mrs. Willie Randall ........................................... Counselor

DAVID T. HOWARD HIGH SCHOOL
Mr. F. W. Sullivan ............................................ Principal
Mrs. Maurice L. Heard ....................................... Counselor
Mr. Alfonza R. Goggins ..................................... Counselor

MURPHY HIGH SCHOOL
Mr. William A. Russell ....................................... Principal
Mrs. Sylvia Goodson ........................................... Counselor
D. C. O'KEEFE HIGH SCHOOL
Mr. Frank Jernigan .................................. Principal
Mrs. Ann A. Blackstone .............................. Counselor

PARKS JUNIOR HIGH SCHOOL
Mr. James L. Anderson ................................ Principal
Mr. Everette K. Barksdale ............................ Counselor

LUTHER JUDSON PRICE HIGH SCHOOL
Mr. Raymond Odom .................................... Principal
Mrs. Eula J. Cohen .................................. Counselor
Mrs. Jean Wilson .................................... Counselor

FRANKLIN D. ROOSEVELT HIGH SCHOOL
Mr. Neil Baxter ....................................... Principal
Miss Marion R. Houston .............................. Counselor

HOKE-SMITH TECHNICAL SCHOOL
Mr. Robert Ferguson .................................. Director
Mr. Don Hall ........................................... Counselor

SOUTHWEST HIGH SCHOOL
Mr. Claude C. Willis .................................. Principal
Mrs. Elizabeth Seigler ................................ Counselor

SYLVAN HILLS HIGH SCHOOL
Mr. Gerald W. Culberson ............................. Principal
Mr. Robert Walker .................................... Counselor

D. M. THERRELL HIGH SCHOOL
Mr. Lloyd Kimmel .................................... Principal
Mrs. Matilee D. McGee ................................ Counselor

HENRY MCNEAL TURNER HIGH SCHOOL
Mr. D. F. Davis ....................................... Principal
Mrs. Beulah J. Tipton ................................ Counselor
Mrs. Birdie G. Tyler .................................. Counselor
Mr. Israel Taylor ...................................... Counselor

BOOKER T. WASHINGTON HIGH SCHOOL
Mr. John Y. Moreland .................................. Principal
Mr. Claude C. George .................................. Counselor
Mrs. Mary W. Griggs .................................. Counselor
Miss Doris Andrews ................................... Counselor

ATLANTA-FULTON COUNTY NEIGHBORHOOD YOUTH CORPS
Mrs. Alice Washington ................................. Counselor
CATALOGUE

FELLOWSHIPS, SCHOLARSHIPS, ASSISTANTSHIPS, PRIZES AND STUDENT LOANS

Atlanta University offers several kinds of financial assistance to students who qualify for financial aid in terms of need and ability. Generally, application for a fellowship or a scholarship or graduate assistantship must be made to the Registrar's Office well in advance of registration, on forms furnished by that office for that purpose. All applicants must apply for and accept a University grant with full intent to comply with the policy of the Council of Graduate Schools in the United States as stated below.

POLICY GOVERNING THE ACCEPTANCE OF FELLOWSHIPS, ASSISTANTSHIPS, AND SCHOLARSHIPS FOR STUDY AT ATLANTA UNIVERSITY

As a member of the Council of Graduate Schools in the United States, Atlanta University subscribes to the general policy of the Council regarding the acceptance of scholarships, assistantships, or fellowship by prospective graduate students prior to formal matriculation at the University:

If a prospective graduate student is offered a graduate assistantship, scholarship, or fellowship before April 15th, he will have complete freedom through April 15th to accept or resign his appointment in order to accept another appointment in another institution. However, an acceptance given or left in force after April 15th commits the student not to accept another appointment without first obtaining formal release for that purpose.

SPECIAL SCHOLARSHIPS AND LOAN FUNDS

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.

BARKSDALE MEMORIAL ENGLISH PRIZE

The Barksdale Memorial Scholarship Fund, established by Mason, Richard, Clement, and Philip Barksdale in memory of their parents, Sarah and Simon Barksdale of Winchester, Massachusetts, provides for an annual prize of $100.00 to be
awarded to a student nominated by the Department of English for excellence in literary studies.

THE ADRIENNE McNEAL HERNDON AWARDS

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

THE DELANEY MEMORIAL STUDENT LOAN FUND

The Sadie Peterson Delaney Memorial Student Loan Fund 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 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 to 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 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.

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) $1,000.00 Presidential Scholarships offered during the academic year 1967-1968. The Presidential Scholarships are distributed as follows:

- The School of Education: 12 Scholarships
- The School of Business Administration: 14 Scholarships
- The Graduate School of Arts and Sciences: 24 Scholarships

To be eligible for a Presidential Scholarship the applicant must be an American, and must have a scholastic average of B or better in the last two years of his college career.
FINANCIAL SUPPORT FOR STUDENTS WHO ARE WORKING TOWARD THE Ph.D.

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

Each University Fellow will be granted a stipend of $2,500.00. The stipend will be paid during the nine-month academic year only. 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.

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.
THE ATLANTA UNIVERSITY REGIONAL FELLOWSHIP PROGRAM

OBJECTIVE

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

TERMS OF THE FELLOWSHIPS

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

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

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

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

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

7. Each Fellow will be granted a stipend of $1200.00. The stipend will be paid during the nine-month academic year only. 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 a room 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, 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.
ADMISSION

Application for admission to the University may be submitted at any time, but should, if possible, be presented at least a month before the opening of the academic year. Application for admission must be submitted on an application form which may be obtained by request from the Registrar. The applicant must arrange also to have sent to the University a complete official transcript of his college record, and likewise the record of any graduate work he may have done.

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

FOREIGN STUDENTS

Since instruction in Atlanta University is conducted in English and instruction in graduate studies depends extensively upon facility in the use of English, all foreign students must present evidence of possessing sufficient competence in the English language to pursue a regular course of study at Atlanta University. Consequently, it is required that the foreign student who applies for admission must take the Test of English as a Foreign Language (TOEFL), administered internationally by the Educational Testing Service, and must request ETS to submit the results directly to the Office of the Registrar, Atlanta University, Atlanta, Georgia 30314. Applicants for admission who desire to take the test should write to Test of English as a Foreign Language, Educational Testing Service, Princeton, New Jersey, U.S.A. 08540.

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 stu-
dent 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.

STUDENT INSURANCE

Atlanta University has arranged for sickness and accident insurance for its students. This coverage is mandatory for all dormitory students and all students from foreign countries, and is recommended to all others. Full details will be available at the time of registration.

FINANCIAL RESPONSIBILITY
OF FOREIGN STUDENTS

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. 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.

HOUSING

Living accommodations in the University Dormitories may be secured at the rate of $165.00 per semester for a double room and $200.00 per semester for a single room.

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 $15.00. This will be credited to the semester's room rent 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.

Beginning September 1, 1967, the University will make no charge for meals as a part of student fees. Instead, the University will operate a Cafeteria in which students may purchase their meals on a cash basis.

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.

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 thirty-five dollars for each hour in excess of fifteen. Any student carrying less than nine semester hours will be charged as indicated in the following itemized listing of Tuition and Fees.
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 ...................... 750.00
Fees for single courses—totaling less than nine credit hours per semester—per credit hour for one semester ... 35.00
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
Room per year (nine months)
   Single room—per semester .................. $200.00 $400.00
   Double room—per semester ............. 165.00 330.00

Tuition and fees, including laboratory fees, are due and payable at the beginning of each semester.
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 will be closed during the Christmas Holidays, December 16, 1967 to January 3, 1968. No deductions will be made in the charges for room 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.

*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.
during the regular academic year, but not for the summer session.

No student will receive his diploma until all his University bill 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.

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 refunds after that period. Health and matriculation fees are not refundable.

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 .................. $750.00
Room ................................ $330.00- 400.00
Fees (Admission, Matriculation, Health Service, Activities) ....................... 30.00
Laundry, pressing and incidentals ........... 75.00
Textbooks and supplies ................ 75.00

Total ................................ $1,330.00

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.

GENERAL INFORMATION FOR STUDENTS

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 under Public Law 89-358. Atlanta University is one of the institutions which has been approved for the training of veterans.

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.

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 has limited student loan funds. Also, 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.

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, Ga. 30314.

PARKING

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

GENERAL REQUIREMENTS FOR THE MASTER'S DEGREE

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. A reading knowledge of Spanish, French, or German for candidates in the School of Arts and Sciences and in the School of Library Services. In both schools a reading knowledge of one of these modern foreign languages may be determined by:

   a. Passing a University Examination in French, German, or Spanish

   or

   b. Passing a non-credit course either in French for Graduate Students or German for Graduate Students.

   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 above, he or she will not be permitted to sit for the Foreign Language Reading Examination. It should be clearly understood that the examination and the courses are alternative means of meeting the foreign language requirement.

   In the School of Library Service, a candidate has a third option. He may satisfy this requirement by furnishing transcript evidence of two years of college-level work in one language or one year of college-level work in each of two languages. Foreign students enrolled in either school may offer English as a foreign language if their language is not English or if their primary language is not English.

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 and Master of Science in the School of Arts and Sciences 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.)

7. Students who are working towards a master's degree are expected to complete all course requirements for the degree within a five calendar year period as computed from the time the individual states he desires to obtain the degree on the application for candidacy form. It is expected that all candidates for the master's degree will complete all degree requirements within five calendar years after the date of their first enrollment in the University.

MAINTENANCE OF STANDARDS

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

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

REGULATIONS GOVERNING THE GRADING SYSTEM AT ATLANTA UNIVERSITY ADOPTED BY THE UNIVERSITY SENATE ON NOVEMBER 27, 1963

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

2. The minimum standard for graduate work leading to a degree in Atlanta University is a B average.
2.1 A grade of “C” must be offset by a grade of “A”, in a course or courses totalling the same number or more graduate credit hours.
2.2 A mark of “F” is given for unsatisfactory work and cannot be offset. This mark carries no academic credit.
2.3. A grade of “P” may be given for passing work in certain specified seminars or supervised experience, and for non-credit courses which are accepted in lieu of certain general University requirements for the master's degree such as English Fundamentals, French for graduate students, and German for graduate students. This grade indicates that the student has presented enough work to warrant the awarding of a passing grade.
2.4. A mark of Inc. indicates that the student who desires course credit has not submitted all the evidence required for a qualitative grade and has made satisfactory arrangement with the teacher involved to complete the remaining portion of the work before the end of the next semester, if the student is in residence during the semester immediately following the semester or summer session in which the mark of Inc. was given. If the student is out of residence during the succeeding semester, the Inc. must be removed within twelve months of the date on which the Inc. was given. If the mark of Inc. is given during the Summer Session, to a student who is attending the University only during Summer Sessions, the Inc. must be removed within twelve months of the ending date of the Summer Session in which the Inc. was given.
For each Inc. given, the teacher involved must indicate in the "Remarks" column of the Official Grade Report Form exactly what the student must do to complete the remaining portion of the unfinished course work. An Inc. which is not removed within the stipulated time limit becomes an "F".

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

2.6. A mark of "W" indicates that a student has officially withdrawn from a class within the first 6 weeks of a given semester during the regular academic year. If he withdraws after a 6-week period has elapsed, he is given either a grade of "WP" (withdrew passing) or a grade of "WF" (withdrew failing).

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 any one of the several departments and/or Schools of the University.

CANDIDACY FOR DEGREES

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

In order to become a candidate for a degree during any semester, including the summer, application for admission to

1 Students working toward the master's degree must take the examination in English fundamentals during the first semester or summer of residence.
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. Failure to have the degree conferred in the semester for which candidacy was filed voids the candidacy. Although a new application is required, the applicant will not be required to repeat the departmental qualifying examination for three years following the initial application for candidacy.

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

The major objectives of the Graduate School of Arts and Sciences are to train scholars for positions of leadership and to initiate and promote research. Therefore the Graduate School expects to widen the student's knowledge and to provide for him knowledge in a specialized area of study, supported by a background of general education. It follows, then, that work in the Graduate School should provide every student with the ideals and disciplines of modern research which lead toward productive scholarship. Underlying both of these objectives is an especial concern for quality, whether it be in training for citizenship, research, or teaching.

PROGRAM OF STUDY

The Master's degrees conferred by the Graduate School of Arts and Sciences are the Master of Arts and the Master of Science. The particular degree conferred will depend upon the undergraduate preparation of the candidate as well as upon the graduate program completed.

A candidate may work for a degree in the following fields: biology, chemistry, economics, English, French, history, mathematics, political science, sociology and anthropology, and social science.

ADMISSION REQUIREMENTS

In addition to graduation from an approved college, an applicant should have a scholastic record of such quality as to indicate that he will be successful in graduate study. He 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 must be made up in one of the undergraduate colleges in the Center.

Every international student who applies for admission to the School of Arts and Sciences must submit a statement of proficiency in the use and understanding of the English language. Therefore the applicant should request that the results of the test of English as a foreign language (TOEFL), administered through the Educational Testing Service, be sent to Atlanta University at the time that he seeks admission (See the section in the catalogue on "General Requirements for the Master's Degree").
SERVICES TO STUDENTS

The University offers a range of services to support the educational and professional development of its students. These include academic counseling, financial aid assistance, career services, and health services. Students are encouraged to utilize these resources to enhance their educational experience.

The University also provides tutoring services, study groups, and workshops to help students improve their academic performance. These services are available through the Academic Success Center and are designed to support students in their academic journey.

In addition, the University sponsors a wide variety of extracurricular activities, including clubs, organizations, sports teams, and social events, to foster a sense of community and provide opportunities for students to develop social and leadership skills.

The Office of Student Life coordinates these activities and works closely with student organizations to ensure that their needs are met and their experiences are enriching.

The Office of Student Affairs is responsible for the overall well-being of students. It provides support in areas such as academic integrity, personal and mental health, and student conduct.

Students are encouraged to utilize these resources and services to make the most of their educational experience at the University.
Courses numbered 400-499, while intended primarily for graduate students, are, subject to the approval of the instructor, open to students of senior college rank of Morehouse College, Spelman College, Clark College and Morris Brown College. Courses numbered 500 and above are open only to graduate students who have fulfilled prerequisites.

**Biology**

**Prerequisites**

In addition to twenty-four hours of biology, undergraduate prerequisites include one year of mathematics, one year of general chemistry, and a minimum of one semester of organic chemistry and physics. 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 written exploratory examination. This examination is to be taken at the end of the registration week of the semester that the student enrolls. The purpose of the 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, 504 and 512. 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. 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 stu-
dent must also pass a foreign language examination in French, German, or Spanish, in the area of Biology, or enroll in and successfully pass the foreign language course for graduate students.

LIST OF COURSES

Courses numbered 400-499 are advanced undergraduate-graduate courses. Courses numbered 500-599 are open to qualified undergraduate students with consent of instructor. Courses numbered 600 and above are open to graduate students only.

463. ECOLOGY (formerly 635). 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

464. PLANT GEOGRAPHY. (Same as Biol. 434, Clark College). Study of historical, evolutionary, and environmental causes of present world distribution of plants. Emphasis is given to climate, geology, soils, and vegetation of North America. Prerequisites Biology 463 or consent of instructor. 4 credits.

470. EVOLUTION AND THE ORIGIN OF LIFE. (Formerly 638). 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.

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.

473. INSECT BIOLOGY. A course dealing with the morphology, systematic, physiology and ecological distribution of insects. Two lectures and four hours laboratory. 4 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 labora
tory, 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.

512. LOCAL FLORA. A course dealing with the identification of vascular plants, native and introduced, that commonly occur in this locality. Some experience in the use of taxonomic keys is included. (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.

545. MORPHOLOGY OF NON-VASCULAR PLANTS. (formerly 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.

552. PLANT PATHOLOGY. A study of disease development in plants, their nature, inciting agents, host-parasite interaction, and recommended control measures. Two lectures and four hours laboratory. Offered 1967-68 and alternate years. 4 credits.
560. **Cell Biology.** A course which treats certain aspects of cellular structure and function as revealed by such techniques as tissue culture, centrifugation, microscopy, respirometry, and others. Two lectures and four hours of laboratory. 4 credits.

561. **Cytogenetics (formerly 683).** A lecture course designed to introduce the student to some of the newer concepts concerning the role of the nucleus and cytoplasm in evolution and inheritance. These two aspects of the course will be considered from morphological, physiological and biochemical evidence. Two lectures and one discussion period a week. 3 credits.

564. **Ultrastucture.** An introduction to electron microscopy, including the interpretation of structure as revealed by such high resolution microscopy. Two lectures and four hours of laboratory. 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 organs 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.

580. **Physiological Chemistry.** A course dealing with the fundamentals of biological chemistry, with emphasis upon chemical structure, the properties of enzymes; intermediary metabolism, energy transformation and the regulation of cellular processes. Two lectures and four hours of laboratory. Prerequisites: Organic Chemistry and approval of the instructor. 4 credits.
600. Morphogenesis (formerly 632). A course which treats the formation of structure and pattern in living systems, including laboratory exercises on regeneration, metabolic gradients, and related problems. Two lectures and four hours of laboratory. 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. Offered 1967-68 and alternate years. 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.

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.

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. Alternate year courses, not offered 1967-68. 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. Alternate year course, not offered 1967-68. 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. Prerequisite Biology 565 and consent of instructor. 4 credits.

656. Mammalian Physiology. A study of the function of various organs and systems in maintenance and homeostasis. Two lectures and two two-hour laboratory periods a week. Prerequisite: Biology 565 and consent of instructor. 4 credits.

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

670. Advanced Plant Physiology. This course deals with a comprehensive study of certain aspects of plant growth and development. Two lectures and two 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 currently appearing in the literature. Prerequisites: Biology 575, organic chemistry, and approval of the instructor. 3 credits.

681. Quantitative Biology. A lecture-laboratory course involving some specialized techniques for the measurement of macromolecules and other components in complex biological systems. Cellular respiration, determinations of membrane potentials and other bioelectrical phenomena, colorimetry and spectrophotometry, computer programming, and instrumentation are included. Prerequisites: Consent of instructor. 4 credits.

677-678. Research Problems in Microbiology. 1-4 credits.

CHEMISTRY

The Department of Chemistry requires every student who is admitted to take a basic examination in order to insure that the student starts graduate work at a level commensurate with his background. This examination is based upon the subject matter covered at most accredited universities and four-year colleges by the following courses: one year of general chemistry (including qualitative and quantitative analysis), one year of organic chemistry, and one year of physical chemistry. Mathematics through integral calculus is also required. The examination will be administered during registration week of the first semester of residence. Students lacking any of these prerequisites may be admitted, but they must remove the deficiencies in one of the undergraduate colleges of the Center.

The departmental requirements for the degree of Master of Science in Chemistry are as follows:

1. A program of study in chemistry based on the candidate's individual needs and special interest, which will include the subject matter of the following courses:
   a. Chemistry 501 or 655
   b. Chemistry 461, 464, and 505
c. Two additional courses to complete one of the three major sequences:
Chemistry 501 (or 665), 502, and 666 (Organic)
Chemistry 461, 462, 508 (Inorganic)
Chemistry 505, 560, and 508 (Physical)

d. Two laboratory courses preferably in the major field chosen from: Chemistry 465, 511, 512, 513, or 514.

2. Elective courses chosen in consultation with the candidate's advisor and approved by the chairman of the department. 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.

3. A satisfactory thesis approved by the research supervisor and chairman of the department.

4. A reading knowledge of French or German as evidenced by passing an examination given by the University.

5. After the research program has been completed and the thesis has been accepted, the student must pass a final comprehensive examination which may be oral, written or both.

6. All other general requirements of the University must be met.

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. Discussion of the electron theory of valence, tautomerism, hyper-conjugation, resonance, and inductive effect. Discussion of the reactive intermediates: carbonium, carbanion, free radical and carbene. Mechanisms of nucleophilic substitution reactions: SN1, SN2, SN1, SN2, and participation of neighboring groups. Mechanisms of elimination reactions: E1, E2, E1, and cyclic mechanism. Stereochmistry of carbon compounds and optical activity. The Grignard reagents and their reactions. Discussion of the various reducing agents and mechanisms of reductions. Carbonyl compounds and the mechanisms of their condensation reactions. Free radical reactions and their mechanisms. Lectures, three hours per week. 3 credits first semester.

502. ADVANCED ORGANIC CHEMISTRY. The chemistry of aromatic com-
pounds with emphasis on the mechanisms of the reactions. Chemistry of non-aromatic cyclic compounds. Chemistry of the heterocyclic compounds. Lectures, three hours per week. 3 credits first 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. QUANTUM MECHANICS. Introductory concepts, general principles and applications of quantum mechanics. Lectures, three hours per week. 3 credits.

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 PREPARATIONS. 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 presented 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. QUANTATIVE ORGANIC ANALYSIS. Determination of carbon, hydrogen, and nitrogen by combustion. The student carries out the combustion of a substance unknown to him belonging to each
group; nitrogen; C— and H— determination in the absence of other elements; the same with nitrogen; the same with halogen or sulphur; a liquid. A test analysis is given in completion of the course of elementary analysis. Both semi-micro and micro-chemical methods of analysis are studied. Lectures, 1 hour per week; laboratory, 6 hours per week. 3 credits second semester.

516. FREE RADICALS IN ORGANIC CHEMISTRY. This course deals with the role of free radicals in the mechanisms of chemical reactions. The properties of free radicals are related to their sizes and structures. Emphasis is placed on the factors which determine the ease and the course of reactions involving free radicals as intermediates. Lectures, 3 hours per week. 3 credits second semester.

546. CHEMISTRY OF ORGANOMETALLIC COMPOUNDS. Study of the chemistry of: organic compounds of the alkali metals; magnesium and other alkaline earth metals; organocadmium and organozine compounds; ferrocenes, and other transition metal complexes with organic compounds; organic compounds of aluminum, boron, silicon, Germanium, tin, lead. Prerequisite: Advanced Organic Chemistry. Lectures, three hours per week. 3 credits.

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

550. ORGANIC PHOTOCHEMISTRY. An introduction to the mechanisms and applications of organic reactions induced by ultraviolet light. The mechanism of such reactions as the cis-trans photoisomerization of stilbene and the photochemical rearrangements of dienes and alpha, beta-unsaturated ketones will be discussed according to presently accepted theory. The use of photochemical reactions in the synthesis of complex organic compounds will also be presented. Prerequisite: Advanced Organic Chemistry or equivalent. Lectures, three hours per week. 3 credits.

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.

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

665. PHYSICAL ORGANIC CHEMISTRY. An introduction to molecular orbital theory, a survey of organic reactions from a mechanistic point of view, and a treatment of linear free-energy relationships will be presented. Extensive reading in the original literature is required. 3 credits.
CATALOGUE

666. PHYSICAL METHODS IN ORGANIC CHEMISTRY. Applications of infrared, ultraviolet-visibles, nuclear magnetic resonance, and mass spectroscopy to organic structure analysis are discussed. Prerequisite: Advanced Organic Chemistry or equivalent. Lectures, three hours per week. 3 credits.

ECONOMICS

For admission to the Department of Economics, a student should have received twelve hours of credit distributed among the following 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, Statistics, Monetary Theory, International Economics, National Income and Monetary Policy, either Introduction to Mathematical Economics or Econometrics and Economic Theory and Operations Research.

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 payment, 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. 3 credits each semester.

440. MONETARY THEORY. An advanced course in Monetary Economics. Its main parts are theories of interest, interest and prices, securities markets, the economic roles of the Central Bank and
Treasury in selected countries, and specific monetary theories of business fluctuations. 3 credits.

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. 3 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, subjectivistic, Wicksellian and Keynesian). Prerequisite: Course 400-401 or equivalent. 3 credits each semester.

505. NATIONAL INCOME AND MONETARY 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. 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. ECONOMIC THEORY AND OPERATIONS RESEARCH. This is a course in which analytical tools of a mathematical character are used to apply specific economic theories to practical problems so as to obtain optimum results. 3 credits.
CATALOGUE

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

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

Because of the urgent need for thoroughly trained teachers of English, the Department offers an English-Education program leading to the degree of Master of Arts in English. Designed for students who plan to teach English in high schools and junior colleges, the program carries a major of from twenty-one to twenty-four hours in English and a minor of from six to nine hours in English-Education. Courses required for the minor must be selected from the following: The History of the English Language, Modern English Grammar, The Teaching of Reading, and The Language Arts Workshop. 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 Introduc-
tion to Literary Criticism and Materials and Methods of Research are required of all students.

405. Modern English Grammar. A study of the grammar of Modern American English with some emphasis upon historical background. 3 credits.

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

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

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

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


495. History of the English Language. The nature and function of language; the development of English sounds, forms and syntax; modern English grammar and vocabulary; the American language. 3 credits.

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

509. Independent Reading. 3 to 6 credits.

511-512. American Drama. A study of the development of American drama from the beginning to the present time. Attention will be given to the artistic aspects of its growth as well as to its employment as a social and political instrument. Prerequisite: English 477 or its equivalent. 3 credits each semester.

513. English Drama to 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 PURSUITING 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 447-478. 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 hour or thirty-six quarter hours of undergraduate courses in French language and literature. This requirement may be waived for students who have not completed the number of hours specified above, but who have studied in France or in French-speaking countries. In order for this requirement to be waived, students must exhibit a competence in the language and literature comparable to that of an undergraduate major in French. In special cases, a student with insufficient preparation may be admitted provisionally and allowed to complete his undergraduate preparation within the Atlanta University Center before proceeding with his graduate studies.

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

Most graduate courses in the Department are conducted in French. Students enrolling for graduate work must be able, therefore, to understand the spoken language, participate in class discussions, and write papers in French. If a student's proficiency in the four basic language skills are so minimal that his classroom performance is seriously impaired he may be required to take six additional hours.

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

444. **French Phonetics and Pronunciation.** A continuation of French 443. 3 credits.

451. **Advanced French Grammar and Composition.** A thorough review of the fundamental grammatical principles of French with extensive oral and written compositions. 3 credits.

452. **Advanced French Prose.** A course in literary analysis with emphasis on grammatical structure and stylistics. 3 credits.

455. **Nineteenth Century French Literature Through the Romantic Period.** A study of the origins, sources, and development of the literary genres of the Romantic period with emphasis on the works of Lamartine, Vigny, Hugo and Musset. 3 credits.

456. **Nineteenth Century French Literature.** A continuation of French 455 with emphasis on the important literary movements of the second half of the century. 3 credits.

457. **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 French 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 comprehensive study of the movements and of the authors who contrib-
uted 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 theatre 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 second semester.

573. AMERICA FROM 1828 TO 1865. A study of the plantation system; Negro slavery; social and political philosophy of the South; rise of democracy; anti-slavery movement; and the Civil War. 3 credits first semester.

575. AMERICA FROM 1865 TO 1900. An intensive study of the reconstruction period; the participation of the freedmen in government; the rise of big business; expansion of agriculture; and the growth of imperialism. 3 credits second semester.

576. AMERICA FROM 1900 TO 1932. A continuation of History 575 to the New Deal. 3 credits first semester.

**NEGRO HISTORY**


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

EUROPEAN AND WORLD HISTORY

536. FRENCH REVOLUTION AND NAPOLEONIC ERA, 1789-1815. Antecedents, progress, and results of the French Revolution. 3 credits first semester.

537. EUROPE, 1815-1870. Intellectual, social, economic, cultural, and political history of Europe. 3 credits first semester.

538. EUROPE, 1870-1918. A continuation of History 537. 3 credits second semester.

539. EUROPE SINCE 1918. A continuation of History 538. 3 credits second semester.

MATHEMATICS

REQUIREMENTS FOR MASTER'S DEGREE IN MATHEMATICS

For the master's degree in mathematics, the department requires a minimum of twenty-seven graduate hours in mathematics including two courses in Real Analysis (511 and 512), one course in Complex Variables (513 or 514), one course in Topology (641 or 642) and two courses in Algebra (432 and either 431, 639 or 640). In addition, students entering without a background in Advanced Calculus must 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 impor-
tant theorems and great stress is put on problems. Prerequisites: Solid Analytic Geometry and Elementary Vector Analysis. 3 credits.

431. **Abstract Algebra.** Basic Mathematical concepts (mapping, relations, etc.). Groups, rings, fields, polynomial rings and their fundamental properties. 3 credits.

432. **Linear Algebra.** 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.


515. **Boundary Value Problems and Potential Theory.** Study of advanced level ordinary and partial differential equations. Applications to potential theory, forced oscillations, electrical circuit
theory, electromagnetic inductions, elasticity, heat conductivity, fluid mechanics and other related subjects of physical sciences.


3 credits.


Existence theorems with complete theory of linear system of differential equations. Non-linear system of differential equations with their stability and asymptotic behavior. Two dimensional systems. Poincare-Bendixon Theory. Lyapunovis and perturbation methods. Prerequisite: Approval of instructor. 3 credits.


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.

tions to problems in mathematical statistics. Prerequisite: Approval of instructor. 6 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.


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. Prerequisites: Advanced Calculus. 3 credits.

642. Topology II. Complexes, simplicial mappings, homology and cohomology groups, manifolds, Poincare duality, Alexander duality, Lefschetz duality. 3 credits.

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

POLITICAL SCIENCE

The Department of Political Science offers work leading to the Master of Arts. 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 students is required.
Admission to graduate work in political science requires a grade-point average of at least 3.0. Applications of students with grade-point averages below 3.0 but above 2.75 are considered on an individual basis. The student must also have had a minimum of twenty hours of undergraduate work in political science, economics, finance, sociology, or history, not less than twelve hours of which must have been in political science (which may include three hours in constitutional history).

Graduate students in other departments who choose political science as a minor must have at least six hours of undergraduate work in political science and three hours in economics, sociology, or history.

450. THE CONSTITUTION AND CIVIL LIBERTIES. A study of free speech, loyalty in a democratic state, citizenship, freedom of religion, rights of persons accused of crime, and government's responsibility to protect persons from racial and religious discrimination, with special attention to the role of law and judges. 3 credits.

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.

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.

561. HISTORY OF POLITICAL THOUGHT (POLITICAL THEORY: PLATO TO MACHIAVELLI). Leading topics of study and discussion will be the successive influences upon political theory of Greek thought, Old and New Testaments, the Roman doctrine of natural law, Church and State in the middle ages, and Machiavelli and the emergence of the modern state.
Offered at Morehouse College. 3 credits first semester.

562. MODERN POLITICAL THEORY (POLITICAL THEORY: MACHIAVELLI TO PRESENT). A study of the results of the Reformation and of the Industrial Revolution upon political thought. While the political philosophies of such men as Hobbes, Locke, Montesquieu and Rousseau, etc., will be basic in this course, some attention will be given to such systems as pluralism, social Darwinism, Fascism and Communism.
Offered at Morehouse College. 3 credits.
573. **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.

574. **World International Organization.** General development and basic principles of world organization; principles, structure, methods, and actual operation of international governmental institutions; special attention to the United Nations and related agencies and to their evolution from the League of Nations system. 3 credits.

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.

582. **Introduction to the Study of Political Behavior.** An analysis of the interrelations of political attitudes and public policy formation. Special attention is given to the substantive areas of voting behavior, political leadership, and the rise of political mass movements. The course also includes a review of the literature on democratic and authoritarian personality types. 3 credits.

583. **Comparative Government Politics.** The comparative study of selected national political systems or of specific institutional forces that influence the making and application of public policy in several countries. The countries studied and the legal and extra-legal political agencies considered vary according to the person conducting the seminar. 3 credits.

590. **Government and Business.** Critical analysis of the relationship between group pressures on government and public policy affecting business; role of administration in formation of policy; problems and experience of federal agencies operating in the business fields. 3 credits.

591. **State Government.** The states in the federal system; state constitutions and problems of revision; organization, powers, and functions of the legislative, administrative, and judicial branches of state government; reorganization problems in the state; state-local relations; state finance; trends and prospects. 3 credits.

592. **Politics in the Developing States.** An examination of the political processes in the developing countries. The general problems arising in the transition from traditional societies to modern industrial states are examined to describe the typical patterns of
political change. Special attention is given to contemporary literature and studies. 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.

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.

SOCIOLGY AND ANTHROPOLOGY

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

The departmental objectives are fourfold:

To provide a background for understanding the nature and development of social structures and their effects on personality.

To prepare for research in the field.
To provide training for academic positions.
To provide training for research positions.

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

The passing of an English Fundamentals examination.

The completion of a minimum of twenty-four (24) semester hours of course work in sociology and anthropology and approved related fields.

Residence for at least one academic year.

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

The passing of a comprehensive written examination.

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

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

THEORY

400. THE STUDY OF SOCIETY. Scientific sociology; the scope of the discipline; its place in the social sciences; its methods and conceptual framework. 3 credits first semester.

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

607. SEMINAR IN SOCIOLOGICAL AND ANTHROPOLOGICAL THEORY. A critical examination of the major controversial issues in contemporary American sociological and anthropological theory and methods. 3 credits either semester.

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

SOCIAL RESEARCH

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

545. METHODS IN SOCIAL RESEARCH. Steps in the research process: the problem of research design: the methods of data collection,
analysis, interpretation, and presentation: the relation of theory to research. 3 credits first semester.

546. FIELD STUDIES. Individual or group projects in selected areas. Each student is expected to present a definitive report to the staff and students of the department. This report may become the basis for the master's thesis. 3 credits second semester.

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

649. SEMINARS: METHODS IN INTERGROUP RELATIONS. Evaluation of racial theories and concepts; the methods of study and interpretation of intergroup relations. 2 credits either semester.

SOCIAL PSYCHOLOGY

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

535. SMALL GROUP ANALYSIS. Social interaction in small groups, the development of small group theory, current research in the field emphasizing the role of the individual in the interactive process and other viewpoints of the human group. 3 credits each semester.

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

615. SOCIOMETRY: PRINCIPLES AND PROCEDURES (Identical with Education 615). This course aims towards giving the individual a better knowledge and understanding of group and sub-group patterns and behavior which are continually in operation in social settings. These will be pursued through studying, understanding, designing, and using sociometric tests and techniques. 3 credits.

630. SOCIAL STATUS AND LEARNING (Identical with Education 630). A study of research findings on motivation, social learning, status and social class; emphasis on human relations and learning. 3 credits.

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

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 of Arts degree with a major in social science.

The selection of courses for the Master of Arts degree will be determined in consultation with the Departmental Counselors, taking into consideration the student's interests, previous preparation and the purpose for which the degree is sought.

The Master of Arts degree with a major in social science is conferred upon the fulfillment of the following requirements:

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

2. The passing of the English Fundamentals examination.

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

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

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

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

7. The acceptance of a thesis.

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

504. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (Identical with Education 504). In this course emphasis is placed upon the development of a philosophy with regard to the objectives and problems in the teaching of social studies in the elementary school. Students will have the opportunity to collect and organize materials of instruction, to develop appropriate units, and to formulate criteria for measuring the results of social studies instruction.

3 credits first semester.

534. SOCIAL STUDIES IN SECONDARY SCHOOL (Identical with Education 534). This course will deal with the functions of social studies in secondary education and with the selection and use of appropriate instructional materials.

3 credits second semester.

620. THE ESSENTIALS OF GEOGRAPHY (Identical with Education 620). The experiences in this course are primarily concerned with the study of human beings and their economic activities in a real environmental setting: a study of terrestrial unities.

3 credits.

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

3 credits.

637-638. SEMINAR IN THE FOUNDATIONS OF SOCIAL SCIENCE. Basic seminar course required of all students majoring in social science and the several related departments of the Division. Special emphasis upon the history and the philosophy of science in general and the social sciences in particular and the interrelatedness of knowledge of several separate disciplines of the social sciences.

0 to 6 hours of credit.
Social work as a profession, operating primarily within the social welfare field, is concerned with helping man achieve greater social adequacy. Social adequacy is manifested through role performance, and social work utilizes its knowledge and skills to help people fulfill these roles.

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

Democratic society has an obligation through its social organization to develop and modify structures whereby man in his social relationships can achieve self realization as an individual and as a contributing member of the social order. Social work as a profession and a social institution also has an obligation to contribute through social action to the treatment, control and prevention of problems in social functioning of individuals, groups, 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 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 structured both to prepare qualified persons for the practice of social work and to provide a base for their further professional development. The curriculum through both classroom and field work instruction 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 case work, group work, or community organization for concentration of his learning in class and field. Opportunity is provided, however, for him to acquire some knowledge of methods other than the one in which he is concentrating.

While the School believes that the preferred way for a student to pursue his educational program is to enroll as a full-time student for the two-year period, it recognizes that this is not possible for all students who meet the qualifications of admission to the school. The school offers therefore to these students an organized program of study by which they can pursue the course of study on a part-time basis. Under this plan the first year of social work education may be spread over two or more years; but upon completion of the first year by this method, the student must enroll as a full-time student for the second year of the course of study. The part-time program is structured to ensure that the same
quality of education is maintained as that in the full-time program.

Field instruction is a vital part of the educational program, and two periods of field instruction are required. The first assignment is on a concurrent basis, which means that during Units One and Two the student is engaged in field instruction on two consecutive days per week and is in the classroom on the other days. In Unit Four, the block plan is utilized. The student engages in full-time field instruction in an agency for six consecutive months.

During the first year, field instruction 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 instruction 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>
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<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>X</td>
</tr>
<tr>
<td>550</td>
<td>Social Group Work I</td>
<td>2)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>576</td>
<td>Community Organization I</td>
<td>2)</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>589</td>
<td>Social Statistics (see course description)</td>
<td>0</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>593</td>
<td>Field Instruction I</td>
<td>4</td>
<td>X</td>
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**Total Credit Hours** 13
## SECOND UNIT

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<th>Course Number</th>
<th>Title</th>
<th>Method of Concentration</th>
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<tr>
<td>601</td>
<td>Human Behavior and the Social Environment II</td>
<td>2 X X X X</td>
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<tr>
<td>605</td>
<td>Social Process II</td>
<td>1 X X X</td>
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<tr>
<td>701</td>
<td>Social Welfare Policy and Services II</td>
<td>2 X X X</td>
</tr>
<tr>
<td>586</td>
<td>Social Research II</td>
<td>2 X X X</td>
</tr>
<tr>
<td>501</td>
<td>Social Case Work II</td>
<td>2) X</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>551</td>
<td>Social Group Work II</td>
<td>2) X</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>577</td>
<td>Community Organization II</td>
<td>2) X</td>
</tr>
<tr>
<td>579</td>
<td>Social Work Administration</td>
<td>2 X X X</td>
</tr>
<tr>
<td>594</td>
<td>Field Instruction II</td>
<td>4 X X X</td>
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Total Credit Hours: 15

## THIRD UNIT

<table>
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<th>Course Number</th>
<th>Title</th>
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<tbody>
<tr>
<td>602</td>
<td>Human Behavior and the Social Environment III</td>
<td>2) X X X X</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>2) X X X</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>702</td>
<td>Social Problems and the Social Structure</td>
<td>2) X X X</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>703</td>
<td>Social Change and Social Policy</td>
<td>2) X X X</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3) X X X</td>
</tr>
<tr>
<td>587</td>
<td>Research Seminar</td>
<td>N.C. X X X</td>
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<tr>
<td>502</td>
<td>Social Case Work III</td>
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<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>555</td>
<td>Social Group Work III</td>
<td>2) X</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>578</td>
<td>Community Organization III</td>
<td>2) X</td>
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### THIRD UNIT (Cont.)

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<th>Course Number</th>
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<th>Method of Concentration</th>
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<tbody>
<tr>
<td>503</td>
<td>Introduction to Social Case work</td>
<td>Credit Hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1)</td>
</tr>
<tr>
<td>556</td>
<td>Introduction to Social Group Work</td>
<td>1)</td>
</tr>
<tr>
<td>580</td>
<td>Introduction to Community Organization</td>
<td>1)</td>
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Total Credit Hours: 7, 8, or 9

### FOURTH UNIT

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<td>595</td>
<td>Field Instruction</td>
<td>12</td>
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<tr>
<td>588</td>
<td>Thesis</td>
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Total Credit Hours: 18

### FIFTH UNIT

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<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>588</td>
<td>Thesis</td>
<td>6*</td>
</tr>
<tr>
<td>603</td>
<td>Human Behavior and the Social Environment IV</td>
<td>2)</td>
</tr>
<tr>
<td></td>
<td>and)</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>or)</td>
<td>X</td>
</tr>
<tr>
<td>607</td>
<td>Cultural Differences and Individual Growth</td>
<td>2)</td>
</tr>
<tr>
<td>582</td>
<td>Social Work as a Member of an Interdisciplinary Team</td>
<td>2)</td>
</tr>
<tr>
<td></td>
<td>and)</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>or)</td>
<td>X</td>
</tr>
<tr>
<td>706</td>
<td>Vocational Rehabilitation—Programs and Issues</td>
<td>2)</td>
</tr>
<tr>
<td>704</td>
<td>Social Welfare Policy and Services III</td>
<td>2</td>
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</table>

Total Credit Hours: 12

*Thesis hours credited only on completion of acceptable thesis.

### 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, the first year's work may be completed in two or more years; but upon completion of the first year on a part-time basis the student must enroll full-time for the second year.

REQUIREMENTS FOR MASTER OF SOCIAL WORK DEGREE

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

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

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

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

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

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

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

REGISTRATION AND EXPENSES

REGISTRATION

All students must register during regular registration periods (see School of Social Work Calendar).
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: 750.00

Fees for single courses—totaling less than nine credit hours per semester—per credit hour for one semester: 35.00

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

*Thesis consultation fee: 25.00

Graduation fee: 15.00

Health service fee—payable each year at registration by all students living in University dormitories: 5.00

Room per year (nine months)

  Single room—per semester: $200.00 400.00
  Double room—per semester: 165.00 330.00

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

Room rent 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 substantial initial payment is made. The dormitories will be closed during the Christmas Holidays, December 16, 1967 to January 3, 1968. No deductions will be made in the charges for room 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.

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

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

**ADMISSION FEE**

During the *regular academic year*, all students upon admission to Atlanta University are required to pay an admission fee of ten ($10.00) dollars. The University advises the applicant not to send cash through the mails; it further instructs the applicant that no personal checks will be accepted. Within a period of fifteen days from the date of the official letter of admission signed by the Admission Officer, the student must forward the admission fee to the Office of the Comptroller, Atlanta University, Atlanta, Georgia 30314. Scholars, fellows, or assistants who do not pay the admission fee within the prescribed time limit will thereby void the stipend which has been tendered.

During the *summer session*, all students who are either admitted or re-admitted to the University will be required to pay the admission fee of ten dollars. The fee must be forwarded to the Office of the Comptroller, Atlanta 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 $15.00. This will be credited to the semester's room rent 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.

THESIS CONSULTATION FEE

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

DELIQUENT 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.

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.

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 Chairman of the Advising Committee and the Registrar of the University.

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 FELLOWSHIP

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 $2,500 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, New York 10469.

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

**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 Dr. Paul I. Clifford 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 1966-1967. This list varies from year to year depending upon student needs and the availability of qualified instructors in agencies selected for field instruction.

*Boling, Catherine*, Children's Center of Metropolitan Atlanta, Area, Atlanta, Georgia—1966.  
M.S.W., Tulane University, School of Social Work, 1951.
Bridges, Doris, Central City Neighborhood Services Center, Atlanta, Georgia—1965.

Chambliss, Roy, Veterans Administration Hospital, Atlanta, Georgia—1966.
   M.S.W., Fordham University School of Social Work, 1950.

   M.S.S.W., Boston University School of Social Work, 1949.

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

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

Cunningham, Murry, Veterans Administration Hospital, Northport, Long Island, New York—1966.
   M.S.W., New York School of Social Work, 1952.

Darlington, Mamie, Board of Education, Guidance and Counseling Service, Atlanta, Georgia—1966.
   M.S.W., Atlanta University School of Social Work, 1960.

DeJonckheere, William, Seven Hills Neighborhood Center, Cincinnati, Ohio—1966.
   M.S.W., Wayne University School of Social Work, 1948.

Devis, Donald, The Psychiatric Center, Grady Memorial Hospital, Atlanta, Georgia—1966.
   M.S.W., Indiana University School of Social Work, 1948.

   M.S.W., Atlanta University School of Social Work, 1963.

   M.S.W., Hunter College—1963.

Gillespie, Nancy, Fulton County Child Guidance Clinic, Atlanta, Georgia—1960.
   M.S.W., Tulane University School of Social Work, 1949.

Harris, Hazetta, Bethlehem Community Center, Atlanta, Georgia—1961.
   M.S.W., Atlanta University School of Social Work, 1960.
M.S.W., Bryn Mawr College, 1947.

M.S.W., Indiana 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.

Jeffer, Camille, Atlanta University Social Service Center, Atlanta, Georgia—1966.
M.S.W., Atlanta University School of Social Work, 1960.

Jenkins, Jerome, Seven Hills Neighborhood Center, Cincinnati, Ohio—1966.
M.S.W., Atlanta University School of Social Work, 1964.

Kaiser, Katherine, DeKalb County Child Guidance Clinic, Decatur, Georgia—1966.
M.S.W., Atlanta University School of Social Work, 1963.

M.S.W., Tulane University, School of Social Work, 1956.

Kotovsky, Morris, Atlanta Jewish Community Center, Atlanta, Georgia—1966.
M.S.W., Pittsburgh University School of Social Work, 1953.

Leigh, James, Family Service of the Cincinnati Area, Cincinnati, Ohio—1966.
M.S.W., Wayne University School of Social Work, 1954.

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

Lowe, Clara, Nash-Washington Neighborhood Service Center, Atlanta, Georgia—1965.
M.S.W., Atlanta University School of Social Work, 1962.

Lyle, Richard, Atlanta Urban League, Atlanta, Georgia—1966.
M.S.W., Atlanta University School of Social Work, 1964.
M.S.W., University of Pennsylvania, 1949.

M.S.S.W., Bryn Mawr, 1951.

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.

Parker, Lorraine, Atlanta University Service Center, Atlanta, Georgia—1966.  
M.S., University of Chicago, School of Social Service Administration, 1946.

Pierce, Jeanne, Herman M. Adler Zone Center, Champagne, Illinois—1966.  
M.S.W., Illinois University, 1964.

M.S.W., New York School of Social Work, 1945.

Reid, Catherine, Veterans Administration Hospital, Atlanta, Georgia—1966.  
M.S.W., Louisiana State University, 1952.

Richardson, Russell, Planned Parenthood-World Population, Atlanta, Georgia—1965.  
M.S.W., University of Tennessee, School of Social Work, 1952.

Sells, Holloway, Seven Hills Neighborhood Center, Cincinnati, Ohio—1962.  
M.S.W., University of Michigan, 1959.

M.S.W., New York School of Social Work, 1960.

Shrider, Robert, Bethlehem Community Center, Atlanta, Georgia—1961.  
M.S.W., Atlanta University School of Social Work, 1966.
Sonnheim, Nathan, New Jersey State Hospital, Trenton, New Jersey—1966.  
M.S.S.W., University of Pennsylvania, 1964.

M.S.W., Atlanta University School of Social Work, 1961.

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

Tillison, Inez, Community Council of the Atlanta Area, Inc., Atlanta, Georgia—1966.  
M.S.W., Ohio State University, 1958.

Timberlake, Elizabeth, Georgia Mental Health Institute, Atlanta, Georgia—1966.  
M.S.W., Tulane University of Social Work, 1962.

M.S.W., Atlanta University School of Social Work, 1946.

Turk, Oscar, Atlanta University Social Service Center, Atlanta, Georgia—1966.  

Weickert, Andrew, Veterans Administration Hospital, Northport, Long Island, New York—1966.  
M.S.W., Adelphi University, 1963.

Wolf, Arlene, Creedmoor State Hospital, Children's Unit, Queens Village, New York—1965.  
M.S.S.W., Adelphi School of Social Work, 1960.

Walker, Jessie, Atlanta University Social Service Center, Atlanta, Georgia—1966.  
M.S.W., University of Michigan, School of Social Work, 1962.

Vines, Mary A., West End Neighborhood Service Center, Atlanta, Georgia, 1966.  

Wohl, Bernard, Southside Settlement, Columbus, Ohio—1966.  
M.S.W., Buffalo University School of Social Work, 1953.

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

Albert Einstein Medical Center, Philadelphia, Pennsylvania.  
American Red Cross, Atlanta, Georgia.  
Bell Neighborhood Center, Cleveland, Ohio.
Bureau for Child Care, Philadelphia, Pennsylvania.
Butler Street YMCA, Atlanta, Georgia.
Catholic Social Services, Atlanta, Georgia.
Cook County Hospital, Chicago, Illinois.
County Court, Kings County Probation Department, Brooklyn, New York.
Crownsville State Hospital, Crownsville, Maryland.
East End Neighborhood House, Cleveland, Ohio.
Emory University Alcohol Project, Atlanta, Georgia.
Emory Intensive Treatment Unit, Atlanta, Georgia.
Family Service Society, Atlanta, Georgia.
Fort Wayne State School, Fort Wayne, Indiana.
Friends Association for Children, Richmond, Virginia.
Gate City Day Nurseries, Atlanta, Georgia.
Georgia State Health Department Crippled Children's Service, 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.
Metropolitan Youth Commission, St. Louis, Missouri.
Milledgeville State Hospital, Milledgeville, Georgia.
National Urban League, Southern Field Division, Atlanta, Georgia.
New York State Training School for Boys, Warwick, New York.
Northville State Hospital, Northville, Michigan.
Ohio State University Psychiatric Institute Hospital, Columbus, Ohio.
Otisville Training School, Otisville, New York.
Phyllis Wheatley YWCA, Atlanta, Georgia.
Price Neighborhood Service Center, Atlanta, Georgia.
South Fulton Health Center, Atlanta, Georgia.
Spelman Nursery of Spelman College, Atlanta, Georgia.
Travelers Aid Society, Atlanta, Georgia.
Troup County Board of Education, LaGrange, Georgia.
United South End Settlements, Boston, Massachusetts.
U. S. Penitentiary, Atlanta, Georgia.
Veterans Administration Hospital, Battle Creek, Michigan.
Veterans Administration Hospital, Montrose, New York.
Veterans Administration Hospital, Tuskegee, Institute, Alabama.
DESCRIPTION OF COURSES

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

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

601. HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT II. 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. This course focuses on an examination of the Community Health Centers Act of 1963 to extend and deepen knowledge of new programs which provide facilities and services to prevent and ameliorate the waste and tragedy of mental illness and mental retardation. Aim is to identify and translate rapidly increasing knowledge related to maternal and child health into more effective services designed to insure maximum social functioning of individuals. 2 credits.

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.

606. Dynamics of Human Development. This course deals with the theory related to growth and development from the prenatal period through senescence. Dynamics of personality, development under conditions of stress and the adjustment which the individual makes to these during transitional stages of the life cycle will be discussed. Emphasis will be placed on the study of these age groups that are of special concern to participants in the course. 3 credits.

607. Cultural Difference and the Individual. To properly understand the people with whom they work, social workers need to appreciate the variety of ways in which human nature expresses itself in different societies. This course examines the culture of the various groups which make up the United States. 2 credits.

608. Emotional Disorders in Children. The focus of this course is on the understanding of indications of personality deviations in children, the etiology and dynamics of the more frequently observed childhood emotional disturbances and the implications for prevention and treatment. 2 credits.

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 inter-
relationship 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 wel-
fare 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
depending and crystallizing their understanding and their philo-
sophy 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.

706. VOCATIONAL REHABILITATION — PROGRAMS AND ISSUES. This
course is designed to provide to the student interested in serving
disabled individuals, a better understanding of rehabilitation
philosophy and methods, and raising their level of knowledge
and skill in rehabilitation of the handicapped. Another objective
of this course is to give students in various fields of practice an
awareness of rehabilitation needs, concepts and methods.
2 credits.

METHODS OF SOCIAL WORK PRACTICE

500. SOCIAL CASE WORK I. This is the beginning course for students
with a concentration in case work. It considers principles, con-
cepts and skills of social work fundamental to case work prac-
tice. It places emphasis upon the utilization of understanding of
the individual, the socio-cultural factors effecting his problem sit-
uation, agency and community resources, in the client-worker re-
lationship. Also considered are techniques in communication help-
ful 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 com-
plete analysis of the concepts underlying assessment and treat-
ment 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 in treatment. Stressed is the client-worker relationship including transference, counter-transference and conscious use of self in the helping process. Attention is given to the social worker's role in interdisciplinary team relationships in a variety of fields of practice. 

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.

504. Basic Concepts of Social Casework. The aim of this course will be to identify and study the fundamental concepts of social casework and their application in practice. Emphasis will be placed on understanding the client and his problems, techniques for helping through the interview and use of resources by the professional.

550. Social Group Work I. This is the first course in a sequence of required classroom courses for students concentrating in Social Group Work. It is designed to provide the beginning social group work student with basic knowledges, attitudes and skills underlying the practice of social group work as a method of social work. Emphasis is placed on the understanding of social group work as one of the methods of social work practice. The role of the professional worker in his use of the group as the unit of service in his practice of social work is analyzed.

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. 2 credits.

556. INTRODUCTION TO SOCIAL GROUP WORK. This course is an elective course designed to provide opportunity for social work students who have completed two units of courses in social case work or community organization to acquire knowledge about social group work as a method of social work practice. Laboratory experience in agencies offering social group work services is provided as part of this course. 1 credit.

557. THE SOCIAL GROUP WORK METHOD OF SOCIAL WORK PRACTICE. This course is designed to provide opportunity for social work practitioners to increase their understanding of social group work method. Consideration will be given to the group as a social unit but emphasis will be placed on the group as the unit of service in social work practice. The role of the professional social group worker will be analyzed. 2 credits.

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

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

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

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

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

581. BASIC CONCEPTS OF COMMUNITY ORGANIZATION. The objective of the course is to provide opportunity to identify the concepts and theories basic to community organization practice as a social work method. The role of the worker and the techniques employed will be examined. 2 credits.

583. 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.

585. SOCIAL RESEARCH I. This course is designed to give students an orientation to the role of research in social work education and beginning facility in applying some of the fundamental principles and techniques. Attention will be devoted towards developing in students the ability to organize and present material clearly and in a manner appropriate to the data and towards developing in students a spirit of discovery in regard to social phenomena. 2 credits.

586. SOCIAL RESEARCH II. This course is a continuation of 585 and is geared towards developing in students a critical approach toward theory and practice as a means of contributing to the knowledge and improvement of social work practice. A great deal of emphasis will be applied to studying and analyzing selected products of pure and applied research in the social sciences. 2 credits.

587. RESEARCH SEMINAR. The purpose of this course is to provide students with an opportunity to select and formulate a problem for research—with research design and instruments for securing data. 1 credit.
588. **Thesis.** The major objective of the thesis requirement is to allow the student to demonstrate his proficiency in analyzing a research problem (such a problem is usually related to the social work method in which the student is concentrating). Theses are prepared with individual and group supervision. 6 credits.

403. **Social Statistics.** This course is designed to provide a review of descriptive statistics. Emphasis is on the value of statistics in social work research with an eye towards cultivating in the student the need to be aware of what the various statistical measures (which are found more and more in popular and professional literature) actually mean rather than to merely accept them at what appears to be their face value. No credit.

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. 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 instruction 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.

596. **Field Teaching and Learning.** This course is designed to provide field instructors with additional educational tools. It is also intended to aid in decreasing the gap between class and field by creating an awareness on the part of the field instructors of their investment and contribution to education for social work. 2 credits.

597. **School Social Work.** This course will be concerned with the historical development and purposes of social work in the school
setting. Also emphasized is the role of the school social worker in relation to other school personnel, and the techniques used in working with children who have problems which deter learning. Case material will be used to emphasize further the role and function of the school social worker and the need for good mental health practices in the school as preventive measures. 2 credits.
SCHOOL OF LIBRARY SERVICE

The concept of librarianship presupposes a social awareness on the part of librarians and their assumption of responsibility for contributing to an informed public opinion. 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. The graduate professional program emphasizes the content of books and the basic concepts of knowledge, the field of communications, the administrative and functional aspects of various types of library service, and the use of research methods as they pertain to librarianship.

GENERAL INFORMATION

The School of Library Service was established in 1941 through a grant from the Carnegie Corporation of New York. The School is accredited by the American Library Association and the Southern Association of Colleges and Schools and offers the Master of Science in Library Service degree.

The School of Library Service is located on the first and third floors of the Trevor Arnett Library of Atlanta University. 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 Trevor Arnett Library are available.

OBJECTIVES

The objectives of the School of Library Service are:

1. To prepare professional librarians by means of a common body of knowledge, principles and techniques and with some degree of specialization.

2. To develop an awareness on the part of students of the important social and educational roles of the library and to educate librarians who can select, evaluate and interpret printed and non-printed materials in terms of needs, abilities and interests of readers.

3. To encourage students, faculty and practicing librarians to engage in research activities related to librarianship.

4. To stimulate active participation in professional organizations at all levels.
5. To provide for the continuing education of in-service librarians through special courses and lectures, demonstrations, and institutes and conferences designed to keep them abreast of changes in the profession.

6. To assume leadership in the development of library service in the nation and particularly in the South.

ADMISSION REQUIREMENTS

Students who are admitted to the School of Library Service are those whose academic records and personal qualities seem to indicate that they will succeed as professional librarians; therefore, applicants for admission to the School should have a broad general education deeply rooted in the social, scientific and humanistic disciplines.

1. A bachelor's degree from an approved college or university with the applicant's record showing promise of ability to do satisfactory work at the graduate level.

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

3. Good physical and mental health as indicated on the Certificate of Health and satisfactory recommendations as to moral character and personality as indicated on three personal rating blanks all of which must be submitted with application documents.

4. A reading knowledge of at least one modern foreign language, preferably French, German or Spanish. Students unable to meet this specific requirement may be admitted with the understanding that this requirement must be satisfied prior to their being admitted to candidacy for the degree.

5. Ability to use a typewriter is desirable.

After a student has been admitted to the School of Library Service, course programs are worked out on an individual basis in terms of interests, previous experience, 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.

Only six semester hours of course work may be transferred from another institution for credit toward the Master of Science in Library Service degree. This credit must have been
earned at a graduate library school accredited by the American Library Association.

**REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN LIBRARY SERVICE**

The general requirements for the degree of Master of Science 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. Passing a standardized reading examination at a grade level of 13+.
6. The taking of the Graduate Record Examination as prescribed by the University.
7. The thesis is optional and yields six semester hours credit.

**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.

**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.

*The University does not offer a non-credit course for graduate students in Spanish.
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 50)

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

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and Materials</td>
<td>$50.00</td>
</tr>
<tr>
<td>Field Work</td>
<td>$100.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$150.00</strong></td>
</tr>
</tbody>
</table>

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. The School offers an approved program for the T-5 and T-6 certificates for school librarians in the State of Georgia.

COURSES OF INSTRUCTION

COLLOQUIUM. Field trips to libraries, publishers and library binderies. Talks, discussions and demonstrations by outstanding people in library service and in related fields. All students are expected to attend. No credit.

400. HISTORY OF BOOKS. Survey of the origin and development of
writing, printing and bookmaking from ancient times to the 19th century. 3 credits.

409. EVALUATION AND SELECTION OF LIBRARY MATERIALS. Attention is given to the basic principles and practices of book selection and the important aids required. Individual assignments include exercises in reviewing, annotating and evaluating books in oral and written form. 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.

414. CHILDREN'S LITERATURE. A study of folk and creative literature for children in terms of their interests, needs and abilities. Evaluation, selection and use of materials in school and public libraries. 3 credits.

415. LITERATURE FOR YOUNG ADULTS. A study of books and related materials for young adults with emphasis on reading for personal interest and recreation. Evaluation, selection and use of materials in school and public libraries. 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.

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.

431. CATALOGING AND CLASSIFICATION I. Study of the objectives and functions of cataloging, types of records, choice and arrangement of entries, elements of description, and subject cataloging with emphasis upon the Dewey Decimal Classification. 3 credits.

433. CATALOGING AND CLASSIFICATION II. Additional study of subject cataloging with emphasis upon the Library of Congress Classification. Study of the cataloging of serials, series, sets, materials in foreign languages, and frequently used non-book materials. Discussion of the conservation of materials, application of automa-
tion to technical services and the organization of cataloging routines.

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.

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

512. Literature of the Social Sciences. Reference books, society publications, serials, and significant landmark books are studied in each of the following areas: sociology, government and political science, education and history. Subject specialists are invited to discuss the historical development and the current trends of thought in each of these fields.

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 historical development, terminology and current trends in each of these fields.

514. Library Curriculum Materials I. Study and practice in the selection and evaluation and in the effective use of multi-media curriculum and related materials for the elementary school library.

515. Library Curriculum Materials II. Study and practice in the selection and evaluation and in the effective use of multi-media curriculum materials for the secondary school library.

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

521. Public Library Service. The fundamental processes and activities necessary to the operation of a public library are presented. Emphasis is placed on selecting materials and planning quarters which meet specific community needs.

522. College Library Service. The integration of the college library in the total educational program of the institution is studied in relation to objectives, organization, support, materials and services. Attention is given to equipment, housing and to methods of stimulating reading on the part of college students.
541. Publishers and Publishing. Course is devoted to a study of: (1) the history of the publishing industry; (2) certain technological innovations which have affected book production; and (3) present-day aspects such as types of materials, editorial functions, financial status and distribution, advertising and sales methods used by trade, reprint, university and governmental publishers. 3 credits.

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.

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

615. Studies in Reading. Concerned with studying the role of reading 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. 3 credits.

616. Government Documents. The study of the nature and scope of Federal, state and local government documents in the United States and selected publications of international bodies and foreign countries. Some attention will be given to the organization of these materials. 3 credits.

630. Advanced Cataloging. Comparison of cataloging codes, general and special classification systems, and modifications made in different libraries. Survey of procedures for organizing archival materials, manuscripts, rare books, and technical reports. Study of administrative problems pertaining to personnel, costs, use, centralization, cooperation, recataloging, and reclassification. Review of trends and controversial issues. 3 credits.

635. Indexing and Abstracting. Discussion, examination and evaluation of indexing and abstracting techniques that have been developed in the past twenty years, particularly as applied to scientific information. Discussion of specific techniques used in the indexing and abstracting of technical reports as well as journal articles. 3 credits.
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 eight 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. Administration and Supervision
1.216. Special Education: The Education of the Mentally Retarded
1.217. Reading
1.218. 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)
1.228. Special Education; Education of the Mentally Retarded.

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 in 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 serv-
ices 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 Georgia State Board of Education limits the amount of credit that can be earned by full-time school employees 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 expenses 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.

Undergraduate methods courses 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 under-
graduate 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.

REGULATIONS GOVERNING ADMISSION AND STUDY FOR THE DEGREE

2.1. THE BEGINNING STUDENTS:

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.

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

2.12. **ACADEMIC ADVICE FOR THE BEGINNING STUDENT:**

Students who are entering the University for the first time are encouraged to consult teachers in the School of Education concerning their course work in one of the special areas. Students who are already enrolled in the School of Education are also requested to confer with their teachers relative to the procedures to be followed in coordinating the courses that they have already completed, with the new courses of study. Courses in the School of Education are closely correlated with state certification requirements; and since such requirements are constantly subject to revision, it behooves the student to seek continuing advice as to the program being pursued. The following procedure is recommended:

2.121. Upon entering the University, the student should confer with the teacher who has direct responsibility for the area in which he desires to study. The faculty member from the area 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 guidance in general reading, through the Background Courses, and through special diagnostic tests, the School of Education endeavors to aid the student in developing those understandings, appreciations, and skills which are basic to the work for the Master of Arts degree.
The staff of the School of Education believes that the best results in learning and in human development are obtained when students enjoy good physical and mental health. The physical health of the student is cared for through the regular health services of the University which include health examinations and selected phases of hospitalization when necessary. One of the means of maintaining the mental health of students is by providing wholesome living conditions, and planned programs of recreation. Special attention is given to needs in these areas. In addition, the School of Education arranges for informal gatherings of staff and students for the purpose of maintaining friendly and cooperative relationships.

The maintenance of mental health through the instructional program is considered to be important. A special effort is made to provide opportunities for each student to assume an important role in class groups, to work in that phase of the program which interests him most and which will be most profitable to him, and to share in planning the work of the class group.

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

Additional requirements for admission to candidacy are:

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

2.2.1.1. 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. A 13+ score is required of all regardless of the date of their first registration.

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. This examination is required only of those who registered for the first time prior to the Summer of 1967.

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
candidacy to present thesis 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. Students registering for the first time during the summer of 1967 or thereafter may take six semester hours of course work in their field of specialization as a thesis option.

2.231. The student will initially discuss his proposed research with the departmental advisor 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
2.232. After the departmental adviser has approved the student's thesis outline, he will make arrangements with the presiding officer of the Research Seminar for the student's appearance before the Seminar for the purpose of presenting the outline.

2.233. The student must submit thirty-five copies of the outline to the Dean of the School of Education on or before Tuesday of the week in which the Seminar presentation is 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-nine (39), 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 or German)
- **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-nine 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:

ADVISORS FOR ALL FIFTH AND SIXTH YEAR PROGRAMS

All students in the various areas, both beginning and others, must seek the following advisors prior to registration and subsequently throughout their pursuit of a degree and/or certificate.

1. Guidance and counseling—Messrs. Clifford and Carlton, or staff as designated.

2. Elementary education.
   a. General preparation—Mesdames Gaines and Jellins
   b. Health—Mr. Weaver
   c. Science—Mr. Weaver
   d. Reading—Mrs. Gaines
   e. Social science—Mr. Graves

*For those who choose to write the thesis, or those who entered prior to the 1967 summer session.
3. Secondary Education.
   a. Science—Mr. Weaver
   b. Mathematics—Mr. Weaver
   c. Social Science—Mr. Graves
   d. English—Mrs. Gaines and Mr. Jarrett

4. Administration and supervision.
   a. Administration—Mr. Boyd
   b. Supervision—Mr. Boyd

5. Special education: Education of the mentally retarded
   —Mrs. Barksdale

6. Reading—Mrs. Gaines and Mrs. Jellins

7. School Librarianship—Mrs. Jones

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, 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.

GUIDE TO COURSE SELECTIONS
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 Edu-
cation. 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
- Special Education: Education of the Mentally Retarded

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.
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 fifth-year and sixth-year programs, are that the applicant—

—must hold a T-4 Certificate in the field in which he will study for the fifth 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:

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<th>Subj. Matter</th>
<th>Combined</th>
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<tr>
<td>T-5 Certificate</td>
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<td>525</td>
<td>1100</td>
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<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.

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 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.
## Credit Hours Required by Areas for the 6th Year Certificates

*(The 5th and 6th Year Taken Together)*

### Types of Certificates

<table>
<thead>
<tr>
<th>AREAS</th>
<th>Elementary Education (TS-6)</th>
<th>Secondary Education (TS-6)</th>
<th>Administration and Supervision (A-6, CD-6)</th>
<th>School Counselor (SC-6)</th>
<th>Library Service (T-6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Qr Hrs</td>
<td>Semester Courses</td>
<td>Qr Hrs</td>
<td>Semester Courses</td>
<td>Qr Hrs</td>
</tr>
<tr>
<td>a. Educational Psy.</td>
<td>15</td>
<td>10</td>
<td>3</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>and/or Edu. Soc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Curr. Methods or</td>
<td>15</td>
<td>10</td>
<td>3</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Problems of Teach'g</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Subject Matter or Content</td>
<td>50</td>
<td>33</td>
<td>10-11</td>
<td>50</td>
<td>33</td>
</tr>
<tr>
<td>d. Supervised Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Enrich and Supplemental</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL REQUIRED,</td>
<td>90</td>
<td>60</td>
<td>20</td>
<td>90</td>
<td>60</td>
</tr>
<tr>
<td>5th and 6th YEARS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>688</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>
COURSES LEADING TO THE M.A. DEGREE AND THE SC-5 CERTIFICATE IN COUNSELING AND GUIDANCE*

Forty-eight (48) graduate semester hours are required for the degree of master of arts in counseling and guidance. 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 counseling and guidance in accordance with the student's previous graduate work, if any.

The professional SC-5 Certificate may be issued on either of the two plans listed below:

1. The applicant must be eligible for the T-4 Certificate and must have earned the M.A. Degree as outlined in the section below.

2. If the applicant is qualified for a professional five-year certificate other than the SC-5, the SC-5 Certificate may be issued when a minimum of nine (9) semester hours of additional graduate credit has been earned, and the special course requirements in guidance and counseling (18 semester hours) and research (3 semester hours) and the experience requirement as stipulated by the Georgia State Department of Education have been satisfied.

Courses followed by an asterisk are required for the M.A. Degree. Other courses are electives and should be chosen after consultation with the student's faculty advisor.

Area (a) Courses dealing with the nature of the learner and the psychology of learning (Three to six semester hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>551*</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<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>619</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

*The School Counselor's provisional (SC-4) Certificate may be issued to applicants who are eligible for the T-4 Certificate in any field, and who meet the following requirements:

1. Nine (9) semester hours of approved graduate credit in counseling and guidance. It is preferred that these hours be distributed among courses in Principles and Philosophy of Guidance, Counseling Theories and Techniques, and Administration and Interpretation of Psychometric Instruments.

2. One year of acceptable school experience.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>620</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>635</td>
<td>Psychology of Adjustment</td>
<td>3</td>
</tr>
</tbody>
</table>

Area (b) Courses dealing with the program and problems of the school (Three to six semester hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>550*</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>631</td>
<td>Curriculum Problems Related to Guidance</td>
<td>3</td>
</tr>
</tbody>
</table>

The combined (a) and (b) areas should total 9 semester hours

Area (c) Courses designed for the elementary and secondary school counselor

<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</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Responsibilities of the Counselor*</td>
<td>3</td>
</tr>
<tr>
<td>554</td>
<td>Occupational, Educational and Other Informational Services for Counselors*</td>
<td>3</td>
</tr>
<tr>
<td>555A</td>
<td>Laboratory Experiences in Guidance and Testing*</td>
<td>3</td>
</tr>
<tr>
<td>555B*</td>
<td>Practice Counseling Under Supervision</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>610</td>
<td>Guidance in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>613</td>
<td>Vocational Development Theory</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>676</td>
<td>Contemporary Theories and Techniques of Counseling*</td>
<td>3</td>
</tr>
</tbody>
</table>

Area (d) Courses dealing with research

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>547</td>
<td>Research Seminar*</td>
<td>3</td>
</tr>
<tr>
<td>548*</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>553*</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td>671</td>
<td>Research Methodology and Experimental Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Area (e) Courses designed to strengthen the student's major interest

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>481</td>
<td>The Family</td>
<td>3</td>
</tr>
<tr>
<td>488</td>
<td>Seminar in 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>
</tbody>
</table>
THE SIXTH-YEAR PROGRAM IN COUNSELING AND GUIDANCE

The School Counselor's Professional (SC-6) Certificate may be issued under either of the following two plans. For specific course suggestions, see the courses listed under the appropriate areas under the SC-5 Certificate. Note that the suggested hours include course work done as a part of the Master's degree program. A minimum of 30 semester hours must be in courses beyond the master's degree and the first professional certificate.

**PLAN I**

Area (a) Twelve semester hours in courses dealing with the nature of the learner and the psychology of learning.

Area (b) Nine semester hours in courses dealing with the program of school and the problems of the school.

Area (c) Thirty-three semester hours, the major portion (at least 18 semester hours) of which deals with guidance and counseling courses. The remainder of the work may deal with related subjects which strengthen the area of specialization.

Area (d) Six semester hours in courses dealing with research.

**PLAN II**

If the applicant is qualified for a six-year Certificate other than the SC-6, the SC-6 Certificate may be issued when all of the following requirements have been established:

1. The (c) and (d) area requirements outlined in Plan I.
2. The required score on the appropriate section of the National Teacher Examination taken at a center approved by the Georgia State Department of Education.

**COURSES LEADING TO THE M.A. DEGREE AND THE 5th CERTIFICATE IN ELEMENTARY EDUCATION:**
**GENERAL PREPARATION**

Courses followed by an asterisk are required for the M.A. Degree. Other courses should be chosen in consultation with the student's faculty adviser.

**Area (a)** Courses dealing with the nature of the learner and the psychology of learning. (Three to six semester hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>551*</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>508</td>
<td>Behavior Problems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Area (b)** Courses dealing with the program and problems of the school. (Three to six semester hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>550*</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>560*</td>
<td>Elementary School Curriculum Planning</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>501</td>
<td>Methods and Materials of Classroom Procedure</td>
<td>3</td>
</tr>
<tr>
<td>570</td>
<td>Materials, Methods, and Problems of Teaching in the Elementary School</td>
<td>3</td>
</tr>
</tbody>
</table>

**Area (c)** Courses designed for subject matter or content

<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>
<tr>
<td>614</td>
<td>Modern Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Area (d)** Courses dealing with research

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</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>553*</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
</tbody>
</table>
Area (e) Courses designed to strengthen the students major interest

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>542</td>
<td>Programmed Learning and the Use of Teaching Machines</td>
<td>3</td>
</tr>
<tr>
<td>507</td>
<td>Selection and Use of Visual and Auditory Aids</td>
<td>3</td>
</tr>
<tr>
<td>541</td>
<td>Methods of Utilizing Audio-Visual Teaching Aids</td>
<td>3</td>
</tr>
</tbody>
</table>

COURSES LEADING TO THE M.A. GEORGIA T-6 CERTIFICATE IN ELEMENTARY EDUCATION: GENERAL PREPARATION

Courses followed by an asterisk are required for the M.A. Degree. Other courses should be chosen in consultation with the student’s faculty adviser.

Area (a) Courses dealing with the nature of the learner and the psychology of learning (Nine semester hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>551*</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>508</td>
<td>Behavior Problems</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>619-620</td>
<td>Advanced Educational Psychology</td>
<td>6</td>
</tr>
</tbody>
</table>

Area (b) Courses dealing with the program and problems of the school. (Nine semester hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>550</td>
<td>Foundations of Education*</td>
<td>3</td>
</tr>
<tr>
<td>560</td>
<td>Elementary School Curriculum Planning*</td>
<td>3</td>
</tr>
<tr>
<td>589</td>
<td>Survey of Trends and Resources in Elementary Ed.</td>
<td>3</td>
</tr>
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<td>501</td>
<td>Methods and Materials of Classroom Procedure</td>
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<tr>
<td>570</td>
<td>Materials, Methods, and Problems of Teaching in the Elementary School</td>
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</tr>
</tbody>
</table>

Area (c) Courses designed for subject matter or content

<table>
<thead>
<tr>
<th>Course Number</th>
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<tbody>
<tr>
<td>502</td>
<td>Arithmetic in the Elementary School</td>
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<td>Social Studies in the Elementary School</td>
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<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>
</tbody>
</table>
### Course Information

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<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</td>
<td>3</td>
</tr>
<tr>
<td>566B</td>
<td>Man in Relationship to His Environment</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>6 s.h. in Reading as advised</td>
<td>6</td>
</tr>
</tbody>
</table>

**Area (d) Courses dealing with research**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>547-548</td>
<td>Methods of Educational Research*</td>
<td>3</td>
</tr>
<tr>
<td>553</td>
<td>Statistics in Psychology and Education*</td>
<td>3</td>
</tr>
</tbody>
</table>

**Area (e) Courses designed to strengthen the students major interest**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>542</td>
<td>Programmed Learning and the Use of Teaching Machines</td>
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</tr>
<tr>
<td>541</td>
<td>Methods of Utilizing Audio-Visual Teaching Aids</td>
<td>3</td>
</tr>
</tbody>
</table>

**ADDITIONAL COURSES LEADING TO THE SIXTH-YEAR PROGRAM FOR ELEMENTARY EDUCATION**

**Area A (Courses dealing with the nature of the learner and the psychology of learning)**

- 577—Administration and Interpretation of Psychometric Instruments
- 615—Sociometry: Principles and Procedures
- 630—Social Status and Learning
- 635—Psychology of Adjustment

**Area B (Courses dealing with the program of the school and the problems of the school)**

- 507—Selection and Use of Visual and Auditory Aids
- 541—Methods of Utilizing Audio-Visual Aids
- 542—Programmed Learning and the Use of Teaching Aids
- 610—Educational Sociology
- 660—Educational Curriculum Development
- 661—Educational Procedures and Programs in Curriculum
- 682—Curriculum Construction and Revision

**Area C (Courses dealing with subject matter or content)**

- 519—Selection and Evaluation of Health Materials
- 520—Organization of Community Health and Hygiene
521—Basic Graduate Course in Health Education
522—Advanced Seminar in Health Education
565—The Essentials of Geography
590—Language Arts in the Elementary School
590B—Supervision of the Language Arts
591—Teaching of Reading in the Elementary School
592—Reading Difficulties
594—Clinical Procedures (Reading)
599—The Teaching of General Science
601—Reading Laboratory and Clinic
603—The Consultant in Science
607—Psychological and Sociological Foundations of Reading Instruction
610—Guidance in the Elementary School
614—Modern Mathematics in the Elementary School
621—The Geography of Africa
696—Survey and Analysis of Reading Materials

The following Courses offered by departments of the School of Arts and Sciences:

Biology
  500—Botany for Teachers
  502—Zoology for Teachers
  504—

Chemistry
  468—General Chemistry for Teachers
  469—General Chemistry for Teachers

Mathematics
  500—Foundations of Mathematics
  501—Foundations of Mathematics

History
  403—Introductory Graduate Course in European History
  404—Introductory Graduate Course in European History
  405—Introduction Graduate Course in U. S. History
  406—Introductory Graduate Course in U. S. History
  463—The Negro in the United States
  539—Mediaeval Institutions
  540—Mediaeval Institutions
  541—Mediaeval Institutions

Political Science
  604—Introduction to the Field of Political Science
Anthropology
428—General Anthropology
429—Cultural Anthropology
509—Culture and Personality
531—Language in Culture

Sociology
481—The Family
512—The Sociology of the Community

Social Science
637—Seminar in the Foundations of Social Science
638—Seminar in the Foundations of Social Science

Note: Each Course = Three (3) semester hours.

COURSES LEADING TO THE M.A. DEGREE AND THE 5th YEAR CERTIFICATE IN ELEMENTARY EDUCATION: HEALTH

Courses followed by an asterisk are required for the M.A. Degree. Other courses should be chosen in consultation with the student's faculty adviser.

Area (a) Courses dealing with the nature of the learner and the psychology of learning. (Three to six semester hours)

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

Area (b) Courses dealing with the program and problems of the school. (Three to six semester hours)

<table>
<thead>
<tr>
<th>Course Number</th>
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<tbody>
<tr>
<td>550</td>
<td>Foundations of Education*</td>
<td>3</td>
</tr>
<tr>
<td>560</td>
<td>Elementary School Curriculum Planning*</td>
<td>3</td>
</tr>
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</table>

Area (c) Courses designed for subject matter or content

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>517</td>
<td>Materials and Methods of Health Education for Elementary and High School Teachers</td>
<td>3</td>
</tr>
<tr>
<td>518</td>
<td>Teaching of Health in Elementary and Secondary Schools</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</td>
<td>3</td>
</tr>
<tr>
<td>566A</td>
<td>Man in Relation to his Environment (I)</td>
<td>3</td>
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<tr>
<td>566B</td>
<td>Man in Relation to his Environment (II)</td>
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Area (d) Courses dealing with research

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</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>553*</td>
<td>Statistics in Psychology and Education</td>
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</tbody>
</table>

Area (e) Courses designed to strengthen the students major interest

COURSES LEADING TO THE M.A. DEGREE AND THE 5th YEAR CERTIFICATE IN ELEMENTARY EDUCATION:

READING:

Courses followed by an asterisk are required for the M.A. Degree. Other courses should be chosen in consultation with the student's faculty adviser.

Area (a) Courses dealing with the nature of the learner and the psychology of learning. (Three to six semester hours)

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<tbody>
<tr>
<td>590</td>
<td>Language Arts in the Elementary School</td>
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<tr>
<td>591</td>
<td>Teaching Reading in the Elementary School</td>
<td>3</td>
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<tr>
<td>592</td>
<td>Reading Difficulties</td>
<td>3</td>
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<tr>
<td>594</td>
<td>Clinical Procedures in Reading</td>
<td>3</td>
</tr>
<tr>
<td>601</td>
<td>Reading Laboratory and Clinic</td>
<td>6</td>
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<tr>
<td>607</td>
<td>Psychological and Sociological Principles in the Teaching of Reading</td>
<td>3</td>
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<tr>
<td>696</td>
<td>Survey and Analysis of Reading Materials and Equipment</td>
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Area (d) Courses dealing with research

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Area (e) Courses designed to strengthen the students major interest
COURSES LEADING TO THE M.A. DEGREE AND THE 5th YEAR CERTIFICATE IN ELEMENTARY EDUCATION: SCIENCE

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Area (c) Courses designed for subject matter or content

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<th>Course Number</th>
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<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>566A</td>
<td>Man in Relationship to his Environment (I)</td>
<td>3</td>
</tr>
<tr>
<td>518</td>
<td>The Teaching of Health</td>
<td>3</td>
</tr>
<tr>
<td>566B</td>
<td>Man in Relationship to his Environment (II)</td>
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Area (d) Courses dealing with research

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<td>Statistics in Psychology and Education*</td>
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Area (e) Courses designed to strengthen the students major interest

COURSES LEADING TO THE M.A. DEGREE AND THE T-5 CERTIFICATE IN ELEMENTARY EDUCATION: SOCIAL SCIENCE

Courses followed by an asterisk are required for the M.A. Degree. Other courses should be chosen in consultation with the student's faculty adviser.

Area (a) Courses dealing with the nature of the learner and the psychology of learning. (Three to six semester hours)

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<td>3</td>
</tr>
<tr>
<td>560</td>
<td>Elementary School Curriculum Planning*</td>
<td>3</td>
</tr>
<tr>
<td>589</td>
<td>Survey of Trends and Resources in Elementary Ed.*</td>
<td>3</td>
</tr>
<tr>
<td>501</td>
<td>Methods and Materials of Classroom Procedure</td>
<td>3</td>
</tr>
<tr>
<td>570</td>
<td>Materials, Methods, and Problems of Teaching in the Elementary School*</td>
<td>3</td>
</tr>
</tbody>
</table>

Area (c) Courses designed for subject matter or content

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>504</td>
<td>Social Studies in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>565</td>
<td>The Essentials of Geography</td>
<td>3</td>
</tr>
</tbody>
</table>

Subject matter in social science on advice of adviser

Area (d) Courses dealing with research

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<tr>
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<tbody>
<tr>
<td>547-548</td>
<td>Methods of Educational Research*</td>
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<td>553</td>
<td>Statistics in Psychology and Education*</td>
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Area (e) Courses designed to strengthen the student's major interest

Additional courses as electives in social science

COURSES LEADING TO THE M.A. DEGREE AND THE T-5 CERTIFICATE IN ENGLISH

Courses followed by an asterisk are required for the M.A. Degree. Other courses should be chosen in consultation with the student’s faculty adviser.

Area (a) Courses dealing with the nature of the learner and the psychology of learning. (Three to six semester hours)

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Area (b) Courses dealing with the program and problems of the school. (Three to six semester hours)

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<tbody>
<tr>
<td>550</td>
<td>Foundations of Education*</td>
<td>3</td>
</tr>
<tr>
<td>400</td>
<td>English in the Secondary School*</td>
<td>3</td>
</tr>
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Area (c) Courses designed for subject matter or content

Courses in English by the English Department 15
Area (d) Courses dealing with research

<table>
<thead>
<tr>
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<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>547-548</td>
<td>Methods of Educational Research*</td>
<td>3</td>
</tr>
</tbody>
</table>

Area (e) Courses designed to strengthen the student's major interest

| Electives                                              | 9 |
|                                                      | 39 |

1. An undergraduate major in English is required, and possession of a T-4 Certificate. Deficiencies will have to be repaired.
2. Six credit hours in Area (e) may be earned if the candidate elects to write a thesis.

COURSES LEADING TO THE GEORGIA T-6 CERTIFICATE IN ENGLISH

Courses followed by an asterisk are required for the M.A. Degree. Other courses should be chosen in consultation with the student's faculty adviser.

Area (a) Courses dealing with the nature of the learner and the psychology of learning. (Nine semester hours)

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<tbody>
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<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>518-519</td>
<td>Advanced Educational Psychology</td>
<td>6</td>
</tr>
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</table>

Area (b) Courses dealing with the program and problems of the school. (Three to six semester hours)

<table>
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<tr>
<th>Course Number</th>
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</tr>
</thead>
<tbody>
<tr>
<td>529</td>
<td>Instructional Program in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>400*</td>
<td>English in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>550</td>
<td>Foundations of Education*</td>
<td>3</td>
</tr>
<tr>
<td>556</td>
<td>Problems of Teaching in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>561</td>
<td>Secondary Curriculum Problems and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

Area (c) Courses designed for subject matter or content

33 semester hours in English as advised ... 33

Area (d) Courses dealing with research

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>547-548*</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
</tbody>
</table>
Area (e) Courses designed to strengthen the student's major interest

Electives in English

1. The required N.T.E. Scores must be attained.
2. The candidate must have completed at least three years of acceptable teaching experience.

COURSES LEADING TO THE M.A. DEGREE AND THE
T-5 CERTIFICATE IN SCIENCE OR MATHEMATICS

Courses followed by an asterisk are required for the M.A. Degree. Other courses should be chosen in consultation with the student's faculty adviser.

Area (a) Courses dealing with the nature of the learner and the psychology of learning. (Three to six semester hours)

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Area (b) Courses dealing with the program and problems of the school. (Three to six semester hours)

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<tr>
<td>550</td>
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</tr>
<tr>
<td>597</td>
<td>Mathematics in the Secondary School*</td>
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<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>598</td>
<td>Science in the Secondary School*</td>
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Area (c) Courses designed for subject matter or content

Courses in Mathematics or Science in the area of specialization (Mathematics, Chemistry, Biology) ............................ 15

Area (d) Courses dealing with research

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</thead>
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<td>Methods of Educational Research*</td>
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Area (e) Courses designed to strengthen the student's major interest

Electives ................................... 9

1. An undergraduate major in Biology, Chemistry, or Mathematics is required and possession of a T-4 Certificate. Deficiencies in these respects will have to be repaired.
2. Six credit hours in Area (e) may be earned if the candidate elects to write a thesis.
COURSES LEADING TO THE GEORGIA T-6 CERTIFICATE
WITH SPECIAL PREPARATION IN MATHEMATICS
OR SCIENCE

Courses followed by an asterisk are required for the M.A. Degree. Other courses should be chosen in consultation with the student's faculty adviser.

Area (a) Courses dealing with the nature of the learner and the psychology of learning. (Nine semester hours)

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Area (b) Courses dealing with the program and problems of the school. (Nine semester hours)

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<td>561</td>
<td>Secondary Curriculum Planning and Evaluation</td>
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</table>

Area (c) Courses designed for subject matter or content

The hours designated represent the minimum requirement in the area(s) of specialization. 33

Biology
Chemistry
Mathematics

Area (d) Courses dealing with research

547-548* Methods of Educational Research 3

Area (e) Courses designed to strengthen the student's major interest

Students in science may take additional methods courses or students may take additional mathematics or science beyond the minimum

1. The required scores on the NTE for the T-6 must be attained.
2. The candidate must have completed at least three years of acceptable teaching experience.
CATALOGUE

COURSES LEADING TO THE M.A. DEGREE AND THE T-5 CERTIFICATE IN SECONDARY EDUCATION WITH SPECIAL PREPARATION IN THE SOCIAL STUDIES

Courses followed by an asterisk are required for the M.A. Degree. Other courses should be chosen in consultation with the student's faculty adviser.

Area (a) Courses dealing with the nature of the learner and the psychology of learning. (Three to six semester hours)

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<td>Foundations of Education*</td>
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</tr>
<tr>
<td>534*</td>
<td>Teaching Social Studies in the Secondary School*</td>
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Area (c) Courses designed for subject matter or content.

The hours designated under credit equal the minimum requirements in the area(s) of specialization. 15

(1) History
(2) Political Science
(3) Sociology and Anthropology

Area (d) Courses dealing with research

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<table>
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<tr>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

SPECIAL NOTES

1. An undergraduate major in the Social Sciences and the possession of the T-4 Certificate are prerequisites. Any deficiencies in these respects must be repaired.
2. Six credit hours of Area (e) requirement are earned if the candidate elects to write a thesis.
COURSES LEADING TO THE GEORGIA TS-6 CERTIFICATE
WITH SPECIAL PREPARATION IN SECONDARY
SCHOOL SOCIAL STUDIES

SPECIAL NOTE: Persons pursuing this program must establish the minimum credit requirement when combined with the master's degree program.

Courses followed by an asterisk are required for the M.A. Degree. Other courses should be chosen in consultation with the student's faculty adviser.

Area (a) Courses dealing with the nature of the learner and the psychology of learning. (Nine semester hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>551*</td>
<td>Human Growth and Development</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>619-620</td>
<td>Advanced Educational Psychology</td>
<td>6</td>
</tr>
</tbody>
</table>

Area (b) Courses dealing with the program and problems of the school. (Nine semester hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>529</td>
<td>Instructional Program of the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>534*</td>
<td>Teaching Social Studies in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>550*</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>556</td>
<td>Problems of Teaching in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>561</td>
<td>Secondary School Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

Area (c) Courses designed for subject matter or content.

The hours designated under credit equal the minimum requirements in the area(s) of specialization 33

1. History
2. Political Science
3. Sociology and Anthropology

Area (d) Courses dealing with research

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>547-548</td>
<td>Methods of Educational Research*</td>
<td>3</td>
</tr>
</tbody>
</table>

Area (e) Courses designed to strengthen the student's major interest

SPECIAL NOTES
1. The required scores on the NTE must be attained.
2. The candidate must have completed at least three years of acceptable teaching experience.
COURSES LEADING TO THE M.A. DEGREE AND THE A-5 CERTIFICATE IN ADMINISTRATION

Courses followed by an asterisk are required for the M.A. Degree. Other courses should be chosen in consultation with the student's faculty adviser.

Area (a) Courses dealing with the nature of the learner and the psychology of learning. (Three to six semester hours)

<table>
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<tr>
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<td>553*</td>
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</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>
</tbody>
</table>

Area (b) Courses dealing with the program and problems of the school. (Three to six semester hours)

- 550* Foundations of Education: 3
- 560 Elementary Curriculum Planning and Evaluation: 3
  or 561 Secondary Curriculum Planning and Evaluation: 3

Area (c) Courses designed for subject matter or content

- 531* Initial Principals' Workshop: 6
- 527 School Organization and Administration, Part I: 3
- 528 School Organization and Administration, Part II: 3
- 526* Principles of School Administration: 3
- 627* Seminar in School Administration: 3

Area (d) Courses dealing with research

- 547-548* Methods of Educational Research: 3
- 511* Supervised Field Experiences for Principals and Supervisors: 3

Area (e) Courses designed to strengthen the student's major interest

- 530* Basic Philosophy, Principles, Practices of the Guidance Service: 3
- 642 Philosophies of Education: 3
- 539 Administration of the Junior High School: 3
COURSES LEADING TO THE GEORGIA A-6 CERTIFICATE IN ADMINISTRATION

Courses followed by an asterisk are required for the M.A. Degree. Other courses should be chosen in consultation with the student's faculty adviser.

Area (a) Courses dealing with the nature of the learner and the psychology of learning. (Nine semester hours)

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<tr>
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<tr>
<td>553*</td>
<td>Statistics in Psychology and Education</td>
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<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>630*</td>
<td>Social Status and Learning</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>
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</table>

Area (b) Courses dealing with the program and problems of the school. (Nine semester hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>550</td>
<td>Foundations of Education*</td>
<td>3</td>
</tr>
<tr>
<td>560</td>
<td>Elementary Curriculum Planning and Evaluation*</td>
<td>3</td>
</tr>
<tr>
<td>561</td>
<td>Secondary Curriculum Planning and Evaluation*</td>
<td>3</td>
</tr>
<tr>
<td>529*</td>
<td>Instructional Program in the Secondary School</td>
<td>3</td>
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<tr>
<td>542</td>
<td>Programmed Learning and Teaching Machines</td>
<td>3</td>
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<tr>
<td>556</td>
<td>Problems of Teaching in the Secondary School</td>
<td>3</td>
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Area (c) Courses designed for subject matter or content

<table>
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<tr>
<th>Course Number</th>
<th>Title of Course</th>
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<tbody>
<tr>
<td>531*</td>
<td>Initial Principals Workshop</td>
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<tr>
<td>527</td>
<td>School Organization and Administration,</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Part I</td>
<td></td>
</tr>
<tr>
<td>528</td>
<td>School Organization and Administration,</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Part II</td>
<td></td>
</tr>
<tr>
<td>526*</td>
<td>Principles of School Administration</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>672*</td>
<td>School System Administration</td>
<td>3</td>
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<tr>
<td>671</td>
<td>Student Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>674*</td>
<td>School Plant and Facility Planning</td>
<td>3</td>
</tr>
<tr>
<td>675</td>
<td>School Legislation and the Law</td>
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<tr>
<td>676</td>
<td>School Finance</td>
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</table>
Area (d) Courses dealing with research

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>547-548*</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>511</td>
<td>Supervised Field Experiences for Principals</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>and Supervisors*</td>
<td></td>
</tr>
<tr>
<td>699*</td>
<td>Supervised Research Experiences</td>
<td>3</td>
</tr>
</tbody>
</table>

Area (e) Courses designed to strengthen the student's major interest

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>642*</td>
<td>Philosophies of Education</td>
<td>3</td>
</tr>
<tr>
<td>641</td>
<td>Comparative Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>530</td>
<td>Basic Philosophy, Principles, Practices of</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>the Guidance Services*</td>
<td></td>
</tr>
<tr>
<td>539</td>
<td>Administration of the Junior High School</td>
<td>3</td>
</tr>
<tr>
<td>564*</td>
<td>Contemporary Political Thought</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>3 or 6</td>
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</tbody>
</table>

COURSES LEADING TO THE M.A. DEGREE AND THE CD-5 CERTIFICATE IN CURRICULUM DIRECTION-SUPERVISION

Courses followed by an asterisk are required for the M.A. Degree. Other courses should be chosen in consultation with the student's faculty adviser.

Area (a) Courses dealing with the nature of the learner and the psychology of learning. (Three to six semester hours)

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

Area (b) Courses dealing with the program and problems of the school. (Three to six semester hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>550*</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>560*</td>
<td>Elementary Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>561*</td>
<td>Secondary Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>590B*</td>
<td>Supervision of the Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>567(7)</td>
<td>Supervising Teachers of Student Teachers:</td>
<td></td>
</tr>
<tr>
<td>568(7)</td>
<td>Sequence of a) Workshop; b) Internship;</td>
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<tr>
<td>569(9)*</td>
<td>c) Seminar—3 s.h. each (Special program for practicum)</td>
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</table>
Area (c) Courses designed for subject matter or content

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>552*</td>
<td>Initial Workshop in Supervision</td>
<td>6</td>
</tr>
<tr>
<td>562*</td>
<td>Seminar in Supervision</td>
<td>3</td>
</tr>
<tr>
<td>574</td>
<td>Principles of Supervision</td>
<td>3</td>
</tr>
<tr>
<td>575</td>
<td>Organization and Administration for Supervision</td>
<td>3</td>
</tr>
<tr>
<td>680</td>
<td>The Work of the Supervisor</td>
<td>3</td>
</tr>
</tbody>
</table>

Area (d) Courses dealing with research

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
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</thead>
<tbody>
<tr>
<td>547-548*</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>511</td>
<td>Supervised Field Experiences for Principals and Supervisors</td>
<td>3</td>
</tr>
</tbody>
</table>

Area (e) Courses designed to strengthen the student’s major interest

<table>
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<tr>
<th>Course Number</th>
<th>Title of Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>530</td>
<td>Basic Philosophy, Principles, Practices of the Guidance Services</td>
<td>3</td>
</tr>
<tr>
<td>642</td>
<td>Philosophies of Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives in subject-matter disciplines</td>
<td>3-6</td>
</tr>
</tbody>
</table>

COURSES LEADING TO THE GEORGIA CD-6 CERTIFICATE IN CURRICULUM DIRECTION-SUPERVISION

Courses followed by an asterisk are required for the M.A. Degree. Other courses should be chosen in consultation with the student’s faculty adviser.

Area (a) Courses dealing with the nature of the learner and the psychology of learning. (Nine semester hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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</thead>
<tbody>
<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>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>630*</td>
<td>Social Status and Learning</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 Adjustment</td>
<td>3</td>
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</table>

Area (b) Courses dealing with the program and problems of the school. (Nine semester hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>550</td>
<td>Foundations of Education*</td>
<td>3</td>
</tr>
<tr>
<td>560 or 561*</td>
<td>Curriculum Planning and Evaluation</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>590B*</td>
<td>Supervision of the Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>567, 568</td>
<td></td>
<td></td>
</tr>
<tr>
<td>569*</td>
<td>Supervising Teachers of Student Teachers</td>
<td>9</td>
</tr>
<tr>
<td>552*</td>
<td>Initial Workshop in Supervision</td>
<td>6</td>
</tr>
<tr>
<td>542*</td>
<td>Programmed Learning and Teaching Machines</td>
<td>3</td>
</tr>
<tr>
<td>556</td>
<td>Problems of Teaching in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>596</td>
<td>Core Classes in the Secondary School</td>
<td>3</td>
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</table>

**Area (c) Courses designed for subject matter or content**

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<tbody>
<tr>
<td>552</td>
<td>Initial Workshop in Supervision*</td>
<td>6</td>
</tr>
<tr>
<td>562*</td>
<td>Seminar in Supervision</td>
<td>3</td>
</tr>
<tr>
<td>557*</td>
<td>Administration and Interpretation of Psychometric Tests</td>
<td>3</td>
</tr>
<tr>
<td>653</td>
<td>Psychologic Appraisal of the Individual</td>
<td>3</td>
</tr>
<tr>
<td>660</td>
<td>The Work of the Supervisor</td>
<td>3</td>
</tr>
<tr>
<td>682*</td>
<td>Curriculum Construction and Revision</td>
<td>3</td>
</tr>
<tr>
<td>575*</td>
<td>Organization and Administration for Supervision</td>
<td>3</td>
</tr>
<tr>
<td>671</td>
<td>Student Personnel Administration</td>
<td>3</td>
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**Area (d) Courses dealing with research**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
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</thead>
<tbody>
<tr>
<td>547-548*</td>
<td>Methods of Educational Research</td>
<td>3</td>
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<tr>
<td>511*</td>
<td>Supervised Field Experiences for Principals and Supervisors</td>
<td>3</td>
</tr>
<tr>
<td>699*</td>
<td>Supervised Research Experience</td>
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</tr>
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**Area (e) Courses designed to strengthen the student's major interest**

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<tr>
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<tbody>
<tr>
<td>642*</td>
<td>Philosophies of Education</td>
<td>3</td>
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<tr>
<td>641</td>
<td>Comparative Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>672*</td>
<td>School System Administration</td>
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<tr>
<td>675</td>
<td>School Legislation and Law</td>
<td>3</td>
</tr>
<tr>
<td>564</td>
<td>Contemporary Political Thought</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives in subject matter disciplines</td>
<td>3-6</td>
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</table>

**COURSES LEADING TO THE M.A. DEGREE AND THE T-5 AND TS-6 CERTIFICATES IN SPECIAL EDUCATION (EDUCATION OF THE MENTALLY RETARDED)**

Courses followed by an asterisk are required for the M.A. Degree. Other courses should be chosen in consultation with the student's faculty adviser.
### Area (a) Courses dealing with the nature of the learner and the psychology of learning.

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<tbody>
<tr>
<td>Ed. 551*</td>
<td>Human Growth and Development</td>
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<tr>
<td>Ed. 635*</td>
<td>Psychology of Adjustment</td>
<td>3</td>
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<tr>
<td>Ed. 619</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 620</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 680</td>
<td>Psychology of Individual Differences</td>
<td>3</td>
</tr>
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<td>Ed. 568</td>
<td>Theories of Personality</td>
<td>3</td>
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**Sociology**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
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</thead>
<tbody>
<tr>
<td>630</td>
<td>Social Status and Learning</td>
<td>3</td>
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### Area (b) Courses dealing with the program and problems of the school.

<table>
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<th>Title of Course</th>
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</thead>
<tbody>
<tr>
<td>Ed. 550*</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
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<td>Ed. 582*</td>
<td>Methods and Materials in Teaching the Mentally Retarded</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 586*</td>
<td>Internship for Teachers of the Mentally Retarded</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 636</td>
<td>Psycho-Educational Evaluation for Teaching</td>
<td>3</td>
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<td>Ed. 591</td>
<td>Teaching Reading in the Elementary Schools</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 560</td>
<td>Elementary Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 507</td>
<td>Selection and use of Visual and Auditory Aids</td>
<td>3</td>
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### Area (c) Courses designed for subject matter or content

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. 557</td>
<td>Administration and Interpretation of Psychometric Instruments*</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 583*</td>
<td>Speech and Language Development of the Mentally Retarded</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 580*</td>
<td>Introduction to the Study of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 581*</td>
<td>The Nature of Mental Retardation</td>
<td>3</td>
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<td>Ed. 666</td>
<td>Administration and Interpretation of Stanford-Binet and Wechsler Scales</td>
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<tr>
<td>Ed. 685</td>
<td>The Theory of Mental Tests</td>
<td>3</td>
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<td>Ed. 637</td>
<td>Current Issues and Trends in Mental Retardation</td>
<td>3</td>
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<td>Ed. 638</td>
<td>Clinical Methods and Practice in Mental Retardation</td>
<td>3</td>
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<td>Ed. 639</td>
<td>Organization, Administration and Supervision of Special Education Programs</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 584</td>
<td>Education of Children with Learning Disabilities</td>
<td>3</td>
</tr>
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<td>Course Number</td>
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<tr>
<td>Ed. 592</td>
<td>Reading Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 594</td>
<td>Clinical Procedures in Reading</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 506</td>
<td>Science in the Grades</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 504</td>
<td>Social Studies in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 410</td>
<td>Arts and Crafts in Elementary Schools</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 483</td>
<td>Music in the Grades</td>
<td>3</td>
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<tr>
<td>Ed. 653</td>
<td>Psychological Appraisal of the Individual</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 689</td>
<td>Psychological Characteristics of Deviant Personalities</td>
<td>3</td>
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<tr>
<td>(Social Work 700)</td>
<td>Social Welfare Policy and Services I</td>
<td>2</td>
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Area (d) Courses dealing with research

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<tr>
<th>Course Number</th>
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<tbody>
<tr>
<td>Ed. 553</td>
<td>Statistics in Psychology and Education*</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 548</td>
<td>Methods of Educational Research*</td>
<td>3</td>
</tr>
</tbody>
</table>

Area (e) Courses designed to strengthen the student's major interest

Electives

COURSES LEADING TO THE M.A. DEGREE AND THE T-5 CERTIFICATE IN READING (FOR GRADUATE ASSISTANTS)

Courses followed by an asterisk are required for the M.A. Degree. Other courses should be chosen in consultation with the student's faculty adviser.

Area (a) Courses dealing with the nature of the learner and the psychology of learning. (Three to six semester hours)

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

Area (b) Courses dealing with the program and problems of the school. (Three to six semester hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
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<tbody>
<tr>
<td>550*</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>560*</td>
<td>Elementary Curriculum Planning and Evaluation*</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>Secondary Curriculum Planning and Evaluation</td>
<td>3</td>
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Area (c) Courses designed for subject matter or content

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>590-A</td>
<td>Language Arts in the Elementary School</td>
<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>
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</tr>
<tr>
<td>591-593</td>
<td>Teaching Reading in the Elementary or the Secondary 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</td>
<td>3</td>
</tr>
<tr>
<td>601</td>
<td>Reading Laboratory and Clinic</td>
<td>3</td>
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<tr>
<td>604</td>
<td>Apprenticeship in Reading I</td>
<td>1</td>
</tr>
<tr>
<td>605</td>
<td>Apprenticeship in Reading II</td>
<td>1</td>
</tr>
<tr>
<td>606</td>
<td>Apprenticeship in Reading III</td>
<td>1</td>
</tr>
<tr>
<td>607</td>
<td>Psychological and Sociological Principles in the Teaching of Reading</td>
<td>3</td>
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Area (d) Courses dealing with research

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>547-548*</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>553*</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
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</table>

Area (e) Courses designed to strengthen the student's major interest. Electives in reading as advised

Courses leading to the Sixth-Year Program for Leading Specialists

Area a.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>557</td>
<td>Administration and Interpretation of Psychometric Instruments</td>
<td>3</td>
</tr>
<tr>
<td>578</td>
<td>Psychology of Individual Differences</td>
<td>3</td>
</tr>
<tr>
<td>619</td>
<td>Advanced Educational Psychology</td>
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Area b.

<table>
<thead>
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<th>Course Number</th>
<th>Title of Course</th>
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<tbody>
<tr>
<td>542</td>
<td>Programmed Learning and the Use of Teaching Aids</td>
<td>3</td>
</tr>
<tr>
<td>507</td>
<td>Selection and Use of Visual and Auditory Aids</td>
<td>3</td>
</tr>
<tr>
<td>541</td>
<td>Methods of Utilizing Audio-Visual Aids</td>
<td>3</td>
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Area c.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>590</td>
<td>Language Arts in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>591</td>
<td>The Teaching of Reading in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>590B</td>
<td>Supervision of the Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>592</td>
<td>Reading Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>594</td>
<td>Clinical Procedures (Reading)</td>
<td>3</td>
</tr>
<tr>
<td>601</td>
<td>Reading Laboratory and Clinic</td>
<td>3</td>
</tr>
<tr>
<td>607</td>
<td>Sociological and Psychological Foundations of Reading Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>
Course Number | Title of Course                                      | Credit
-------------|-----------------------------------------------------|--------
604,5,6      | Apprenticeship in Reading                           | 1 each
696          | Survey and Analysis of Materials in Reading         | 3      
Area (d)     | As advised                                          |
Area (e)     | As advised                                          |

**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 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.

548. METHODS OF EDUCATIONAL RESEARCH. This course is designed to acquaint students with methods and techniques of educational re-
search, 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 knowledgeableness and complete requisite to the role of educational leadership within the school and community. The program in educational leadership is organized to provide the necessary orientation in the structural patterns, principles, and procedures in the two distinct areas in public school programs and arrangements: (a) the specific administration of the overall educational enterprise and (b) the supervision of the immediate instructional activities of the teaching-learning situation.

The Master's degree program in either administration or supervision requires a course sequence of thirty-nine (39) semester hours of required work which include the twelve (12) semester hours required in all of the programs in the School of Education. 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 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 predicated. Therefore, the emphasis is placed on the acquisition of the knowledge and interpretation of the basic philosophies and objectives that give essence to the activity known as school administration, such as: (a) organization, (b) operation, (c) executive activity, (d) legal basis of public education, and (e) policy-making. The mere mechanics of school organization is not the concern of this course, but rather the primary concern is an understanding of the dynamics of the administrative process as these are reflected in the separate but inter-related activities of planning, organization, directing, coordination, and control of the multifold functions of a public school. Those interested in the mechanics and structures of organization and administration will find their needs more fully met in courses, Organization and Administration of the Elementary and Secondary Schools, Education 527 and 528, respectively.

3 credits each semester.

527 (PART I). — 528 (PART II). **SCHOOL ORGANIZATION AND ADMINISTRATION.** This course is designed to provide basic orientation in the structural patterns, principles, and procedures which are inherent in the organization and administration of the American public school. The major areas of concern are: (a) philosophies and objectives of the public school, (b) types of public schools and their organization, (c) school staff, (d) plant facilities and
equipment, (e) program of studies, (f) auxiliary services, (g) pupil-personnel and business accounting systems, (h) extra-or co-curricular programs, (i) instructional activity, and (k) public relations. The course is in a sequence of two Parts, with three semester hours credit for each. Part I is given over to a consideration of philosophies and objectives, structural patterns of the different types of schools, the “typical school’s” organization, and school-community relations. Part II emphasizes the “depth-study” of operational and administrative processes, personnel, and programs involved in the public school situation.

3 credits each, Parts I and II.

531. INITIAL PRINCIPALS’ WORKSHOP. (Equivalent to 527-528.) The Workshop for principals is designed to provide a period of intensive in-service preparation for the principalship of either the elementary school or the secondary school or both. It is designed to provide comprehensive and intensive training through individual and group projects, readings in related literature, reviews of pertinent research, individual reports, panel discussions, staff presentations, and the projections of programs of action for the local situations of the principals in the group. The Workshop will implement, functionalize, and enrich the usual work of such courses as: Organization and Administration of the Elementary School and the Organization and Administration of the Secondary School. The areas of work covered in the Workshop are: (a) the over-all philosophy, objectives, and techniques of the organizational and administrative processes of the public school, (b) the curricular patterns of the school, (c) the instructional activity, (d) the supervisory activity of the principal, (e) auxiliary services program, (f) pupil-personnel accounting, (g) business practices and accounting procedures of the school, (h) the co-curricular activities program, (i) public relations program, and (j) the problem of human relationships.

Offered only in the summer 6 credits.

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

552. INITIAL WORKSHOP IN SUPERVISION. Individual and group guidance will be afforded students in study of child growth needs, teacher competence, elementary school programs, and supervisory skills in organizing and guiding teachers and community
programs to meet these needs.

Offered only in the summer 6 credits.

562. Advanced Seminar in Supervision. This course is designed to achieve the following objectives: (1) to build a comprehensive review and evaluation of a wide range of specific methods and techniques involved in the improvement of teaching-learning situations and to synthesize the learning experiences which the students have had; (2) to analyze critically and evaluate the supervisory function, its philosophy, objectives, principles, organizational patterns, and media of evaluation; and (3) to give detailed training in the construction of learning exercises and the provision of learning experiences which vitalize the teaching-learning situation. 3 credits each semester.

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.

614. 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 affects the organization, administration, general policies and practices of American education. Recent cases and court decisions are studied to illuminate trends currently affecting the work of boards of education, administrators, teachers, and students. 3 credits.

680. **The Work of the Supervisor.** This course is concerned with the tasks associated with the over-all supervision of instruction and instructional personnel in public elementary and secondary school programs. Special attention is given to self-evaluation as well as to the evaluation of teaching-learning situations. 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 Teachers**

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 Supervi-*
SION 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. 3 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 evaluation 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. 3 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 elementary and secondary school counselors, personnel workers in higher education, directors of guidance, and teachers of guidance and counseling in institutions of higher education.
Only those students who manifest high degrees of developed mental ability, high levels of motivation, and desirable personality organization are accepted and retained in the Counselor Education Program. Periodic assessment and evaluation of 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 dean.

For a description of the program leading to the Doctor of Philosophy degree see pages 221-228 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.

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 occu-
pational information, visit community agencies, engage in role playing, conduct case conferences, and analyze theories and technics of counseling. 3 credits first semester.

555B. Practice Counseling Under Supervision (Practicum). The student is required to engage in practice counseling interviews with secondary school students. The interviews are taped and "critiqued" by the student and the supervisor. The objective of the practicum is the acquisition of skill on the part of the student in those one-to-one relationships which comprise the counseling interview. All practice counseling is carried on under supervision. 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 second 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 explanation of the relationships between socialization within the various social classes and subcultures present in the general American culture and the behavior of individuals and 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 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 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 technics. 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-serial coefficient of correlation, point-serial correlation, tetrachoric correlation, the phi coefficient, partial correlation, the prediction of attributes, the prediction of measurements from attributes, multiple predic-
tion, 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. 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.

674. 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. 673.
3 credits second semester.

676. CONTEMPORARY 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.

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.

648. 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 credit first semester.

688. Perceptual, Conceptual, Emotional, Social, and Physical Development Patterns of the Human Organism. Consideration is given to the major developmental patterns of the individual throughout the trajectory of life. Prerequisite: Educ. 551. 3 credits first semester.

689. Psychological Characteristics of Deviant Personalities. The major foci of this course are the primary personality deviations which appear in Western culture. Consideration is also given to deviations that are organic in nature. The psychological characteristics of the deviant are stressed. 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.

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. 3 credits each semester.

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. 3 credits first semester.

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>552</td>
<td>Initial Workshop in Supervision</td>
<td>6</td>
</tr>
<tr>
<td>574</td>
<td>Principles of Supervision and Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>575</td>
<td>Organization and Administration for Supervision</td>
<td>3</td>
</tr>
<tr>
<td>562</td>
<td>Advanced Seminar in Supervision</td>
<td>3</td>
</tr>
<tr>
<td>560</td>
<td>Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>680</td>
<td>Elementary School Supervision</td>
<td>3</td>
</tr>
<tr>
<td>682</td>
<td>Curriculum Construction and Revision</td>
<td>3</td>
</tr>
<tr>
<td>641</td>
<td>Comparative Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>642</td>
<td>Philosophies of Education</td>
<td>3</td>
</tr>
<tr>
<td>567</td>
<td>Supervising Teachers of Student Teachers</td>
<td>3</td>
</tr>
<tr>
<td>568</td>
<td>Workshop Experiences</td>
<td>3</td>
</tr>
<tr>
<td>569</td>
<td>Internship: All 3 required</td>
<td>3</td>
</tr>
<tr>
<td>511</td>
<td>Supervised Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>699</td>
<td>Supervised Research Experiences</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Appropriate Subject-matter Areas</td>
<td>15</td>
</tr>
</tbody>
</table>

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 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.

**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; impli-
cations 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.

*See the section under READING for course descriptions.
518. **Teaching of Health in Elementary and Secondary Schools.** In this course emphasis is placed upon the development of a philosophy with regard to the aims and values of health teaching in the elementary and secondary school. A study is made of the opportunities for integrating health materials with other subjects of the organized curriculum. Special attention will be given to the development of units of instruction. 3 credits summer only.

519. **Selection and Evaluation of Health Materials.** This course aims to familiarize students with a wide range of desirable health materials. Criteria will be formulated and opportunities will be provided for evaluating supplementary health material, hygiene tests, health tests, films, posters, and health exhibits. Each student will be required to make a collection of free and inexpensive health materials. 3 credits summer only.

520. **Organization of Community Health and Hygiene.** This course is designed to acquaint the students with the various aspects of community conditions affecting health and available health services. Techniques are set up for discovering and solving community health problems. 3 credits summer only.

521. **Basic Graduate Course in Health Education.**

2. Problems of Personal and Community Living.
   a. Communicable Diseases
   b. Non-communicable Diseases
   c. Mental and Emotional Health
   d. Nutrition
   e. Alcohol, Narcotics, Smoking
   f. Safety and first aid in the school
   g. School-community relations.
3. Family Life Education:
   a. Prenatal and Infant Care
   b. Dating, Courtship, Marriage, Family Relations
4. Organization and Evaluation of the School Health Education Program. 3 credits summer only

522. **Advanced Seminar in Health Education (Prerequisite: Health Educ. 521 or equivalent).**

1. The Promotion of Healthful Living (Structural Patterns)
   a. World Health Organization
b. Official Agencies

c. Voluntary Agencies

d. Health Agencies on Local Level

2. Health Problems of Children

a. Diseases common to school children, cause—prevention

b. Care of the Sick Child in school—accidents

c. Physical Examinations (scope—interpretation—recording)

d. Teacher screening techniques

3. Teaching Health in the School

a. Elementary

b. Secondary

4. Methods and Materials in Health Education.

5. Organization — Administration — Evaluation of School Health Program. 3 credits summer only.

535. Psychology of Adjustment. This course approaches the problem of mental health from the standpoint of 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.

MEASUREMENT, EVALUATION AND RESEARCH

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

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

511. SUPERVISED FIELD EXPERIENCE FOR SUPERVISORS AND PRINCIPALS. This course is primarily designed to meet requirements for the P-5 and SV-5 Certificates for principals and supervisors, respectively.

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

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

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

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

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

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-
alysis 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 recreatory reading for various groups; and (3) special reading techniques worked out to meet the immediate needs of the cases who will compose the experimental reading class. Prerequisites: 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 assistanceship and specific help in the collection and treatment of data needed in the preparation of a thesis. 1 credit each semester.

607. Psychology 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.


529. The Instrumental Program of the Secondary School. This Course is recommended for all students with major interests in secondary education. Special attention is given to the principles of secondary education, curriculum materials and patterns, evaluation, general techniques of teaching at the secondary school level, special group processes and dynamics, and to the measurement of outcomes of instruction. 3 credits.
534. **Social Studies in Secondary School.** (Identical with Sociology 534). This course will deal with the functions of social studies in secondary education and with the selection and use of appropriate instructional materials. 3 credits second semester and summer.

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 in 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 evalua-
tion, 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, 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 respon-
sibilities 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.

3 credits summer only.

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 credits.
SPECIAL EDUCATION

The work in Special Education is designed to prepare professional personnel in the area of mental retardation. Through concentrated study of content and through observation, 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. 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 AND LANGUAGE DEVELOPMENT OF THE MENTALLY RETARDED (formerly, Speech Correction for the Classroom Teacher). This course will be concerned with the nature and causes of various kinds of speech handicaps and language problems of children. Particular attention will be given to the problems of children who are mentally retarded. The role of the teacher in early identification, examination, and treatment of speech and language difficulties will be stressed. 3 credits.

584. EDUCATION OF CHILDREN WITH LEARNING DISABILITIES. This course will deal with the diagnosis and study of children with specific learning disabilities. These children may range in intelligence from mentally retarded to above average. They may also have emotional disability, perceptual motor deficits, and other disabilities that would interfere with learning. Modern curriculum, methods and evaluation of the special child will be discussed. 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. PSYCHO-EDUCATIONAL EVALUATION FOR TEACHING. This course will present an opportunity to study program and curriculum development for the mentally retarded. Emphasis will be placed on the importance of psychological and educational evaluation for individualizing instruction. The organization of learning experiences for elementary and secondary units for both educable and trainable mental retardates will be studied. 3 credits.

637. SEMINAR—CURRENT ISSUES AND TRENDS IN MENTAL RETARDATION. The 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.

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 com-
prised. 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, medieval, and pre-industrial worlds of modern times; and (2) contemporary national systems in highly industrialized countries, (3) their extension in formerly colonial regimes, and (4) the problems of developing national and supranational systems in newly emergent countries.
3 credits second semester.
SCHOOL OF BUSINESS ADMINISTRATION

OBJECTIVES

The Graduate School of Business Administration of Atlanta University was established in 1946 to offer instruction in business administration leading to the Master of Administration degree. Since its inception, the School of Business Administration has concerned itself with quality education. The positions of business leadership now held by its graduates and the level of their performance in doctoral study and federal and corporate employment bear testimony to this quality.

The primary purposes of the School are to provide a high quality program of professional education for business for young men and women who may aspire to achieve responsible positions in business and nonprofit organizations and teachers in institutions of higher education; to contribute to the flow of knowledge about business through research; and to provide a continuing service to the business and institutional organizations in the region.

The specific purposes include:

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

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

3. To develop in the student the ability to identify business problems, marshal 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.
The program of study for the Master of Business Administration Degree 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 required, as no degree is expected.

MASTER OF BUSINESS ADMINISTRATION

For the degree of Master of Business Administration, two years will ordinarily be required to complete the prescribed requirements. This time may be reduced to one year and a summer 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. Beginning in September, 1967 a candidate for the degree of Master of Business Administration must earn a minimum of thirty-eight semester hours.

The program, although having a management-oriented point of view, nonetheless provides for a specialty in one field. It is structured as follows:

1. Foundations in Economy Theory—emphasizing those economic topics which exert powerful influences on business enterprises.
2. Familiarity with Functional Fields of Business—familiarizing the student with the major functional areas in business. Emphasis is placed on analysis and problem solving.
3. Tools and Methods of Analysis—enabling the student to deal effectively with conditions of uncertainty.
4. Knowledge of the Environment—in which business functions, both economic and legalistic.
5. Integration of the Functional Fields—developing in the
student the awareness and understanding that problems in business are interrelated.

6. Technical Competence in at least one field—each student is required to complete at least four courses in one of the functional fields.

7. Development of the Individual—students are introduced to human motivations and group relations, a study of why people behave as they do and what constitutes a proper evaluation of human behavior.

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.

The Graduate School of Business Administration offers the MBA degree only, but 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 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.

Irrespective of 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; and (2) electives or specialization at the option of the student.

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

(e) Business Reports and Analysis 590

2. **Electives of Area of Specialization:**

Here the student may 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).

Scholarships and Fellowships, offered by the University in an effort to encourage high ability students to seek admission to the program, are as follows:

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

2. Two assistantships at $900 each.

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

4. The Solomon W. Walker Scholarship.

5. Twenty Ford Foundation Fellowships covering full expenses (tuition, room, board and stipend) for one year,
renewable upon satisfactory performance during the first year.

6. Five Manpower Research Fellowships in the amount of $2,000 each.

7. Dow Chemical Company Fellowship for $1,000, restricted to holders of a Bachelor's degree in science or engineering.

Students in the School of Business Administration may also apply for the University Scholarships for full and partial tuition and the Regional Fellowships of $1,200 for the nine-month academic year.

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 resumés.

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 deals with 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. Controllmanship. 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 controllmanship 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 governmental 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 receiverships, 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 Historical 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 selec-
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 enterprise; 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. LEGAL ASPECTS OF BUSINESS. A course in the elements of commercial law. Contracts, sales, bailments, insurance, credit instruments and agency are treated. The cast method is generally used.
Three credits each semester.

489. PERSONNEL MANAGEMENT. An intensive study of managerial policy, techniques and methods which influence organization of work; selection, hiring, placing, and training of workers; use of improved industrial processes, production standards, supervision of workers. The management phase is briefly reviewed in order to ascertain the position of the personnel division with relation to its authority and responsibility.
Three credits first semester.

492. REAL ESTATE PRINCIPLES AND PRACTICES. A study of the fundamental principles underlying modern real estate practice. Such topics as renting and leasing, property management, insurance, real estate selling, valuation and taxation, financing, building operations, legal aspects of real estate and city planning, are discussed.
Three credits first semester.

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 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.

592. INTRODUCTION TO ELECTRONIC COMPUTERS. The objective of the
course is to provide a basic understanding of data-processing principles, to acquaint the student with frequently encountered equipment, and to analyze and describe the impact of these principles on the business environment. This objective will be with relevance to both punched-card tabulating equipment and electronic digital computers.
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 showing 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 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 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 agenda 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 lapse 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, botany, or microbiology with a minor in either area or in chemistry (including biochemistry).

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. COURSES IN BIOLOGY AND RELATED FIELDS APPROVED FOR THE DOCTORATE PROGRAM

With the exception of those courses listed as "Available to students in science education programs" (Biol. 500, 502, 504 and 512), all other courses listed and described under the Department of Biology may be credited towards the doctorate degree. It is anticipated that a substantial number of the credits earned by a student pursuing the doctorate degree will be in research. Certain courses offered by the Department of Chemistry and the statistics course offered by the Department of Economics may be approved for credit towards the degree.

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.
CATALOGUE

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 degree 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 will 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 identi-
fies 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 Psycholgy of Individual Differences—3 Semester Hours
   b. Educ. 653 Psychologic Appraisal of the Individual—3 Semester Hours
   c. Educ. 668 Introduction to Projective Technics of Personality Assessment—3 Semester Hours
   d. Educ. 685 The Theory of Mental Tests—3 Semester Hours
   e. Educ. 686, Administration and Interpretation of 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
3. Personality Organization and Development—21 Graduate Semester Hours Are Offered.
   a. Educ. 635 The Psychology of Adjustment\(^1\) —3 Semester Hours
   b. Educ. 667 Dynamic Theories of Personality\(^1,4\) —3 Semester Hours
   c. Educ. 683 Independent Study in Personality Organization and Development\(^4\) —3 Semester Hours
   d. Educ. 684 Social and Cultural Determinants of Personality\(^3\) —3 Semester Hours
   e. Educ. 688 Perceptual, Conceptual, Emotional, Social, and Physical Development Patterns of the Human Organism\(^3\) —3 Semester Hours
   f. Educ. 689 Psychological Characteristics of Deviant Personalities\(^3\) —3 Semester Hours
   g. Educ. 691 Advanced Integrative Seminar in Personality Theory\(^1\) —3 Semester Hours

4. Counseling Theory and Practice—24 Graduate Semester Hours Are Offered.
   a. Educ. 555-A Laboratory Experiences in Guidance and Testing\(^2,3\) —3 Semester Hours
   b. Educ. 555-B Practice Counseling Under Supervision (Practicum)\(^2,3\) —3 Semester Hours
   c. Educ. 555-C Internship in Guidance\(^1\) —3 Semester Hours
   d. Educ. 555-D Advanced Practicum\(^1,3\) —3 Semester Hours
   e. Educ. 676 Contemporary Theories and Techniques of Counseling\(^2,3\) —3 Semester Hours
   f. Educ. 677 Independent Study in Counseling Theory\(^2,4\) —3 Semester Hours
   g. Educ. 678 Therapeutic Counseling\(^2,4\) —3 Semester Hours
   h. Educ. 692 Advanced Integrative Seminar in Counseling Theory and Practice\(^1\) —3 Semester Hours

5. Research and Statistics—6 Graduate Semester Hours Are Offered.
   a. Educ. 670 Advanced Statistics\(^2,3\) —3 Semester Hours
b. Educ. 671 Research Methodology and Experimental Design\textsuperscript{2,3} —3 Semester Hours

c. Educ. 672 Research for the Ph.D. in Guidance and Counseling\textsuperscript{1}—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\textsuperscript{3} —3 Semester Hours

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

   c. Educ. 693 Integrative Seminar in the Professional, Ethical, and Legal Problems of the Counselor\textsuperscript{1,3} —3 Semester Hours
SCHOOL OF ARTS AND SCIENCES

MASTER OF ARTS

GILBERT Jowers .......................... Economics
    Thesis: The Trend Towards Free Trade Since the End
    of World War II.

MARY WAYNE BAKER* ........................ English
B.S., Florida Agricultural and Mechanical University, 1946.
    Thesis: Steinbeck's Ethics: A Study of Attitudes and
    Techniques.

DORIS SCRUGGS JACKSON* .................. English
B.S., Alabama Agricultural and Mechanical College, 1962.
    Thesis: Analysis and Interpretation of Reading Skills
    and Techniques Employed by Content Area Teachers in
    High School.

MARIAN ISLER MURPHY* .................... English
B.S., Bennett College, 1961.
    Thesis: The Theme of Isolation in The Novels of Joseph
    Conrad.

McDONALD HUFF .......................... French
B.S., Fort Valley State College, 1962.
    Thesis: A Comparative Study of Les Maximes of La
    Rochefoucauld and Les Caracteres of La Bruyere.

CRAWFORD WILLIAM JOHNSON* ............ French
B.S., Fort Valley State College, 1963.
    Thesis: Le Roman Comique: Un Document Socio-Histo-
    rique.

ANNIE BERNICE WIMBUSH .................. French
B.S., Grambling College, 1962.
    Thesis: An Analytical Comparison of Pope's "Essay on
    Man" and Voltaire's "Discours En Vers Sur L'Homme".

ROSA RICE HADLEY ....................... History
    Thesis: Woodrow Wilson: His Role in the American
    Rejection of the League of Nations.

*Requirements Completed as of January 22, 1966.
Shirley Miles Phillips .......................... History
Thesis: Economic and Social Status of the Negro in Fulton County, 1855-1865.

Joseph Moore, Jr. ........................... Political Science
B.S., Arkansas Agricultural, Mechanical and Normal College, 1963.

William Henry Pillow* ..................... Political Science

Carl Thomas Ratliff* ....................... Political Science
A.B., Johnson C. Smith University, 1951.

Lula Tassin* .................................. Political Science
B.S., Southern University, 1963.
Thesis: The Alliance for Progress: A Study of Change and Continuity in American Foreign Policy.

Frank Cowan, Jr. ........................... Sociology
A.B., Florida Agricultural and Mechanical University, 1963.
Thesis: A Study of the Impact of Participation in Civil Rights Demonstrations on Negro College Students of the Atlanta University Center.

Samuel N'dawula Kajumba .................. Sociology
Thesis: The Attitudes of Negro American Students at Atlanta University Center Toward Africans.

John William Kuria .......................... Sociology
A.B., Philander Smith College, 1964.
Thesis: The Selection of Friends Among College Students.

Ernest Porterfield* ......................... Sociology
B.S., Tuskegee Institute, 1933.

*Requirements Completed as of January 22, 1966.
BOOKER TALIFARRO SCRUGGS, II* .................................. Sociology
A.B., Clark College, 1964.
Thesis: The Personal Adjustment of Negro Elderly in a Low-Rent Housing Project.

MASTER OF SCIENCE

VIRGINIA ANN DIX* ........................................... Biology
B.S., Virginia Union University, 1948.

LONNIE CALVIN EILAND, JR.* ............................ Biology
B.S., Alcorn College, 1959.
Thesis: The Histochemical Demonstration of Succinic Dehydrogenase, Glucose-6-Phosphatase, and Glycogen in the Notochord of Rana catesbeiana Larvae.

GILBERT ODHIAMBO OGONJI ................................ Biology
Thesis: Dissociation and Reaggregation of Blastema Cells from Regenerating Fore-Limbs of Adult Triturus Viridescens in Vitro.

MARVA FLOYD WALTON ..................................... Biology
B.S., Knoxville College, 1958.
Thesis: The Effect of Ethyl Carbamate on Succinate Dehydrogenase Activity.

MATTIE KIMBROUGH WRIGHT* ............................. Biology
B.S., Fort Valley State College, 1956.
Thesis: The Effects of 2,4-dichlorophenoxyacetic Acid on Structural Development and Anatomical Changes in the Roots of Helianthus Annuus.

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

ELMER CHARLES WILSON* .................................. Chemistry
B.S., Morehouse College, 1959.

*Requirements Completed as of January 22, 1966.
ETHEL HAWTHORNE CUNNINGHAM .................................................. Mathematics  
B.S., Alabama State College, 1954.  
Thesis: Idempotents and Identities in Algebraic Structures.

JOHN HOLLISTER HARRIS ................................................................. Mathematics  

GODFREY GAMILI IBOM* ................................................................. Mathematics  
B.S., University of Oregon, 1956.  

ROSA BELLE WHALEY JOHNSON* ..................................................... Mathematics  
B.S., Florida Agricultural and Mechanical University, 1960.  
Thesis: An Algorithm for the Solution of Quadratic Congruences with Small Prime Modulus (< 100)

MOHAMMED LAWAL* ................................................................. Mathematics  
B.S., Bethune-Cookman College, 1964.  
Thesis: On Bounds for the Solution of $x^2 - Dy^2 = 1$ Modulo P Where D is a Quadratic Non Residue of Prime P.

VERN ALLEN MCDERMOTT* ......................................................... Mathematics  
B.S., Montana State College, 1957.  
Thesis: Understanding Theorems and Definitions of a Metric Space.

JOHN CARL MERRYMAN* ................................................................. Mathematics  
B.S., Northeastern State College, 1958.  

VIVIEN SHIVERS STOCKS ............................................................ Mathematics  
Thesis: Research on Waring's and Related Problems.

SCHOOL OF SOCIAL WORK  
MASTER OF SOCIAL WORK

DELORES PATRICIA ALDRIDGE  

*Requirements Completed as of January 22, 1966.
GAYLE EILEEN ALEXANDER
A.B., Texas Southern University, 1962.

VIVIAN MARTIN BUCHANAN
A.B., Agnes Scott College, 1933.

FANNIE P. EISENSTEIN
B.S., Cornell University, 1937.
Thesis: Attitudes of Lower Class Negroes Towards Illegitimacy.

SAMMIE FIELDS, JR.

NETTIE BURTON FISHER
A.B., Langston University, 1964.

ANN PATRICIA GRAVES
Thesis: Attitudes of Lower Class Negroes Towards Illegitimacy.

KATHRYN BIBBINS HILL
B.S., Hampton Institute, 1960.

LINDA ELLIS JACKSON
Thesis: A Study of Factors Which Determine the Success or Failure of Patients on Trial Visit.

WILLIAM ANDREW JONES
B.S., The Ohio State University, 1956.

HELEN GORDON KNIGHT
A.B., Bennett College, 1964.
Thesis: The Hopeless Youth.
ANNE PAMELA LUNDBURG
A.B., University of Chicago, 1947.

MARVA J. MARSAN
A.B., Howard University, 1961.

CATHERINE WHITE NORRIS
A.B., Allen University, 1953.

BETTY ADELE NORTON
B.S., Wisconsin State College, 1956.

EMMA JEAN PACE
B.S., Tuskegee Institute, 1964.
Thesis: Services to Unmarried Pregnant Women in Residential Maternity Homes in New York City.

MARVA M. PEACE
B.S., Tougaloo College, 1964.
Thesis: Attitudes of Lower Class Negroes Towards Illegitimacy.

JURELLA McDaniel POOLE
Thesis: A Comparative Analysis of the Conceptual and Actual Functions of Nursing Homes in Indianapolis, Indiana.

MINNIE VIRGINIA POWELL

GLORIA DELL PREWITT
A.B., Langston University, 1964.
JOANNE V. RHONE
A.B., Grambling College, 1964.

LOYCE CANNON SCOTT
B.S., Kentucky State College, 1952.
Thesis: Some Effects of Desegregation Upon the Predominantly Negro Colleges and Universities.

ROBERT EDWIN SHRIDER
B.S., The Ohio State University, 1950.
Thesis: The Use of Indigenous Persons as Neighborhood Aides by Economic Opportunity Atlanta, Inc.

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

ALICE ROCHELLE WASHINGTON

ELEANOR GOLAR WILLIAMS
B.S., Howard University, 1946.
Thesis: Attitudes of Lower Class Negroes Towards Illegitimacy.

SCHOOL OF LIBRARY SERVICE
MASTER OF SCIENCE IN LIBRARY SERVICE

HARRIETTE DEAN BROWN*

REDAHLIA RIGGINS BROWN
A.B., Saint Augustine's College, 1948.

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

DIANA CHEWMEI HUNG CHEN*
A.B., Taiwan Normal University, 1964.

*Requirements Completed as of January 22, 1966.
HELEN HENRIETTA DAVIS*  
A.B., Fisk University, 1964.

ROYLENE ELLIS  
A.B., Southern University, 1958.  

MARGARET MOORE JARRETT*  

JENNY HSIU-WEN KANG*  
A.B., Taiwan Normal University, 1963.

KARL GUH-JOU LI*  
A.B., National Taiwan University, 1959.

MARTHA RUTH MEEKINS*  
B.S., Arkansas Agricultural, Mechanical and Normal College, 1957.  

JEANNE RUTH MOORE*  

WALTER SHELDON MUSGROVE*  
A.B., University of Florida, 1956.

FLOYD ALTON STRICKLAND  

SYLVIA FAWCETT THOMPSON  

SCHOOL OF EDUCATION  
MASTER OF ARTS

LILLIAN MCKENNIE ADKINS  
Thesis: A Content Analysis of Seventh Grade English Textbooks.

*Requirements Completed as of January 22, 1966.
ROBERT WILLIAM ALLEN*
A.B., Morehouse College, 1953.
Thesis: Identifying Students With Special Needs at Eva L. Thomas High School, College Park, Georgia.

EMILY MAE WILLIAMS ASH
A.B., Clark College, 1958.
Thesis: A Study of Students' Attitudes Toward Their Assignments.

ROSE MAYO CAMPBELL*
B.S., Fayetteville State College, 1953.

DOROTHY LEE COOK*
A.B., Paine College, 1957.

LUTHER LORD CRAWFORD*

ANNA EDWARDS ENGLISH*
A.B., Clark College, 1943.

ELISE HOOKS FREEMAN
B.S., Savannah State College, 1938.
Thesis: Case Studies of Fifteen Educable Mentally Retarded Students of Tompkins High School, Savannah, Georgia.

HUGH GOODRUM, JR.*

*Requirements Completed as of January 22, 1966.
Constance Gordon Hamilton
A.B., Fort Valley State College, 1947.
Thesis: The Identification of Adolescent Problems of Ninth and Twelfth Grade Students.

Beverly Ann Hardeaway
B.S., Roosevelt University, 1957.
Thesis: Who is the Mentally Retarded Child’s Playmate?

Farris Madison Hudson*
B.S., Savannah State College, 1955.

Bertha Kate Boykin Johnson
Thesis: Content Analysis of Communism in High School Social Studies Textbooks in Georgia Public Schools.

Mary Louise Durgan Johnson*
A.B., Morris Brown College, 1939.
Thesis: An Analysis of the Opinions and/or Responses to Questions of Certified Supervising Teachers Regarding the Student Teaching Program in Selected Atlanta Elementary Schools.

Lilla B. Ashe Jones*
B.S., Savannah State College, 1948.
Thesis: Teachers’ Attitudes Toward Education for the Mentally Retarded.

Ronald Louis Lawton*
Thesis: The Effects of Agreement and Disagreement Sets on Recall.

Maggie Mae Belle Magsby
A.B., Morris Brown College, 1957.
Thesis: An Evaluation of the Health Education Program as it Relates to a Selected Number of Eighth Grade Pupils Attending the David T. Howard High School, Atlanta, Georgia.

*Requirements Completed as of January 22, 1966.
RAYMONDE BALLETE ODOM

FREDDIE EARL PARHAM*
A.B., Morehouse College, 1957.
Thesis: A Comparison of Transported and Non-Transported Students Relative to Participation in the Co-Curricular Activities of the Central High School, Oxford, Mississippi.

EDNA AZALEE RICHARDSON*
B.S., Fort Valley State College, 1954.
Thesis: A Study of the Status of the Negro Teaching Personnel of Crisp County, Georgia.

HURTIS RANDOLPH RICKS*
B.S., Fort Valley State College, 1953.

THELMA ELLIS SESLER*
B.S., Winston-Salem Teachers College, 1949.

DOLL SHIRLEY
A.B., Clark College, 1958.
Thesis: Teachers' Perceptions of the Role of the Elementary School Counselor.

ROBERT GLEAVY WARREN*
B.S., West Virginia State College, 1940.
Thesis: An Analysis of the Study Habits and Attitudes of Three Selected Groups of High School Students.

BERNARD LORENZA WILLIAMS*
B.S., Florida Normal and Industrial Memorial College, 1959.

*Requirements Completed as of January 22, 1966.
BESSIE H. WILLIAMS
B.S., Fort Valley State College, 1949.
Thesis: School Health Program Appraisal and Student Behavior Patterns of a Selected Group of Eighth Grade Students in the Liberty County High School, McIntosh, Georgia, 1965-1966.

DAISY M. WILSON*
B.S., Miles College, 1960.
Thesis: An Analysis of the Requirements for the Master's Degree in American Colleges and Universities in the Field of Education.

ROSEBUD OVANE WOODS
A.B., Clark College, 1941.

SCHOOL OF BUSINESS ADMINISTRATION

MASTER OF BUSINESS ADMINISTRATION

JAMES THEOPLIS HARGETT*
Thesis: The Economic Feasibility of Locating a Casket Manufacturing Company in a Small Town in Georgia.

ALBERT WILLIE HAYWARD
A.B., Clark College, 1956.

MATTHEW RUFUS HENRY
B.S., Arkansas Agricultural, Mechanical and Normal College, 1964.

GETAHOUN TEREFF*

TAUQUIR AHMED WARSII
A.B., Saint Andrew's College, 1957.

*Requirements Completed as of January 22, 1966.
HONORARY DEGREES

DOCTOR OF LAWS

WILLIAM HOLMES BORDERS

Born in Macon, Georgia, the son of a Good Shepherd, he has fed his flock, gathered the lambs with his arm and carried them in his bosom, as the Chief Shepherd taught.

He is a graduate of three Schools of the Prophets: Morehouse College, Garrett Theological Seminary, and Northwestern University. From his father and from great masters, he learned the simple, lucid style of written and spoken English that characterizes his published and unpublished sermons. He is a great American pulpit orator.

Cherishing the little lambs, he directed the construction of a commodious Religious Education Building and purchased a fleet of busses in which to transport children. His church was among the first to organize a Federal Credit Union, saving the flock from loan-shark wolves. To food for the spirit and body, he added shelter in the magnificent Wheat Street Garden Apartments, flowering from what had been one of the worst slums in America.

He pastored briefly in Evanston, Illinois, before the call came in 1937 to the historic Wheat Street Church of Atlanta. He is a world traveler. His brethren of the cloth love him and have honored him.

His concern for the dignity of Man made him a leader in the struggle to uphold it in Atlanta; the abolition of segregation in public transportation came largely from his efforts.

This Good Shepherd might well say for himself, what poetically he wrote to inspire pride and self-respect in members of his race:

“I Am Somebody!”

DOCTOR OF LAWS

THEODORE MARTIN HESBURGH

Sound educator, able and distinguished administrator and builder, influential figure in higher education in the United States; permanent Vatican City representative to the International Atomic Energy Agency, having been named to the post by the late Pope Pius XII; member of the President's
Commission on Civil Rights, the Freedoms Foundation, the United States advisory commission on international, educational, and cultural affairs, the Secretary of the Navy's advisory board on scientific education, and the National Science Board; a director of the Special Studies Project of the Rockefeller Brothers Fund, the Institute of International Education, the Woodrow Wilson National Fellowship Foundation, and the Foundation for Religious Action in the Social and Civic Order; member of the Board of Trustees of the Carnegie Foundation for the Advancement of Teaching and of the Board of the Rockefeller Foundation; at ease in all circles, national and international, he has reached the apex of a brilliant career of public service, having demonstrated clearly his concern for human rights, the problems of the cities, and of the developing nations; one who is uncompromising in his search for academic excellence and persistent in his efforts to advance education; servant and benefactor of all mankind; recipient of the Presidential Medal of Freedom; the President of the University of Notre Dame.
CHARLES ABIAZIEM ANYIWO ..................... Economics
Thesis: Capital Formation in Underdeveloped Countries.

CHRISTINA BENN JAFFER BONNER ................... English
Thesis: Content Analyses of Five Short Stories Preferred by a Group of High School Juniors.

MERCY MOORE DEVOE .............................. English
A.B., Florida Agricultural and Mechanical University, 1962.

HELEN YUE-HSIA YANG ............................ English
A.B., Taiwan Normal University, 1962.
Thesis: A Study of O'Henry's Social Attitudes as Reflected in His New York Short Stories.

JOYCE RENEE BAUCOM .............................. French

ALEXA WYNELLE BENSON ............................ History
B.S., Fort Valley State College, 1965.
Thesis: Race Relations in Atlanta, As Seen in a Critical Analysis of the City Council Proceedings and Other Related Works, 1865-1877.

THEODORE MAXWELL LAWE ............................ History

BETTYE COLLIER THOMAS ............................ History
A.B., Allen University, 1963.
Thesis: Race Relations in Atlanta, from 1877 through 1890, As Seen in a Critical Analysis of the Atlanta City Council Proceedings and Other Related Works.
ATLANTA UNIVERSITY

FREDDIE CHARLES COLSTON .................. Political Science
A.B., Morehouse College, 1959.

JEANNE TERRY FIELDS ...................... Political Science
Thesis: The Cuban Missile Crisis.

ISAIAH MADISON ......................... Political Science
A.B., Howard University, 1964.

CARL LEONARD HARRIS ...................... Social Science
Thesis: Status of Negroes in Floyd County, Georgia Before the Civil War, 1840-1860.

LILIA VALENTINA FERNANDEZ .............. Sociology
Thesis: History and Development of the Department of Sociology at Atlanta University, Atlanta, Georgia, from 1934 to 1965.

ROY EDWARD NORMAN ..................... Sociology
Thesis: Consumption Behavior of Alcoholic Beverages Among Atlanta Negroes.

MASTER OF SCIENCE

LILLIE MAE COBBS ......................... Biology
B.S., Claflin University, 1961.
Thesis: Temperature Effects on Heart Rate, Respiratory Rate, and Electrocardiograms of Albino Rats.

ELLIOTT CLYDE COLEMAN ................. Biology
B.S., Jackson State College, 1951.
Thesis: The Transfer of P32 from the Mouse to the Mosquito (Aedes aegypti).

LAJOYCE ANN HENDERSON DEBRO .......... Biology
CATALOGUE

JOSEPHINE ROBERTS DELANEY ................................... Biology

ARMSTEAD LEON SALTERS ........................................ Biology
B.S., Claflin University, 1961.

JOSEPH WEISS COLEN ........................................ Mathematics
B.S., Arkansas Agricultural Mechanical and Normal College, 1955.
Thesis: Applications of Graph Theory.

GLADIOLA JEWEL WATTS DALE .......................... Mathematics
A.B., Miles College, 1962.

JOHNNY LEE HOUSTON ........................................ Mathematics
Thesis: Topologies for Function Spaces.

ANITA JONES .................................................. Mathematics
B.S., Rust College, 1960.

EVELYN BRUCE PATTERSON ............................. Mathematics
B.S., Alabama Agricultural and Mechanical College, 1962.

MERDIS JEAN TAYLOR .................................. Mathematics
B.S., Southern University, 1963.
Thesis: Special Riccati Equations.

JAMES ANDREW TOUCHSTONE ......................... Mathematics
A.B., Clark College, 1958.
Thesis: Diagonalization of the Quadratic and Hermitian Forms.

LAWRENCE WOODWARD .................................. Mathematics
B.S., Florida Agricultural and Mechanical University, 1959.
Thesis: Riemann-Stieltjes Integration.
SCHOOL OF SOCIAL WORK

MASTER OF SOCIAL WORK

CARL MARQUES BOYD, JR.

EPHRAIM THOMAS VEALS, JR.
B.S., Hampton Institute, 1959.

SCHOOL OF LIBRARY SERVICE

MASTER OF SCIENCE IN LIBRARY SERVICE

OZIE JACKSON ADAMS

MARTHA MURPHY BELLINGER
B.S., South Carolina State College, 1961.

MYRTLE COOKE BENNETT

STANTON FIELDS BIDDLE
A.B., Howard University, 1965.

ELIZABETH BRINSON
B.S., Fort Valley State College, 1960.

BERNICE CLOWNEY BROXTON
A.B., Benedict College, 1954.

ERMA LEE BURTON

GERALDINE MARGUERITE CAPEHART
A.B., Bennett College, 1965.

AMY LAN-CHING CHIANG
A.B., Baylor University, 1965.
Frances Freeman Davis  
B.S., Clark College, 1950.  

Daisy Mae Dockery  

Betty Louise Palmer Elias  
A.B., Clark College, 1959.  

Felicia Harris Felder  
B.S., Knoxville College, 1958.

Bessie Mae Johnson Foster  
B.S., Albany State College, 1959.

Alice Rose Goseer  

Mordecai Montgomery Greenlee  
B.S., Albany State College, 1952.

Vernell Laleta Handy  
B.S., Prairie View Agricultural and Mechanical College, 1958.

Anna Mae Hankerson  

Brenda Jewell Harrison  
A.B., Knoxville College, 1965.

Katie Mae Barnes Inmon  
B.S., Florida Agricultural and Mechanical University, 1961.  
Thesis: A Study of the Reading Interests of the Ninth, Tenth and Eleventh Grade Classes of Moton School, Brookville, Florida.

Mary Smith Jemmott  
B.S., Florida Agricultural and Mechanical University, 1958.

Laura Scott Lewis  
B.S., Fort Valley State College, 1953.
CHORING-YEN LIU  
A.B., National Chengchi University, 1960.

CARRIE THOMAS MITCHELL  
A.B., North Carolina College at Durham, 1952.  
Thesis: A Study of the Social Life and Customs of Russia  
as Reflected in Fiction Written for Children and Young  
Adults.

PATRICIA ANN MOORE  

FREDEVA MASSENGILL NELSON  
B.S., Fort Valley State College, 1958.

ROSALIE SLACK PETERSON  
Thesis: An Analysis of Periodical Articles Related to the  
School Library and the Culturally Deprived Child, 1960-  
1965.

DENNIS POLITE  
B.S., Savannah State College, 1965.

MARY LOU QUINN  

JOYCE ELAINE SMITH  
A.B., Howard University, 1961.

CHRISTINE NAYLOR STEVENS  
A.B., Mississippi Industrial College, 1956.

JUANITA ELLISON STEWART  
B.S., Alabama Agricultural and Mechanical College, 1947.

FANNIE HENRIETTA THOMAS  

HENRY PO-CHUNG TSENG  
B. Law, Soochow University, 1962.

JOYCE PATRICIA WEBB  
B.S., Fort Valley State College, 1963.

ANDRE CARL WHISTENTON  

BESSIE HIGH YOUNG  
B.S., Jackson State College, 1954.
BARBARA BURSEY BARBER

ROSALIND BRAXTON BARNES
A.B., Xavier University, 1965.
Thesis: The Social Mobility of a Selected Group of Atlanta Teachers.

ROBERT WAYNE BLAKSLEE

ELIZABETH WHITE BOLDEN
B.S., North Carolina College at Durham, 1954.

ROSE ELAINE BRIGGS
Thesis: A Study to Determine the Need for a Special Education Course in Teacher Education Programs.

MARTHA MEREDITH CLEVELAND
Thesis: A Content Analysis of Third Grade Science Textbooks.

ANN M. CRAIG
B.S., Tuskegee Institute, 1965.
Thesis: Relations and Concerns of Parents of Severely Retarded Children.

RAYMOND CARL CUNNINGHAM
A.B., University of Michigan, 1957.
Thesis: A Comparison of Factors in School Adjustment of Transfer and Resident Students in the Lompoc Senior High School, Lompoc, California.
JAMIE VIRGINIA MITCHELL DAWSON  
B.S., Arkansas Agricultural Mechanical and Normal College, 1959.  
Thesis: A Content Analysis of Selected Periodicals and Textbook Literature with Respect to Contemporary Personality Theories.

BARBARA JEAN DENSON  
B.S., Knoxville College, 1965.  

WILLA JOHNSON DEWITT  
B.S., Hampton Institute, 1960.  

BERNIE J. E. DINGLE  
Thesis: Student Achievement in First Year Algebra.

MATTIE KATE DIXON  
B.S., Morris Brown College, 1957.  
Thesis: Content Analysis of Seven Selected Children's Periodicals.

ROBERT LEE DIXON  
B.S., Morehouse College, 1951.  
Thesis: The Father-Son Relationship as Perceived by Higher Achieving and Lower Achieving Boys of Comparable Mental Status.

GLADYS IRENE ARNOLD DRAPER  
Thesis: The High School Careers of the 1960 Graduates of the Bethune School, Atlanta, Georgia.

CHARLYE MAE THOMPSON EDWARDS  
Thesis: Prevalent Types of Reading Disabilities and Appraisal of Laboratory Procedures Among Twenty-Five Eighth Grade Underachievers.

MATTIE HARRIS ELDER  
B.S., Fort Valley State College, 1951.  
MARY BERNICE FLEMING  
B.S., Jackson State College, 1954.  

ALFONZA RUSO GOGGINS  
A.B., Clark College, 1951.  
Thesis: A Study of the Attitudes Toward Racial Integration of Three Selected Groups of Transferring and Non-Transferring High School Students.

WILLIAM JAMES GRIFFIN  
B.S., Savannah State College, 1944.  
Thesis: The Tested Differences in Intelligence and Socio-Economic Status Between Urban and Rural Eighth Graders.

BARBARA MADDOX GROSS  
B.S., Fort Valley State College, 1954.  

JUNE LEATRICE HARRIS  

BARBARA ROSE HATTON  
B.S., Howard University, 1962.  
Thesis: The Validity of the Counselor's Guide to Georgia Colleges in Predicting Success in an Atlanta, Georgia College.

ALMA BOSWELL HAYWARD  

ERMON OWENS HOGAN  
B.S., University of Minnesota, 1963.  
Thesis: An Evaluation of the NDEA Counseling and Guidance Institutes at Atlanta University Through the Opinions of Former Enrollees.

DENNIS HOLLOWAY, JR.  
B.S., Jackson College, 1958.  
GEORGE LAMARR HOWARD  

THELMA FREEMAN HURLEY  
A.B., Spelman College, 1946.  
Thesis: A Comparison of Participants and Non-Participants in Project Head Start.

NATHANIEL HAWTHORNE INGRAM  
A.B., Morris Brown College, 1940.  

GLADYS JACKSON  
B.S., Morris Brown College, 1956.  
Thesis: An Analysis of Selected Factors Contributing to Reading Readiness Abilities of First Grade Pupils.

MARY SAUNDERS JACKSON  
A.B., Arkansas Agricultural Mechanical and Normal College, 1936.  
Thesis: Analysis of Attitudes of Mothers of Children in the “Head Start” Program in the Summer of 1965 at the Wesley Avenue School.

MABEL GRAYS JOHNSON  
B.S., Alcorn Agricultural and Mechanical College, 1942.  
Thesis: The Educational Preparation of Teachers: Their Opinions and Attitudes Toward Modern Methods of Teaching Mathematics.

RUTH BLANCHE JONES  
B.S., Alabama State College, 1953.  

PAULINE GRAYS JORDAN  
B.S., Alcorn Agricultural and Mechanical College, 1947.  
Thesis: The Educational Preparation and Certification for High School Counselors in a Selected Section of Mississippi.

SANDRA BOOTH KIRKMAN  
B.S., University of Tennessee, 1961.  
CATALOGUE

ROGER JOHN KLEIN
B.S., Wayne State University, 1962.
Thesis: The Effects of Stressor Conditions on Test Scores of a Selected Group of High School Students.

JOHN JOSEPH McINTYRE
Thesis: A Comparative Study of Value Patterns of College Students and Their Teachers.

THOMAS EDGAR McNEAL
B.S., Florida Agricultural and Mechanical University, 1942.
Thesis: Factors of School-Community Interaction at Rose Garden Hills Elementary School, Smyrna, Georgia.

BETTY LEWIS BOYD MAPP
A.B., Talladega College, 1938.
Thesis: Case Analysis of Factors Affecting the Reading Readiness Status of Pupils from Two Neighborhoods of Atlanta, Georgia.

CHARLES WILLIAM MILLARD
A.B., Syracuse University, 1957.
Thesis: A Survey of Interests and Activities of a Selected Group of Twelfth Grade Students at a Selected High School.

WILLIE GRACE RANDALL
B.S., Fort Valley State College, 1957.
Thesis: The Role of the Counselor as Perceived by the Student.

RUBY TOLBERT RICHARDS
A.B., Spelman College, 1953.
Thesis: Current Approaches to Reading Instructions and Their Implications for Slow Learning, Partially Seeing Children.

MILDRED ELOISE ROBERTS
Thesis: Teachers of Educable Mentally Retarded Children in the Public Elementary Schools of Georgia.

LEE HOWARD STINSON
B.S., Savannah State College, 1953.
FAYE WILLIAM STOKES
B.S., Mississippi Vocational College, 1958.
Thesis: Value Orientation Manifested by Delinquents and
Non-Delinquents and Its Implications for Guidance.

THEODORE JAMES TERRY
B.S., Alabama State College, 1953.
Thesis: A Comparison of Junior High School Mathematics
Texts Adopted in Alabama with the S.M.S.G. Texts.

EXIE OLA THOMAS
B.S., Alcorn Agricultural and Mechanical College, 1955.
Thesis: Adolescent Preferences Concerning Sources of Help
in Coping with Problems.

BERNICE FARLEY THOMPSON
B.S., Morris Brown College, 1952.
Thesis: Analysis of Opinions and Attitudes About "Unit
Teaching" Methodology Expressed by Selected Teachers in
Elementary Public, Private, and Parochial Schools.

EVELYN GAYNELL WALKER
B.S., Knoxville College, 1965.
Thesis: Trends in Mental Retardation as Reflected by the

EULA MAE ARMSTRONG WILLIS
B.S., Savannah State College, 1954.
Thesis: Comparison of Televiewing Habits of Upper and
Lower Achievers in the Fifth and Sixth Grade Classes of
an Elementary School.

JAMES HUDSON WIMBERLY
A.B., Paine College, 1957.
Thesis: Case Studies of Dropouts and Potential Dropouts of
a Selected Group of High School Students at the William

WILLIE CARRIE WOODS
B.S., Morris Brown College, 1956.
Thesis: A Content Analysis of the Treatment of Listening
Skills in Ten Language Arts Textbooks.

SCHOOL OF BUSINESS ADMINISTRATION

MASTER OF BUSINESS ADMINISTRATION

SAMUEL ADEMOIA BAMGRADE
B.S., Hampton Institute, 1965.
Thesis: Developing Tourism as an Industry in Nigeria.
CATALOGUE

CAROLYN MARIE BROWN
B.S., Southern University, 1965.

ROBERT ALEXANDER CLARK
A.B., Morehouse College, 1957.

LEONARD DARIO DAVIS
Thesis: Food Serviceshop: Study in Feasibility.

PRESTON JOSEPH EDWARDS
A.B., Dillard University, 1965.

ROBERT LEWIS EPPS

NAVINCHANDRA MAFATIAL JARECHA
Thesis: A Restaurant for the Atlanta University Center—A Feasibility Study.

BANWARI LAL KEDIA

CHARLES LEROY MARSHALL
B.S., Arkansas Agricultural Mechanical and Normal College, 1964.

CLIFFORD LEON MARSHALL
B.S., Arkansas Agricultural Mechanical and Normal College, 1964.
WALTER BERNARD MILTON  
B.S., Southern University, 1965.  
Thesis: Problems and Opportunities in Selling the Negro Market.

HERMAN ELFONNO PRIDE  
B.S., Savannah State College, 1965.  
Thesis: An Examination of New Ideas in Forecasting and Budgeting.

CHERUKURI UMAMAHESWARA RAO  
B.Com., Andhra University, 1954; M.Com., 1956.  

FANNIE L. KINNIEBREW RAY  
B.S., Alabama State College, 1956.  

EDEN CHARLES REEVES  
B.S., Oregon State University, 1964.  

ROBERT JAMES YANCY  

LEYDON ASTOR YOUNG  
### Summary of Degrees Conferred in 1966

#### Degrees in Course

<table>
<thead>
<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>69</td>
<td>112</td>
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<td>M. S.</td>
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<td>28</td>
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<td>M. S. W.</td>
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<tr>
<td>M. S. in L. S.</td>
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<tr>
<td>M. B. A.</td>
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<td>22</td>
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<tr>
<td><strong>Total</strong></td>
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<td>149</td>
<td>241</td>
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#### Honorary Degrees

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<th>Degree</th>
<th>Men</th>
<th>Women</th>
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<td>Doctor of Laws</td>
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<tr>
<td><strong>Grand Total</strong></td>
<td>94</td>
<td>149</td>
<td>243</td>
</tr>
</tbody>
</table>
ACKASON, KWAME


ALLEN, MABEL L

B.S., South Carolina State College, 1961.

BASS, JAMES W.

B.S., Tuskegee Institute, 1962.

BENSON, JIMMY BERNET


BETHUNE, RICHARD OLIVER

B.S., Fort Valley State College, 1959.

BLACK, DAN THOMAS

B.S., Tuskegee Institute, 1963.

BLUFORD, SHIRLEY FAE


BOMAR, DOROTHY LOUISE

B.S., Claflin College, 1963.

CHAMBLEE, JOYCE BEAVERS

A.B., Fisk University, 1951.

CHARLES, VELMA LORRAINE


CHEEVERS, SANDRA

B.S., Howard University, 1965.

CLARK, WILLIE MARSHALL

B.S., Alcorn Agricultural and Mechanical College, 1962.

COLEMAN, WILLIAM G., JR

A.B., Talladega College, 1964.

CRAWFORD, BENJAMIN FRANKLIN

B.S., Morehouse College, 1966.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

CROSKEY, VALENE, JR. ............................ Melbourne, Fla.
B.S., Florida Agricultural and Mechanical University, 1956.

DAVIS, RUTHANNE .............................. Birmingham, Ala.
B.S., Tuskegee Institute, 1962.

DIXON, BEVERLY ANN ............................ Tampa, Fla.
B.S., Tuskegee Institute, 1963.

DUPLANTIER, JOHN A. ............................ Atlanta
B.S., Grambling College, 1962.

EDWARDS, KIAH, JR. ............................ Prichard, Ala.

FRANKLIN, RENTY BENJAMIN .................... Birmingham, Ala.
B.S., Morehouse College, 1966.

FRENCH, HATTIE FINNEY ......................... Milledgeville
A.B., Paine College, 1958.

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

HARRIS, ANNETTE DELORIS ..................... Hopkins, S. C.
B.S., South Carolina State College, 1965.

HOGAN, JAMES C. ............................... Milledgeville

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

JONES, RENA TALLEY ..................Atlanta

KU, CHYUAN-LUN 2 ................................Taiwan
B.S., Taiwan Normal University, 1964.

LOWERY, MARY Jo ...........................Cedartown
B.S., Fort Valley State College, 1957.

McPHAIL, JOHNNIE PRICE ........................ Atlanta

MANIGAULT, WALTER WILLIAM .............Georgetown, S. C.
B.S., Howard University, 1960.

MOTEN, CAROL ANN ..................St. Louis, Mo.
B.S., University of Missouri, 1961.

2 Second Semester Only.
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<th>Name</th>
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<td>Murphy, William E.</td>
<td>B.S., Morehouse College, 1963</td>
<td>Atlanta</td>
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<td>Patterson, Robert Lavonia</td>
<td>B.S., Tuskegee Institute, 1964</td>
<td>Annemarie, Ala.</td>
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<td>Payne, Mayme</td>
<td>A.B., Hunter College, 1963</td>
<td>St. Albans, N. Y.</td>
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<td>Philpot, Carlton Gwynn</td>
<td>A.B., Talladega College, 1966</td>
<td>Tallahassee, Fla.</td>
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<td>Purify, Michael Lois</td>
<td>A.B., Spelman College, 1968</td>
<td>Dallas, Tex.</td>
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<td>Raven, Yvonne Hayes</td>
<td>A.B., Miles College, 1953</td>
<td>Albany</td>
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<td>Roberts, James Alfred</td>
<td>B.S., Florida Memorial College, 1966</td>
<td>Stuart, Fla.</td>
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<td>Robinson, Kenneth Eugene</td>
<td>A.B., Talladega College, 1966</td>
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<td>B.S., Fort Valley State College, 1965</td>
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<td>Sheehy, Ronald</td>
<td>B.S., Morehouse College, 1965</td>
<td>Tampa, Fla.</td>
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<td>Simms, Chester Arthur II</td>
<td>B.S., Morehouse College, 1964</td>
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<td>B.S., Morehouse College, 1965</td>
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<td>Thomas, Julian Edward</td>
<td>A.B., Fisk University, 1959</td>
<td>Dublin</td>
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<td>Twiggs, Rosco</td>
<td>B.S., Claflin College, 1958</td>
<td>Atlanta</td>
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1 First Semester Only.
WILLIAMS, EDWARD JONATHAN .................................. Salters, S. C.  

WILLIAMS, RICHARD ERNIE ¹ .................................. Norfolk, Va.  
B.S., Morehouse College, 1964.

CHEMISTRY

ADKINS, RAMSEY C.² .................................. Savannah  
B.S., Savannah State College, 1965.

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

BHATIA, BHARAT MOHAN .................................. India  
B.S., Panjab University, 1965.

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

HARTFIELD, ROBERT JAMES.................................. Bessemer, Ala.  
A.B., Miles College, 1958.

HAYNIE, EDWARD CAESAR .................................. St. Louis, Mo.  
B.S., Arkansas Agricultural, Mechanical and Normal College, 1961.

HUGHES, RICHARD L. .................................. Arkadelphia, Ark.  
B.S., Morehouse College, 1963.

JOHNSON, GWENDOLYN LORETTA .......................... Demopolis, Ala.  
B.S., Tuskegee Institute, 1963.

SALARY, JOSHUA .................................. Montgomery, Ala.  
B.S., Alabama State College, 1954; M.Ed.

TURNER, WLLIE J. .................................. Atlanta  
A.B., Paine College, 1958.

WALKER, JOHN JAMES .................................. Sumner, Nebraska  
B.S., University of Nebraska, 1958.

WHITE, SIDNEY GLORIA .................................. Jacksonville, Fla.  
B.S., Delaware State College, 1966.

ECONOMICS

HOLLEY, JOSEPH W. .................................. Montgomery, Ala.  

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

MOORE, ALFRED ..............................................Memphis, Tenn.
A.B., Rust College, 1966.

OJIMBA, CORNELIUS OKORIE ...............................Nigeria
A.B., Lincoln University, (Pa.) 1966.

PEPPERS, MICHAEL ...........................................Atlanta

YANG, WEI-HSEIN ...........................................Taiwan
B.S., Chengchi University, 1962.

ENGLISH

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

BATTLE, MARGUERITE A.1 ....................................Atlanta

BROWN, JOAN BOLDEN ........................................Orangeburg, S. C.
A.B., South Carolina State College, 1966.

CURRY, DORIS HOFFMAN 2 ..................................Montgomery, Ala.

DAVIS, JOHN HENRY ...........................................Statesville, N. C.

DAVIS, THADIOUS MARIE ......................................New Orleans, La.
B.S., Southern University, 1966.

FAULKNER, LOIS LOUISE 1 ..................................Kannapolis, N. C.
B.S., Barber-Scotia College, 1961.

FOGLE, DANELLA PERKINS ....................................Atlanta

GIBSON, THELMA KATHLEEN 1 ................................Columbia, S. C.

HARDEN, MARY THOMPSON ...................................Belle Glade, Fla.
A.B., Talladega College, 1958.

HARPER, BARBARA ANN ......................................Auburn, Ala.
B.S., Tuskegee Institute, 1963.

HICKERSON, GAIL MILLENCENT ..............................Lenoir, N. C.
A.B., Bennett College, 1966.

1 First Semester Only.
2 Second Semester Only.
JOHNSON, Lillian 2 ......................................... Madison
B.S., Fort Valley State College, 1966.

KENNEDY, Ezekiel Leon 1 .................................. Atlanta

KNIGHT, Andrea Laverne ........................................ Asheville, N. C.

LINDSEY, Geraldine 2 ............................................. Atlanta

Lu, Hsueh-chou 1 ............................................ Formosa
A.B., National Taiwan University, 1963.

MICKENS, Lois Naomi ............................................. Baltimore, Md.

MINTER, Leonard Rufus ............................................ Albany

MORRIS, Shirley Jean ............................................. Conroe, Texas
A.B., Texas Southern University, 1964.

OWENS, Ester Marie 1 ........................................... Montgomery, Ala.

POPE, Roseann 2 .............................................. Atlanta
A.B., Howard University, 1966.

REDD, Menwhe A. ................................................. Fortsville, Liberia
B.S., Bluefield State College, 1966.

ROWE, Janie ....................................................... Chattanooga, Tenn.

ROYSTER, Verna ................................................... Memphis, Tenn.

WHATLEY, Jeanette Hubert 2 .................................. Atlanta
A.B., Spelman College, 1937.

YORK, Emma Lee 1 .............................................. Morton, Miss.

YOUNG, Gwendolyn Catherine .............................. Greenville, S. C.
A.B., Clark College, 1962.

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

FRENCH

BROWN, JESSIE JACQUELYN ........................................... Atlanta

COOK, ETHEL AUGUSTINE ........................................... Atlanta
A.B., Tennessee Agricultural and Industrial State University,
1964.

GRIFFIN, TOMMIE HUGHES ¹ ........................................... Atlanta

HAMMONDS, WILLIE A. ¹ ........................................... Atlanta

HOLLIMON, BARBARA CHRISTIAN .................................... Macon
B.S., Fort Valley State College, 1966.

JACKSON, VERNON LEWIS ¹ ........................................... Vienna, Md.

LLOYD, JOHN THOMAS ........................................... Greenville, N. C.
A.B., Johnson C. Smith University, 1966.

PITRE, MERLINE ........................................... Opelousas, La.
B.S., Southern University, 1966.

SANDERS, GEORGIANNE THOMAS ................................... Atlanta

SAVAGE, GRACE ........................................... Tifton

THOMAS, MELVIN ANDREW ........................................... Atlanta
B.S., Fort Valley State College, 1963.

WILLINGHAM, RUSSELL ........................................... Atlanta

WIMBUSH, SOLOMON MITCHELL .................................... Grambling, La.
B.S., Grambling College, 1966.

WITHERSPOON, IRMA JEAN ........................................... Jackson, Miss.
B.S., Jackson State College, 1965.

HISTORY

BERHANU, YOHANNES ........................................... Ethiopia
B.S., Edward Waters College, 1966.

¹ First Semester Only.
DUDLEY, JULIUS WAYNE .................................... Atlanta

HOLMES, ALVIN ADOLF .................................... Montgomery, Ala.

HUGHES, HARLEY WILLIAM ................................ Atlanta

PERCELL, MARGARET JOSEPHINE ....................... New York, N. Y.
B.S., Florida Agricultural and Mechanical University, 1966.

RIGGS, WALTER THOMAS 1 ................................ Atlanta
A.B., Georgia State College, 1966.

THOMPSON, LLOYD KAY ..................................... Tulsa, Okla.

THREADCRAFT, SANDRA LARUE .............................. Albany

WILSON, SHIRLEY ........................................ Tallahassee, Fla.
B.S., Florida Agricultural and Mechanical University, 1966.

MATHEMATICS

BERGMAN, RONALD CLAIR ................................ Mars, Pa.
B.S., Indiana State College, 1962.

CHISHOLM, DAVID LUTHER ............................... Walterboro, S. C.

COPELAND, JAMES 2 ........................................ Macon
B.S., Fort Valley State College, 1959.

DANIEL, JACQUELYN SHRIVERS .............................. Atlanta

DOSHI, KANAIYALAL PRABHUDAS ........................ Bombay, India
B.S., Ramnarian Ruia College, 1956.

ELLISON, MAGGIE MCDONALD ......................... Sumter, S. C.
B.S., Morris College, 1960.

GREER, TEE STEWART, JR. ............................ Opa-locka, Fla.
B.S., Morehouse College, 1958.

HARRIS, DONALD KARL ..................................... Atlanta

1 First Semester Only.
2 Second Semester Only.
HICKMAN, DONNIE M. \textsuperscript{1} .................................................. Fairfield, Ala.
A.B., Miles College, 1963.

HOLT, JAMES EDWARD .................................................. Atlanta

JAMES, JUANITA LA VALL \textsuperscript{1} .................................. Baton Rouge, La.
B.S., Southern University, 1962.

JORDAN, CHARLES FRANK .............................................. Fairfield, Ala.
A.B., Miles College, 1962.

LATTIMORE, JERLEAN BROOME \textsuperscript{2} ............................ Jackson, Miss.
B.S., Jackson State College, 1954.

McKee, WILLIE, JR. ...................................................... Baton Rouge, La.
B.S., Southern University, 1962.

MICHAEL, JOHN WESLEY, JR. ........................................ Atlanta
A.B., Miles College, 1961.

MICHAEL LEROY ............................................................ Atlanta
A.B., Miles College, 1962.

Mpongo, DAVID NDOMBASI ........................................ Congo
B.S., Morehouse College, 1966.

PARKASH, PREM ............................................................. India
B.S., Savannah State College, 1965.

SHORT, JACK EDWARD \textsuperscript{1} .................................. Atlanta

SMITH, JOSEPH .............................................................. Mound Bayou, Miss.
A.B., Rust College, 1967.

STEVENS, SAMMIE \textsuperscript{1} ........................................ Macon, Miss.
B.S., Rust College, 1966.

TAYLOR, ALBERT ............................................................ Atlanta
A.B., Miles College, 1963.

WATTS, RUFUS .............................................................. Columbia, S. C.

WOOD, ROGER L. \textsuperscript{2} ............................................ Atlanta
B.S., Morehouse College, 1966.

YOUNG, JOHNNY FRANK .................................................. Atlanta

\textsuperscript{1} First Semester Only.
\textsuperscript{2} Second Semester Only.
CATALOGUE

POLITICAL SCIENCE

BLACKWELL, ELIZABETH ANN ...................................... Shreveport, La.
A.B., Grambling College, 1966.

BOATENG, AGYEWIM ........................................... Kumasi, Ghana
A.B., Miami University, 1966.

BOONE, WILLIAM HENRY, JR. ..................................... Atlanta

CHONG, JEFFREY L. ........................................... Manila, Philippines
B.S.F.S., University of the Philippines, 1965.

GRAHAM, JAMES ARTHUR .................................... St. Albans, N. Y.

LEWIS, CLAUDE ALLEN, JR. .................................... Lafayette, La.
A.B., Southern University, 1966.

LONG, ELLEN 2 ............................................ Talladega, Ala.
A.B., Fisk University, 1965.

MCELHORE, EUGENE .......................................... Walls, Miss.
B.S., Mississippi Valley State College, 1965.

McMICHAEL, WALLACE ........................................ Atlanta
A.B., Clark College, 1966.

STEWART, NAUSEAD LYRELLE .............................. Starkville, Miss.
A.B., Tougaloo Southern Christian College, 1953.

SOCIAL SCIENCE

FUNNA, JAMES SUMANA 1 ................................... Sierre Leone

HARRIS, CARL LEONARD 2 ..................................... Atlanta

WOMACK, RENETTA THREADKILL ............................ Chicago, Ill.

WRIGHT, SANDY ............................................... Atlanta

SOCIOLOGY

BENJAMIN, LOIS .............................................. Atlanta
A.B., Clark College, 1966.

1 First Semester Only.
2 Second Semester Only.
BROWN, WESLEY ROBERTS ........................................ Atlanta

COLLINS, EDDIE LEE ............................................ Spring Hope, N. C.

CONWAY, CAROLYN LAVERNE ................................. Jacksonville, Fla.
A.B., Bennett College, 1966.

DAVIS, ROBERT .................................. New Orleans, La.
A.B., Southern University, 1966.

DINKINS, LEWIS FITZGERALD 1 ............................. Atlanta

FERGUSON, BETTY LOU STURRUP ................................. Bennettsville, S. C.
A.B., Clark College, 1958.

FORD, THESSALONIA ........................................ Bastrop, La.
A.B., Grambling College, 1966.

KUYE, MILDRED MARIE .................................... Wooster, Ark.

PARKER, MARTINA CORRENTE 2 ...................... Hackensack, N. J.

ROBBINS, LILLIE MAE ........................................ Greenville, N. C.

SMITH, JOYCE LOUISE ........................................ N. Little Rock, Ark.
A.B., Philander Smith College, 1966.

STANLEY, INETZ C. ........................................ Atlanta

STEVENSON, SAMUEL ........................................ Riegelwood, N. C.

WILLIAMS, CLARENCE, JR. ........................................ Atlanta

WRIGHT, MYRTLE LUE ........................................ Tupelo, Miss.
B.S., Mississippi Valley State College, 1966.

1 First Semester Only.
2 Second Semester Only.
SCHOOL OF SOCIAL WORK

ALLEN, CHARLES COKLEY .................................. Atlanta

ANDREWS, JULIA FOLGER .................................. Decatur
BBA., Georgia State College, 1964.

AUSTIN, GENEVA D. .................................. Richmond, Va.
A.B., Virginia Union University, 1958.

BABBAGE, VERONICA ELIZABETH ¹ .................................. Decatur
A.B., Georgia State College, 1966.

BARKER, WILLIE LOUISE G. ................................ Atlanta
A.B., Spelman College, 1946.

BARTLETT, ELEANOR LEE ................................ Atlanta

BENTON, PHYLLIS A. .................................. Atlanta

BETHEL, JOYCE ELAINE ................................ Jacksonville, Fla.

BILLINGS, ANN BERTRICH ................................ Atlanta
A.B., Wittenberg University, 1966.

BRANDENBURG, NORA LEE ................................ Atlanta
A.B., Georgia State College, 1965.

BRAZEAL, ERNESTINE WALTON ................................ Atlanta

BURDEN, HARLEY FREMONT III ................................ Atlanta

BURGESS, GLORIA JEAN .................................... Morrilton, Ark.
A.B., Philander Smith College, 1965.

BYAR, DAVID ............................................. Atlanta
A.B., Emory University, 1960.

CARTER, JOYCE ELLA .................................... Henryetta, Okla.
A.B., Langston University, 1966.

CLARKE, MARTHA SMITH ¹ ................................ Atlanta
A.B., Dunbarton of Holy Cross College, 1947.

¹ First Semester Only.
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<td>Clay, Zettler C., Jr.</td>
<td>B.S.</td>
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<td>Dye, Clinton Elworth, Jr.</td>
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<td>Atlanta</td>
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<td>Cincinnati, Ohio</td>
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<td>Enochs, Richard Jarvis</td>
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<td>Morehouse College</td>
<td>Calhoun City, Miss.</td>
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<td>Fontenette, Ilona Marie</td>
<td>A.B.</td>
<td>Xavier University (La.)</td>
<td>Atlanta</td>
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<td>Ford, Elizabeth Laverne</td>
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<td>Fort Valley State College</td>
<td>Columbus</td>
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<td>Clark College</td>
<td>Salisbury, N. C.</td>
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<td>Freeman, Ruth Barrett</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
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<td>Glass, Emzie</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
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1 First Semester Only.
CATALOGUE

CRESHAM, QUINTEN G., JR. .................................. Augusta

GROSS, FRANCES RANDOLPH .............................. Atlanta
A.B., Georgia State College, 1966.

HAMPSON, ROBERTA LOUISE ............................... Camden, S. C.
A.B., Johnson C. Smith University, 1964.


HICKS, MABLE PAULINE .................................... Oxford, N. C.

HINES, JOYCE REED 1 .................................. Roosevelt, N. Y.
B.S., Tuskegee Institute, 1958.

HOLTZCLAW, CARL TRAVIS ............................... Smyrna
A.B., Mississippi State University, 1964.

HOOD, CHARLES SAMUEL .................................. Little Rock, Ark.
B.S., Arkansas Baptist College, 1958.

HOOD, CLARA WIMBUSH 2 .................................. Atlanta

HOOSMAN, JEANNIE ........................................ Waterloo, Iowa

HOWARD, GEORGE LAMARR .............................. Atlanta

HSIAO, CHING ............................................... Taiwan
A.B., Tunghai University, 1962.

HUANG, SHIH LU ........................................... Hong Kong
A.B., Saint John's University, 1947.

HUGHES, PRECIOUS BURNICE 1 ......................... Atlanta

JACKSON, JOSIMMONS .................................... Atlanta

JAMERSON, DOROTHY ALINE .............................. Savannah
A.B., Fisk University, 1965.

JOHNSON, MAE FRANCES ................................... Albany

1 First Semester Only.
2 Second Semester Only.
JOHNSON, SCARLET RUE .....................................................Wynnewood, Okla.
A.B., Langston University, 1966.

JONES, AURELIA JUANITA ....................................................Franklinton, N. C.

JONES, WENDELL PHILLIP .....................................................N. Little Rock, Ark.
A.B., Philander Smith College, 1966.

JOYNER, SANDRA FAYE ....................................................Fort Valley

KINSEY, MARY LOU ..........................................................Atlanta

KITE, ROBERTA ILENE ......................................................Skokie, Ill.
A.B., University of Illinois, 1966.

LANDER, MARGARET JONES 1 ..............................................Atlanta
A.B., Lander College, 1933.

LEMON, FLORENCE DAVIE ..................................................Montgomery, Ala.
A.B., Xavier University (La.), 1965.

LEMON, JAMES ROCHE ....................................................New York, N. Y.

LEVERET, FAYE BURNETT ..................................................Birmingham, Ala.
B.S., Tuskegee Institute, 1965.

LEWIS, IRWIN, JR. .........................................................Brooklyn, N. Y.
A.B., Kentucky State College, 1964.

McCORMICK, HAROLD ANDREW ............................................Cleveland, Ohio
B.S., Grambling College, 1956.

MACDOWELL, ANNE B. ......................................................Atlanta
A.B., Duke University, 1950.

MARTIN, BARBARA C. ......................................................Atlanta

MILLER, EVA ARTAMISHA .................................................Colquitt

MILLER, JAMES ERROLL ....................................................Jefferson City, Mo.
A.B., Lincoln University (Mo.), 1965.

MITCHELL, ELAINE STUBBS ..............................................Decatur
A.B., Agnes Scott College, 1941.

1 First Semester Only.
MOORE, BARBARA L. ........................................ Columbus, Ohio

MOSS, BENJAMIN JOSEPH .................................... Atlanta
B.S., Southern State Teachers College, 1960.

NUNDORFF, JAN EDWARD 1 ................................... Cincinnati, Ohio
A.B., Oglethorpe University, 1960.

O’CONNOR, JAMES M. ........................................ Atlanta
A.B., Georgia State College, 1964.

PADEN, JULIA GIST ........................................ Woodruff, S. C.
A.B., Johnson C. Smith University, 1965.

PARKS, JOYCE WILLIAMS .................................... Atlanta
A.B., Clark College, 1966.

PATTERSON, LOIS ECTOR .................................... Atlanta
A.B., Flora MacDonald College, 1940.

PATTERSON, PEGGY EDITH ................................... Oklahoma City, Okla.
A.B., Oklahoma State University, 1966.

PEGUES, BEVERLY J. ........................................ New Haven, Conn.
A.B., Central State University, 1965.

PERRY, WILLIAM A., JR. 2 .................................. Greenwood, Miss.
B.S., Tuskegee Institute, 1951.

PORTERFIELD, NANCY SLACK ................................. Decatur

POST, HAROLD MORTON ...................................... Atlanta
B.S., Akron University, 1961.

POWELL, IKE GARBER 1 ...................................... Atlanta

PRINCE, BESSIE H. ........................................ Atlanta
A.B., Virginia Union University, 1949.

PRYOR, BONNIE FAYE ......................................... Dallas, Texas

PRYOR, GEORGE WALTER, JR. 1 ............................ Gainesville

REID, ORIEN EDWINA ......................................... Atlanta
A.B., Clark College, 1966.

1 First Semester Only.
2 Second Semester Only.
RODRIGUES, ERMALINE ........................................ Mobile, Ala. 
B.S., Spelman College, 1952.

ROONEY, DONALD JOHN ¹ ........................................... East Point 
A.B., American University, 1955.

ROSE, MILDRED MADONNA ........................................ Oklahoma City, Okla. 
B.S., Langston University, 1962.

ROSSELL, MELBA O. ........................................... Atlanta 

RUCKER, SHERIDINE ........................................ Greensboro, N. C. 

RUDOLPH, ERMA JEAN ........................................... Birmingham, Ala. 
B.S., Alabama Agricultural and Mechanical College, 1964.

SCHEMPAN, HENDRICA ........................................ Atlanta 
A.B., Nutskeenschool Voor Onderwijzeressen (Holland), 1931.

SCHOEGEL, DAVID ........................................ Springfield, Mass. 

SHEARER, DARLEEN LOIS ........................................ Burbank, Ohio 
B.S., Ohio State University, 1964.

SIMMONS, NELL WALTHALL ...................................... Atlanta 
A.B., Shorter College, 1928.

SLOTSKY, ARLENE ............................................... Pittsburgh, Pa. 
B.S., Ohio State University, 1964.

SMITH, ERNESTINE LATSON ...................................... Jacksonville, Fla. 

SMITH, GLORIA BLYDENA ........................................ Washington, D. C. 
B.S., Wilberforce University, 1946.

SMITH, KATHRYNE H.¹ ........................................... Atlanta 

SMITH, PATRICIA ROSE ........................................ Tougaloo, Miss. 

SPARKS, JUNELLE .............................................. Atlanta 
ABJ., University of Georgia, 1947.

SPRUELL, HOYLE JERRY ......................................... Marietta 
A.B., Berry College, 1953.

¹ First Semester Only.
STEELE, CAROLYN ANN ........................................ Dayton, Ohio

STEWART, NANCY C. ........................................ Greensboro, N. C.

STRICKLAND, DORIS ² ....................................... Atlanta

STRICKLAND, MAZIE C.² ................................... Roswell

SWAIN, ROSE ............................................. St. Petersburg, Fla.

TATE, LOZONA DOYLE ........................................ Birmingham, Ala.
B.S., Alabama Agricultural and Mechanical College, 1965.

TATOM, HILDA HINTON ....................................... Marietta
A.B., Agnes Scott College, 1956.

THOMAS, ODESSA DEANNA ................................. Chicago, Ill.
A.B., Roosevelt University, 1965.

TUCKER, TECOAH HARNER ..................................... Atlanta
A.B., The Woman's College of Georgia, 1938.

WALLACE, JACQUELINE ...................................... Cleveland, Ohio

WARE, BOBBIE S. ........................................... Atlanta
B.S., Bluefield State College, 1946.

WARE, CHARLIE EDWARD ¹ ................................. Charlotte, N. C.
A.B., Johnson C. Smith University, 1962.

WATKINS, LAMAR HANCOCK ................................. Atlanta
A.B., Emory University, 1937.

WAYMER, ROBERT WESTON .................................. Atlanta

WEATHERS, PATRICIA E. ................................... Indianapolis, Ind.
A.B., Lincoln University (Mo.), 1965.

WEIMER, THOMAS ............................................. Freeport, Ill.
A.B., University of Illinois, 1962.

¹ First Semester Only.
² Second Semester Only.
WEINBERG, BARBARA K. ................................... Atlanta

WHITE, Verna Woods ................................... South Bend, Ind.
A.B., Arkansas Agricultural, Mechanical and Normal College,
1965.

WHITFIELD, LEON VIRGIL ............................. San Francisco, Cal.
A.B., Texas College, 1956.

WILLIAMS, BERTHA D. ............................... Birmingham, Ala.
A.B., Miles College, 1951.

WILLIAMS, CALVIN ................................. Rockmart

WILLIAMS, FRANCES ALBERTA ....................... Springfield, S. C.
B.S., Tuskegee Institute, 1965.

WILLIAMS, ROBERT MADISON .............................. Atlanta

WOODARD, MARGARET JEWEL ............................ Atlanta

WRIGHT, WALTER G. .................................. Cincinnati, Ohio
B.S., University of Cincinnati, 1949.

YANG, DOROTHY CHANG ................................ Atlanta
B.S., Wu Han University, 1942.

YANG, TERESA TUNG .................................... Taiwan
A.B., National Taiwan University, 1965.

YOUNG, NANCY CORNELIUS ............................. Atlanta

SCHOOL OF LIBRARY SERVICES

ARMSTRONG, RUTH BERNEZEE .......................... Tallahassee, Fla.
B.S., Florida Agricultural and Mechanical University, 1961.

BARBER, GLORIA KNIGHT ............................. Richmond, Va.

BARMAM, BARBARA ATKINSON ............................ Atlanta

BARKSDALE, ADRIENNE MAXINE ........................ Atlanta

2 Second Semester Only.
Barnes, Clarence ...................................... Waycross
B.S., Savannah State College, 1966.

Beasley, James 1 ........................................ Atlanta
B.S., Fort Valley State College, 1962.

Bembry, Gladys Mae 2 .................................. Hawkinsville
B.S., Fort Valley State College, 1955.

Blount, Willie Mae ...................................... Greenville
B.S., Fort Valley State College, 1965.

Bolch, Leona Patricia 2 ................................. Atlanta
B.S., West Georgia College, 1963.

Bolton, Willis Lloyd ..................................... Atlanta
A.B., Clark College, 1956.

Bradford, Emma Lee ..................................... Ruston, La.
B.S., Grambling College, 1965.

Bride, Bennie 1 .......................................... Atlanta
A.B., Morehouse College, 1947; M.A., Atlanta University, 1949.

Brooks, Marjorie Patricia .............................. Aliceville, Ala.
A.B., Talladega College, 1964.

Brown, Luther ............................................ Atlanta

Bryant, Elizabeth Roberson ............................. Atlanta
B.S., Howard University, 1955.

Burkett, Anderson Dennison 2 ...................... Trinidad, W. I.
A.B., Wilberforce University, 1961.

Calhoun, Emmett Delane ............................ Cushing, Tex.
B.S., Prairie View Agricultural and Mechanical College, 1966.

Carr, Iris Camilla ...................................... Atlanta

Carroll, Sylvia Marie .................................. Daphne, Ala.
B.S., Tuskegee Institute, 1966.

Chang, Hung-Yi .......................................... Taiwan
A.B., National Taiwan University, 1963.

Chao, Cecilia Wang ..................................... Taiwan
A.B., Tamkang College of Arts and Sciences, 1962.

1 First Semester Only.
2 Second Semester Only.
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<tr>
<td>Cheatham, Clayton Marie Copeland</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>1965</td>
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<td>Chen, Danny Shao-Hsi</td>
<td>A.B.</td>
<td>National Taiwan University</td>
<td>1964</td>
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<td>Clemons, Ernestine 1</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>1966</td>
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<td>Cole, Brenda Sue</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>1963</td>
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<td>Cole, Shirley Ann</td>
<td>A.B.</td>
<td>Philander Smith College</td>
<td>1963</td>
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<td>Cornyn, Jean 1</td>
<td>B.S.</td>
<td>University of Missouri</td>
<td>1952</td>
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<td>Cotton, Rebecca Dixon</td>
<td>B.S.</td>
<td>Alabama State College</td>
<td>1963</td>
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<td>Cottrell, Constance Olivia 1</td>
<td>A.B.</td>
<td>Clark College</td>
<td>1955</td>
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<td>Crews, Ruby D. Hall</td>
<td>B.S.</td>
<td>Albany State College</td>
<td>1958</td>
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<td>Culver, Jacqueline Vaticia</td>
<td>A.B.</td>
<td>Clark College</td>
<td>1966</td>
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<td>Culpepper, Jo Ann 2</td>
<td>A.B.</td>
<td>Clark College</td>
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<td>Currence, Virginia Nell</td>
<td>A.B.</td>
<td>Livingstone College</td>
<td>1958</td>
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<td>DeBerry, Maurvene Colston</td>
<td>A.B.</td>
<td>Saint Augustines College</td>
<td>1966</td>
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<td>Durant, Bene Louise</td>
<td>A.B.</td>
<td>Fisk University</td>
<td>1966</td>
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<td>Few, Carolyn Virginia</td>
<td>B.S.</td>
<td>Morris Brown College</td>
<td>1957</td>
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<td>Fontenette, Edward J.</td>
<td>A.B.</td>
<td>Southern University</td>
<td>1962</td>
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<td>Forney, Doris Alberta</td>
<td>A.B.</td>
<td>Bennett College</td>
<td>1966</td>
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1 First Semester Only.
2 Second Semester Only.
CATALOGUE

FRAZIER, WILLIAM VAN ........................................ Chattanooga, Tenn.
B.S., Tennessee Agricultural and Industrial State University, 1965.

GARVEY, MONA CLAIRE .......................................... Galena, Ill.
A.B., University of Iowa, 1956.

GEORGE, BETTY M. .............................................. Washington, D. C.
A.B., Howard University, 1963.

GIBSON, MARVA L. ................................................ Atlanta

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

GREEN, MAMIE ELIZABETH ...................................... Savannah
B.S., Savannah State College, 1962.

GUILFORD, BENJAMIN JAMES ................................. Miami, Fla.

HARDNETT, CHARLOTTE ALVONA ............................... Atlanta
B.S., Cheyney State College, 1965.

HARRIS, FLORENCE GILL ....................................... Atlanta
B.S., Clark College, 1955.

HARRIS, HELEN YVONNE ................................. Monkton, Md.
B.S., Towson State College, 1962.

HARRIS, ROBERT ROY ............................................ Atlanta

HATTON, MARCELLA ELAINE ................................. Atlanta

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

HEMPHILL, FAITH NEAL .................................... Atlanta

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

HINTON, ELEANOR ............................................... Durham, N. C.

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ATLANTA UNIVERSITY

Ho, LEE CHI CHIEN ......................................... China
A.B., Cheng Chi University, 1964.

HOOKER, BILLIE JUNE ............................... Method, N. C.

HOUSTON, MILDRED MATHIS .......................... Atlanta
B.S., Fort Valley State College, 1954.

HSIEH, FRANCES 2 ......................................... Taiwan
A.B., National Chengchi University, 1964.

JEN, NEIL TE-HUEI .......................................Taiwan
A.B., National Taiwan University, 1963.

JERALD, LAURA B. 2 .................................... Greensboro

JOHNSON, KATHRYN ................................ Hawkins, Tex.
B.S., Prairie View Agricultural and Mechanical College, 1961.

JONES, FAYE LAVAUGHN ............................. Atlanta

JONES, ROBERT CLINTON ................................ Atlanta

JUPITER, DEL EAGAN 2 .....................................Atlanta
A.B., Spelman College, 1944.

KIM, KAK SUE 2 ........................................... Korea
A.B., Yonsei University, 1964.

KIRBY, LUREN MELSON 2 .................................. Newnan
B.S., Fort Valley State College, 1953.

KNOX, Jo EMILY G. ................................... Columbia, S. C.

LATEEF, NAUSHABA M. A. ............................... Pakistan
B.S., Kishinchand Chellaram College (India), 1962.

LI, CAROLINE CHIA-WEN 1 ................................ Taiwan
A.B., National Taiwan University, 1960.

LIEBERMAN, LUCILLE .................................... Atlanta
A.B., University of Vermont, 1943.

LIU, ALBERT CHENG-AN ................................ Taiwan

1 First Semester Only.
2 Second Semester Only.
LONG, PHYLLIS DELORES  
B.S., Tuskegee Institute, 1958.

LUNDY, SHARON ELAINE  

MCAFEE, DIANNE TALMADGE  
A.B., Fisk University, 1966.

McGUIRE, BERTHA  

MAGWOOD, MARY LILLIAN  
A.B., Johnson C. Smith University, 1965.

MCCOLM, ALICE LEIGH  
A.B., Clark College, 1954.

MARTIN, ELOISE MELLS  

MEANS, VIVIAN WASHINGTON  
B.S., Fort Valley State College, 1965.

MERKERSON, ELIZABETH BEASLEY  
A.B., Clark College, 1956.

MILLER, EDNA SUMNEY  
B.S., Livingstone College, 1954.

MOORE, DELORES SCOTT  

MORRIS, MARY BELCHER  

MURPHY, ELEANOR MARIE  
A.B., Rust College, 1966.

NORWOOD, EDWANA  

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

PARKER, MILLIE MANOR  
A.B., Paine College, 1949.

PASCHAL, CORLISS  

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PASCHAL, ELOISE RICHARDSON ............................Americus

POWELL, BENNIE BEATRICE ............................Jackson, Miss.

POWELL, ELINOR DIANNE .............................Chicago, Ill.

QUARTERMAN, PATRICIA ...............................Savannah
B.S., Savannah State College, 1966.

RATNAM, KALAGARA VENKATA ...........................India
B.Sc., Pachappa’s College, 1953.

RICHARDSON, MATTIE JULIA .............................Albany

ROBERTSON, KAREN ANN .................................Washington, D. C.

ROGERS, MARGARET ELIZABETH .......................Raleigh, N. C.

SCHWAB, EDNA JUANITA ...............................Washington, D. C.
B.S., Tennessee Agricultural and Industrial University, 1956.

SCOTT, BRENDA HARRISON ..............................Atlanta
A.B., Knoxville College, 1965; M.S. in L.S., Atlanta University, 1966.

SHELTON, ELEASE BONITA ..............................Greenville
B.S., Fort Valley State College, 1959.

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., Konkok University, 1962.

SINGFIELD, INEZ J. SMITH ............................Augusta
B.S., Fort Valley State College, 1956.

SINKFIELD, PAULINE .................................Gay
B.S., Fort Valley State College, 1960.

1 First Semester Only.
2 Second Semester Only.
SKRINE, BETTY SIMMONS ² .......................................................... Covington

SMALL, ANN H. ² ........................................................................ Atlanta
B.S., Fort Valley State College, 1955.

SPENCER, DONALD ANDREA, JR. ............................................. Cincinnati, Ohio
A.B., Syracuse University, 1964.

STEPNEY, REBECCA MANIGAULT ² ........................................ Charleston, S. C.
A.B., Benedict College, 1959.

STREET, VIVIAN ¹ ................................................................. Midland
B.S., Fort Valley State College, 1962.

TAYLOR, ARNELL ELOISE ² ................................................... Daytona Beach, Fla.

TAYLOR, LIZZIE McRAYNOLDS ............................................. Atlanta
A.B., Morris Brown College, 1957.

THOMAS, ANNETTE WILLIS ¹ .................................................. Atlanta
B.S., Albany State College, 1954.

THOMPSON, RUTH HILL ......................................................... Atlanta
A.B., Spelman College, 1939.

TRAVIS, BIRDE ................................................................. Jacksonville, Fla.
B.S., Florida Agricultural and Mechanical University, 1964.

TUCKER, ALICE PRICILLA ² .................................................... Atlanta
A.B., Clark College, 1966.

VLIJAY, GIRIJA ................................................................. Atlanta
A.B., Moharani Girls College (India), 1961.

WALLACE, CYNTHIA J. ² ......................................................... Atlanta

WALLACE, MARJORIE FRAZIER ................................................ Savannah
B.S., Savannah State College, 1949.

WANG, ANDREW HSING-JEN .................................................. Taiwan

WARRREN, BARBARA JEAN ¹ ................................................... Birmingham, Ala.

WHITE, ELIZABETH HARRIS .................................................... Fort Valley
B.S., Fort Valley State College, 1954.

¹ First Semester Only.
² Second Semester Only.
WHITSETT, JOYCE JEAN .............................. Detroit, Mich.
B.S., Wayne State University, 1962.

WILKERSON, JOAN MARIE 2 ................................. Atlanta

WILLIAMS, JAMES FRANKLIN, II .................. Montgomery, Ala.

WILLIAMS, JUANITA DELOIS ........................... Tampa, Fla.
B.S., Florida Agricultural and Mechanical University, 1964.

WILLIAMS, SYLVIA .................................. Pine Bluff, Ark.
B.S., Arkansas Agricultural, Mechanical and Normal College, 1966.

WILLIAMSON, EMILIE CHARLENE ...................... Atlanta

WINSTON, GERTRUDE 1 ................................ Savannah
B.S., Savannah State College, 1965.

WRIGHT, ANITA JACKSON 1 ............................ Atlanta
B.S., Morris Brown College, 1957.

WRIGHT, IRIS CAMILLA .............................. Savannah
B.S., Savannah State College, 1966.

YARBOROUGH, ALOISE B. 2 ............................ Atlanta

YEH, EMILY YUAN-CHI 1 ............................. Taiwan
A.B., Soochow University, (Taiwan), 1964.

YUAN, SUN CHIA 2 ............................. Taiwan
A.B., National Taiwan University, 1961.

SCHOOL OF EDUCATION

ADAIR, MARGARET S. 2 ............................ Atlanta

ADAMS, ALICE HILL ........................ Macon
B.S., Fort Valley State College, 1954.

ADAMS, CHARLES 1 ........................ Macon
B.S., Fort Valley State College, 1958.

ADAMS, GEORGE WASHINGTON ........................ Atlanta

1 First Semester Only.
2 Second Semester Only.
ADKINS, LILLIAN YVONNE 2 ................................ Atlanta

ALEXANDER, MATTIE RADNEY 2 ............................ Atlanta
B.S., Fort Valley State College, 1943.

ALEXANDER, VIOLERIA PHYLLIS ............................. Atlanta
A.B., Morris Brown College, 1953.

ALLEN, MAMIE COOPER 2 ................................... Wrens
B.S., Savannah State College, 1946.

ALLEN, ROBERT WILLIAM .................................. Atlanta
A.B., Morehouse College, 1953; M.A., Atlanta University, 1966.

ALLEN, THADDIUS S. ...................................... Atlanta
A.B., Clark College, 1939.

ALLEN, WILLENA TORRENCE ............................... Atlanta
A.B., Fisk University, 1954.

ALLEN, WILLIE MEANS 2 .................................. Atlanta
B.S., Tuskegee Institute, 1946; M.S. in L.S., Atlanta University, 1965.

AMOS, REBIE JEFFREY ..................................... Atlanta
B.S., Albany State College, 1959.

ANDERSON, BARBARA M. 1 .................................. Atlanta

ANDERSON, DIANA MATTISON .............................. Atlanta

ANDERSON, GRACE CAMPBELL 2 ............................ Birmingham, Ala.

ANDERSON, JAMES LOUIS 2 ................................ Atlanta
A.B., Morehouse College, 1949; M.A., Atlanta University, 1950.

ANDERSON, ORA STERLING 1 .............................. Atlanta

ANDERSON, ROSA M. P. .................................. Fayetteville
B.S., Fort Valley State College, 1945.

ANDERSON, THURMAN, JR. 1 ............................. Atlanta

1 First Semester Only.
2 Second Semester Only.
Andrews, Doris Louise 2 ................................. Atlanta
A.B., Clark College, 1950.

Anderson, Samuel Allen .............................. Berkeley, California

Askew, Pearlena 1 ...................................... Atlanta
B.S., Fort Valley State College, 1960.

Atkinson, Anna Pearl 2 ............................... Atlanta
A.B., Saint Augustines College, 1942; M.A., Atlanta University, 1959.

Backstrom, Clara A. 2 ................................... Atlanta
A.B., Morris Brown College, 1939.

Bacote, Samuel William ............................... Atlanta
B.S., West Virginia State College, 1959.

Bailey, Vera N. Polk ................................... Atlanta
B.S., Jackson State College, 1962.

Banks, Ernestine Brooks ............................... Atlanta
B.S., Spelman College, 1945.

Banks, Gloria Dean ................................. Atlanta

Barber, Barbara Bursey 1 .............................. Atlanta

Barber, Mary Olivia ................................ Greensboro, N. C.

Barbour, Henry F. 1 ...................................... Atlanta
A.B., Oakwood College, 1961.

Barksdale, Bobbie Jean 2 .............................. Atlanta

Barksdale, Everett, Jr. 2 .............................. Atlanta
B.S., Winston-Salem Teachers College, 1955.

Barnes, Martha Wright 1 .............................. Atlanta
A.B., Clark College, 1957.

Barnett, Gloria Smith ................................. Atlanta
A.B., Clark College, 1958.

Barrett, Juliette Marie 1 .............................. Atlanta

1 First Semester Only.
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<td>Barton, G. Douglas</td>
<td></td>
<td>Forest Park B.S., University of Southern Mississippi, 1958.</td>
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<td>Beatles, Rosa Lee</td>
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<td>Atlanta A.B., Morris Brown College, 1956.</td>
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<td>Beavers, Vivian Reid</td>
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<td>Atlanta A.B., Fisk University, 1923; M.A., Atlanta University, 1958.</td>
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<td>Beeman, Frank</td>
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<td>Jackson, Miss. B.S., East Texas Baptist College, 1958.</td>
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<td>Bell, Clarice Wyatt</td>
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<td>Atlanta A.B., Spelman College, 1950; M.S. in L.S., Atlanta University, 1965.</td>
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<td>Bell, Julian Wright</td>
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<td>Waynesboro B.S., Savannah State College, 1950.</td>
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<td>Billingslea, Marvin Ron</td>
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<td>Atlanta B.S., Morris Brown College, 1959.</td>
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<td>Black, Harriet Barfield</td>
<td></td>
<td>Atlanta B.S., Fort Valley State College, 1941; M.Ed., Atlanta University, 1950.</td>
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<td>Black, Marion Arnold</td>
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<td>Atlanta B.S., Tuskegee Institute, 1961.</td>
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<td>Blackmon, Jeanne Bryant</td>
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<td>Atlanta A.B., Spelman College, 1953.</td>
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<td>Blackshear, John Solomon</td>
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<td>Macon B.S., Fort Valley State College, 1951; M.A., Atlanta University, 1956.</td>
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<td>Blackshear, Johnnie B.</td>
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<td>Covington A.B., Clark College, 1957.</td>
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1 First Semester Only; 2 Second Semester Only.
ATLANTA UNIVERSITY

BLAYTON, ETHEL JINKS ...................................... Atlanta

BOEFF, FREDERICK WARREN .................................... Austell
B.S., Brockport State College, 1950.

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

BOLDEN, RICHARD LEE ....................................... Jacksonville, Fla.
B.S., Florida Agricultural and Mechanical University, 1964.

BOLTON, EDNA COUCH ...................................... Atlanta
A.B., Paine College, 1946; M.S.W., Atlanta University, 1949.

BOLTON, ETHEL JOHNSON ..................................... Atlanta

BONNER, ROBERT .............................................. Atlanta

BOOKER, MARY AGNES ...................................... Washington

BOWEN, JEAN LEE .............................................. Atlanta
B.S., Wilberforce University, 1935.

BOWLER, EUGENE L ............................................ Grand Rapids, Mich.
B.S., Aquinas College, 1959.

BOWSER, BETSY O ............................................. Columbus

BOYD, GLORIA STRONG ...................................... Atlanta

BOYKIN, WALTER R ........................................... Clearwater, Fla.
B.S., Florida Agricultural and Mechanical University, 1955.

BRANCH, LAURA E .............................................. Atlanta
B.S., Morris Brown College, 1949.

BRASWELL, RUBYE JAMISON .................................... Atlanta
A.B., Clark College, 1962.

BROCK, MARY RUTH ........................................... Montezuma

BROOKS, ANNIE VEAL ......................................... Milledgeville
B.S., Morris Brown College, 1950.

1 First Semester Only.
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CATALOGUE

BROWN, BERTHA MEANS 1 .................................. Atlanta

BROWN, CARLTON 1 ....................................... Atlanta

BROWN, EVELYN DIANE 1 ................................ Atlanta
B.S., Morris Brown College, 1957.

BROWN, JOSEPHINE E. 1 .................................. Covington
B.S., Savannah State College, 1956.

BROWN, ROBERT VAN ..................................... Atlanta

BROWN, RUTH J. ......................................... Atlanta

BROWN, WILLIAM ........................................ Atlanta
B.S., Miles College, 1951.

BRYSON, CARLTON JEROME ................................. Atlanta
A.B., Clark College, 1959.

BUGGS, CARRIE WHITE ..................................... Atlanta

BURKE, MARY EDITH ...................................... Atlanta
A.B., Clark College, 1954.

BURKS, MABEL S. ......................................... Atlanta
B.S., Savannah State College, 1947.

BURNS, MARGARET STOKES ................................. Atlanta

BUSH, IDA FLORENCE 2 ................................ Damascus
B.S., Fort Valley State College, 1958; M.S., Fort Valley State College, 1958.

BUSH, MELVIN 2 ........................................ Damascus
B.S., Savannah State College, 1951.

BUTLER, BERTHEA LA CONYEA B. 1 ....................... Atlanta

BUTLER, MARGARETTE BEATRICE ........................... Turill

1 First Semester Only.
2 Second Semester Only.
BYRD, JOHN LEE 1 ........................................ Newnan
B.S., Savannah State College, 1953.

BYRD, ZEDA JOHNSON 2 ..................................... Atlanta

BYROM, BETTY JOE ........................................ Hapeville

CALLAWAY, GWENDOLYN ..................................... Miami, Fla.

CALLOWAY, ROBERT LEE 2 ................................... Athens

CAMMON, JULIA IONA ...................................... Atlanta
A.B., Clark College, 1966.

CARMICHAEL, WILLIE FRANKLIN 2 .............................. Atlanta
A.B., Morris Brown College, 1951.

CARSWELL, ANNIE RUTH 1 .................................... Atlanta

CASH, RUBYE SINGLETON 1 .................................. Atlanta
B.S., Spelman College, 1949; M.A., Atlanta University, 1960.

CATCHINGS, LYDIA BROWN 2 .................................. Lumpkin
B.S., Albany State College, 1949.

CHAMBERS, SHIRLEY L. ........................................ Baltimore, Md.

CHAMBLEE, OPAL G. ........................................ Atlanta
A.B., Clark College, 1953.

CHANDLER, CLIFFORD, JR. ..................................... Atlanta

CHANDLER, GENE PAUL 2 ...................................... Atlanta
A.B., Morehouse College, 1958; M.S., Atlanta University, 1961.

CHAPPELL, ESSIE MARIE 1 ................................... Montgomery, Ala.

CHATMON, ROBERT GENE ..................................... Atlanta
A.B., Morehouse College, 1959.

CHERRY, LOUISE H. ........................................ Rome
B.S., Fort Valley State College, 1951.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

CHISHOLM, HARRIET NASH ¹ ............................... Atlanta
A.B., Morris Brown College, 1944; M.A., Atlanta University, 1949.

CHURCH, MARCIA JOHNSON ¹ ............................... Atlanta
A.B., Morris Brown College, 1945.

CHRISTLER, WORTH R. ² .................................... Atlanta
A.B., Morehouse College, 1952.

CLARK, EDNA LOUISE ............................... Atlanta
B.S., Morris Brown College, 1947.

CLARK, BETTY W. ......................................... Atlanta
A.B., Virginia Union University, 1953.

CLARK, FANNIE MYRLIN ¹ .................................. Atlanta
A.B., Clark College, 1949.

CLARK, ROBERT H. ² .................................... Fort Valley
B.S., Fort Valley State College, 1955.

CLAY, RUBY HANDSPIKE ............................... Atlanta

CLEMMONS, WILLIAM ¹ ................................... Manchester
B.S., Savannah State College, 1949.

CLEVELAND, GEORGIA ANNE ............................... Atlanta
B.S., Spelman College, 1952.

COAR, BERNICE ¹ ........................................ Atlanta
A.B., Miles College, 1960.

COBBS, LILLIE M. ........................................ Orangeburg, S. C.
B.S., Claflin College, 1957; M.S., Atlanta University, 1966.

COLEMAN, DOROTHY SIMS ............................... Atlanta
A.B., Morris Brown College, 1944.

COLEMAN, GWENDOLYN COX ............................... Atlanta

COLLINS, JANET MARIE ............................... Gray
A.B., Talladega College, 1966.

COOKE, ARTHUR LEE ¹ .................................... Atlanta
B.S., Medical College of Virginia, 1954.

¹ First Semester Only.
² Second Semester Only.
COSBY, JAUNCYE MILDRED 1 ................................ Atlanta

CRAWFORD, JOHN H. ........................................... Greenwich, N. Y.

CRAWFORD, LUTHER L. .................................... Sandersville

CRAWLEY, BENNIE ......................................... Dublin
B.S., Hampton Institute, 1958.

CREDELL, EULA JACKSON .................................. Atlanta
B.S., Savannah State College, 1954.

CROCKETT, GEORGE ANDERSON ............................ Bonneville, Md.
B.S., Mississippi Industrial College, 1952.

CROWE, ANNIE NEAL ...................................... Atlanta

CULBREATH, FRANCES ................................. Atlanta
B.S., Morris Brown College, 1951.

CURRY, GWENDOLYN SMITH .............................. Atlanta

CURTIS, MARTHA EVELYN 1 .............................. Atlanta
B.S., Georgia State College for Women, 1964.

CUSHMAN, PATRICIA TOUB 2 ................................ Atlanta

CUSHMAN, RAYMOND R. .................................. Atlanta

DALTON, MARILYN FA YE 2 .............................. Atlanta

DANCY, GLENDA GORDON ................................. Atlanta
A.B., Talladega College, 1962.

DANCY, WILLIE ............................................ Atlanta
B.S., Fayetteville State College, 1962.

DANIEL, BERNICE ETHEL .................................. Atlanta
B.S., Morris Brown College, 1954.

DAVENPORT, HELEN D. .................................. Jonesboro
B.S., Clark College, 1952.

1 First Semester Only.
2 Second Semester Only.
DAVIE, MELVIN B. 1 ...................................... Cuthbert
A.B., Morehouse College, 1938; M.Ed., Atlanta University, 1952.

DAVIS, CARRIE LAVERNE .................................... Macon

DAVIS, DEANNA ........................................... Atlanta

DAVIS, EMMA CLAY 2 ..................................... Atlanta

DAVIS, MARY HAYNES 1 .................................... Atlanta

DAVIS, ROBERT JAMES 1 .................................. Eufaula, Ala.
B.S., Alabama State College, 1956.

DAVISS, REBA CRAFT 2 .................................... Atlanta
B.S., Prairie View Agricultural and Mechanical College, 1947.

DAWSON, GLADYCE E. ..................................... Atlanta
B.S., Fort Valley State College, 1943.

DEADWYLER, JAMES DOUGLAS 1 ......................... Atlanta
A.B., Georgia State College, 1959.

DENNIS, LUTHER WILLIAM .............................. Atlanta

DENSON, THERESA ....................................... Atlanta
B.S., Morris Brown College, 1958.

DESHAZOR, EMMA ARNOLD 2 ............................ Atlanta
A.B., Claflin College, 1940.

DEVINE, PATRICIA RILEY 2 .............................. Atlanta

DEVOE, ROBERT EDWARD ................................. Shelby, N. C.
B.S., Benedict College, 1959.

DEWS, PHYLLIS WHEATLEY .............................. Atlanta
A.B., Paine College, 1944; M.S.W., Atlanta University, 1946.

DICKERSON, CHALDINE COOK 1 ....................... Atlanta
A.B., Morris Brown College, 1953.

DIGBY, LILLIAN ESTELLA .............................. Monticella
B.S., Fort Valley State College, 1945.

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ATLANTA UNIVERSITY

DIEGY, MINNIE E. ................................................. Monticella
B.S., Fort Valley State College, 1945.

DOANES, JAMES RUSSELL ........................................ Atlanta
A.B., Clark College, 1962.

DODD, JEAN C. 1 ..................................................... Atlanta
B.S., Morris Brown College, 1954.

DONATTO, WALDON DAVID 2 .................................. Opelousas, La.
A.B., Southern University, 1952.

DUMAS, CARRIE MAE ............................................... Atlanta
B.S., Fort Valley State College, 1963.

DUNKIN, DAN IRA 2 ............................................ Forest Park
A.B., Georgia State College, 1963.

DUNN, LILLIAN M. 1 ............................................. Atlanta
B.S., Clark College, 1944.

DUNNAVILLE, GWENDOLYN PAGE ............................ Atlanta

DURRAH, BETTIE J. ............................................... Atlanta

EARL, JOYCE G. 1 ............................................ Atlanta
A.B., Paine College, 1952.

EASLEY, HELEN JEAN 1 ........................................ Atlanta

ECTOR, OVELLA JONES ............................................ Atlanta

EDWARDS, CECIL LONG 2 ...................................... Atlanta
A.B., Spelman College, 1933; M.A., Atlanta University, 1949.

EDWARDS, GEORGE LOGAN, JR. .................................. Atlanta
A.B., Clark College, 1933; M.S.W., Atlanta University, 1946.

EEKES, ERNIE ...................................................... Atlanta

ELIAS, BETTY PALMER 2 ........................................ Atlanta
A.B., Clark College, 1959; M.S. in L.S., Atlanta University, 1966.

ELKINS, LULA FORCE 2 .......................................... Atlanta

1 First Semester Only.
2 Second Semester Only.
ELLIS, ALFRED DOUGLAS .................................... Atlanta
A.B., Clark College, 1957.

ELLIS, GRACE F. 1 ........................................... Dublin
B.S., Peabody College, 1932.

ENGRAM, ROSE W. 1 ......................................... Toccoa

ENUS, WILLIE 2 .............................................. Social Circle
B.S., Fort Valley State College, 1966.

ESPY, GEORGE, JR. ........................................... Macon
A.B., Morehouse College, 1956.

EVANS, ALFREDA BRADLEY 1 .................................. Atlanta
A.B., Clark College, 1960.

EVANS, ANNETTA VISTER 2 .................................. Atlanta
A.B., Spelman College, 1946.

FEAGAN, ALICE EATON ......................................... Atlanta
B.S., Alabama State College, 1953.

FEAGAN, C. B. 1 ........................................... Atlanta
A.B., Morehouse College, 1949; M.A., Atlanta University, 1955.

FERRELL, ETTA RUTH 1 ...................................... Atlanta

FEW, BETTY BOGAN ............................................ Atlanta
A.B., Clark College, 1953.

FEW, ELIZABETH C. 1 ........................................ Atlanta
A.B., Clark College, 1954.

FEW, MATTIE RUTH ........................................... Atlanta
B.S., Savannah State College, 1952.

FIELDS, HAROLD B. .......................................... Savannah
B.S., Savannah State College, 1952.

FISHER, ANNETTE FULLER 2 ................................ Atlanta
A.B., Clark College, 1948.

FISHER, GERALDINE G. ...................................... Atlanta
A.B., Hunter College, 1934.

FITZGERALD, DAVID, JR. 1 .................................. Atlanta

FLOYD, DOROTHY BELLE 1 .................................. Charlotte, N.C.
B.S., Shaw University, 1946.

1 First Semester Only.
2 Second Semester Only.
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<th>Name</th>
<th>School</th>
<th>Degree(s)</th>
<th>Year(s)</th>
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<tr>
<td>Floyd, Mary Elizabeth</td>
<td>Jackson</td>
<td>B.S., Alabama State College</td>
<td>1965</td>
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<td>Foggie, Doris Jean</td>
<td>Atlanta</td>
<td>B.S., Allen University</td>
<td>1958</td>
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<td>Fouche, John Rufus</td>
<td>Atlanta</td>
<td>B.S., Fort Valley State College</td>
<td>1954</td>
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<td>Fowler, Elinor Atkins</td>
<td>Atlanta</td>
<td>A.B., Spelman College</td>
<td>1964</td>
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<td>Freeman, William</td>
<td>Detroit, Mich.</td>
<td>B.S., Tuskegee Institute, 1948</td>
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<td>Fussell, Juanita Watkins</td>
<td>Atlanta</td>
<td>B.S., Morris Brown College</td>
<td>1959</td>
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<td>Gaillard, Rebecca Olga</td>
<td>Atlanta</td>
<td>A.B., Morris Brown College</td>
<td>1951</td>
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<td>Gardner, Janie Thompson</td>
<td>Atlanta</td>
<td>B.S., Savannah State College</td>
<td>1950</td>
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<td>Garrison, Gwendolyn Walker</td>
<td>Atlanta</td>
<td>A.B., Spelman College</td>
<td>1954</td>
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<td>George, Claude Clarence, Jr.</td>
<td>Atlanta</td>
<td>B.S., Tuskegee Institute, 1948</td>
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<td>Gilder, Lois Jefferson</td>
<td>Memphis, Tenn.</td>
<td>A.B., Lane College</td>
<td>1962</td>
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<td>Glass, Cornella Slappey</td>
<td>Atlanta</td>
<td>A.B., Morris Brown College</td>
<td>1958</td>
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<td>Glass, Katherine Tibbs</td>
<td>Atlanta</td>
<td>A.B., Spelman College</td>
<td>1956; M.A., Atlanta University, 1965</td>
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<td>Glover, Barbara Ann</td>
<td>Atlanta</td>
<td>A.B., Spelman College</td>
<td>1964</td>
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<td>Glover, Frank</td>
<td>Atlanta</td>
<td>B.S., Morris Brown College</td>
<td>1952</td>
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<td>Glover, Hilliard Daniel</td>
<td>Atlanta</td>
<td>A.B., Morris Brown College</td>
<td>1949</td>
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<td>Goodlett, John Andrews</td>
<td>Atlanta</td>
<td>A.B., Morris Brown College</td>
<td>1962</td>
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<td>GoudeLock, John Arthur</td>
<td>Atlanta</td>
<td>A.B., Morris Brown College</td>
<td>1956; M.S., Atlanta University, 1964</td>
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1 First Semester Only.
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<th>Name</th>
<th>Institution</th>
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<tr>
<td>Green, Lennie Carl</td>
<td>Atlanta, Spelman College</td>
<td>A.B., Spelman College, 1932; M.A., Atlanta University, 1938.</td>
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<td>Greene, Courtlandt S.</td>
<td>Atlanta, Morehouse College</td>
<td>A.B., Morehouse College, 1938.</td>
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<td>Gresham, Martha Baker</td>
<td>Atlanta, Fort Valley State College</td>
<td>B.S., Fort Valley State College, 1965.</td>
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<td>Griggs, Bettie Lockhart</td>
<td>Macon, Fort Valley State College</td>
<td>B.S., Fort Valley State College, 1960.</td>
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<td>Gross, Barbara Maddox</td>
<td>Atlanta, Fort Valley State College</td>
<td>B.S., Fort Valley State College, 1954; M.A., Atlanta University, 1966.</td>
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<td>Habersham, Jimmie D.</td>
<td>Columbus, Savannah State College</td>
<td>B.S., Savannah State College, 1955.</td>
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<td>Hackney, Tessiele Harris</td>
<td>Athens, Fort Valley State College</td>
<td>B.S., Fort Valley State College, 1955; M.S., Atlanta University, 1964.</td>
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<td>Haines, Carleatha Modest</td>
<td>Atlanta, Spelman College</td>
<td>A.B., Spelman College, 1943.</td>
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<td>Hamilton, Irvin A.</td>
<td>Eastman, Fort Valley State College</td>
<td>B.S., Fort Valley State College, 1953.</td>
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<td>Hampton, Annette West</td>
<td>Atlanta, Clark College</td>
<td>A.B., Clark College, 1941.</td>
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<td>Hand, Sidney Taylor</td>
<td>Fort Valley, Fort Valley State College</td>
<td>B.S., Fort Valley State College, 1958; M.S., Fort Valley State College, 1964.</td>
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<td>Hardy, Marjorie McClendon</td>
<td>Atlanta, Spelman College</td>
<td>A.B., Spelman College, 1960.</td>
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<td>Harmon, Rufus Charles</td>
<td>Oglethorpe, Savannah State College</td>
<td>B.S., Savannah State College, 1959.</td>
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1 First Semester Only.
2 Second Semester Only.
ATLANTA UNIVERSITY

HARPER, GRACE NEVELLE ................................... Atlanta
B.S., Savannah State College, 1947.

HARPER, LINCOLN .......................................... Atlanta
B.S., Clarke College, 1966.

HARRIS, HENRY M. III 2 .................................. Atlanta
B.S., Morehouse College, 1949; M.S., Atlanta University, 1962.

HARRIS, LOUISE MILLER ................................... Atlanta
B.S., Clark College, 1949.

HARRIS, RAYMOND JOSEPH 2 ................................ Atlanta
A.B., Clark College, 1957.

HARRIS, THERETHA D. 1 ................................... Atlanta
B.S., Fort Valley State College, 1954.

HARRIS, WILLIE SAMUEL 1 ................................ Atlanta
A.B., Morehouse College, 1952.

HART, MATTIE G. 1 ........................................ Atlanta
B.S., Tuskegee Institute, 1961.

HATCHETT, CLEMMIE BARNES 1 .............................. Atlanta
A.B., Claflin College, 1943; M.A., Atlanta University, 1958.

HAWKINS, KATIE THOMPSON ................................ Atlanta
B.S., Fort Valley State College, 1944.

HAWKINS, THEMIS D. ...................................... Atlanta
B.S., Morehouse College, 1953.

HAWKINS, VIRGINIA DAVIS ................................ Atlanta

HAYES, INA PEARL 1 ...................................... Carrollton

HAYLEY, CLARA YATES .................................... Atlanta
A.B., Spelman College, 1946.

HAYWARD, ALBERT W. ..................................... Atlanta
A.B., Clark College, 1956; M.B.A., Atlanta University, 1966.

HENDERSON, BETTYE ROBERTS .............................. Toccoa
B.S., Paine College, 1956.

HENDERSON, DOROTHY CARITHERS 2 ........................ Atlanta

HENDERSON, GEORGE T. .................................... Toccoa
A.B., Allen University, 1946.

1 First Semester Only.
2 Second Semester Only.
HENDRICKS, NETTIE A. S. .................................. Atlanta
A.B., Clark College, 1948.

HENDRICKS, THELMA A. 1 .................................. Atlanta
B.S., Clark College, 1959.

HENLEY, CLEO J. BROWN 2 .................................. Atlanta
B.S., Tennessee State University, 1959.

HICKS, BARBARA NEAL .................................... Atlanta

HIGHTOWER, SANDRA PHILLIPS 1 ............................ McRae
B.S., Fort Valley State College, 1949.

HILL, ANDREW ORLANDO .................................. Atlanta
A.B., Clark College, 1949; M.A., Atlanta University, 1962.

HILL, HELEN JUANITA 2 .................................. Atlanta

HILL, J. C. 2 .............................................. Atlanta

HILLIARD, GERALDINE SAMUELS ....................... Jacksonville, Fla.
B.S., Florida Agricultural and Mechanical University, 1955.

HILLSMAN, SARAH GENEVA .............................. Atlanta
A.B., Clark College, 1958.

HIMMELBRAND, ADRIAN BERT ......................... New York, N.Y.

HINDS, GRACE WHATLEY 2 ................................ Atlanta
B.S., Hampton Institute, 1940.

HINDS, THOMAS WILLIAM 2 .............................. Atlanta
B.S., Savannah State College, 1958; M.Ed., Colorado State
University, 1964.

HOGANS, NORRIS LEO ..................................... Atlanta

HOLLAND, CAROLYN 1 ...................................... Atlanta
A.B., Clark College, 1962.

HORNE, WALTER OSTELL .................................. Vidalia
B.S., Savannah State College, 1947.

HOSKIN, WILLIAM 2 ..................................... Fort Valley
B.S., Fort Valley State College, 1961.

HOUStON, BERNICE TERREll 1 ............................. Atlanta
A.B., Morris Brown College, 1952.

1 First Semester Only.
2 Second Semester Only.
HOWARD, HENRIETTA ² ..................................... Atlanta
B.S., Morris Brown College, 1954.

HOWARD, Ida Wright ...................................... Atlanta
A.B., Paine College, 1946.

HOWARD, MATTIE WHITE .................................. Atlanta
B.S., Miles College, 1963.

HOWARD, MITTIE EVELYN ² ................................ Atlanta
A.B., Morris Brown College, 1946; M.A., Atlanta University, 1947.

HOWELL, LOUIA TALLEY ² .................................. Covington
B.S., Alabama State College, 1953.

HUBERT, GERTRUDE B. ² .................................. Atlanta
A.B., Morris Brown College, 1938; M.A., Atlanta University, 1955.

HUFF, BOBBY .................................................. Atlanta

HUFFMAN, ANNETTE YVONNE ............................ Atlanta

HUGULEY, MARY BURGE .................................. Atlanta

HUNTER, LAWRENCE CHARLES ¹ .............................. Soperton
B.S.A., Tuskegee Institute, 1950.

HUNTER, RUBY LEE ........................................ Atlanta

INGRAM, CZAR ANTHONY ¹ .................................. Atlanta
A.B., Wiley College, 1942.

INGRAM, MARY HARPER ¹ .................................. Atlanta
B.S., Hampton Institute, 1940.

INGRAM, NATHANIEL HAWTHORNE ¹ ...................... Atlanta
A.B., Morris Brown College, 1940; M.A., Atlanta University, 1966.

ISAACS, FREDA PATRICIA ........................................ Cincinnati, Ohio
A.B., Bennett College, 1962.

ISOM, BERNICE ROBINSON ² ............................... Birmingham, Ala.
B.S., Miles College, 1963.

JACKSON, ANNIE L. ² ...................................... Atlanta
A.B., Morris Brown College, 1938.

¹ First Semester Only.
² Second Semester Only.
JACKSON, BERNICE ROANE ..................................................... Atlanta  
A.B., Virginia Union University, 1955.

JACKSON, DOROTHY JEAN ..................................................... Atlanta  

JACKSON, CONSTANCE SCOTT 2 .............................................. Atlanta  

JACKSON, EDDIE, JR.1 .............................................................. Atlanta  

JACKSON, EMMA LOIS .............................................................. Atlanta  
B.S., Morris Brown College, 1952.

JACKSON, JOSEPHINE W.1 ..................................................... Atlanta  
B.S., Fort Valley State College, 1963.

JACKSON, MARGARET DABNEY 2 .............................................. Atlanta  
B.S., Morris Brown College, 1946.

JACKSON, MARY SAUNDERS .................................................... Atlanta  
A.B., Arkansas Agricultural, Mechanical and Normal College, 1936.

JACKSON, REBECCA G.2 ............................................................. Atlanta  

JACKSON, ROBERT FRANCIS 2 .................................................... Madison  
B.S., Savannah State College, 1955.

JACKSON, WILLIAM JAMES ..................................................... Atlanta  

JACOBS, BARBARA H. .............................................................. Atlanta  
B.S., Morris Brown College, 1962.

JAFRI, THERMINA BANO ........................................................... Pakistan  
B.S., College of Home Economics (Pakistan), 1964.

JAMES, HATTIE LAURA ............................................................ Atlanta  
A.B., Clark College, 1957.

JAY, HATTIE BARNES 4 ............................................................. Jefferson  
A.B., Paine College, 1951; M.A., Atlanta University, 1960.

JEFFERSON, EARL THOMAS ..................................................... Atlanta  

JENKINS, CAROLYN 2 .............................................................. Atlanta  

JENKINS, DOREATHEA C. ........................................................... Atlanta  

1 First Semester Only.
2 Second Semester Only.
JENKINS, ORA BELL 1 ...................................... Atlanta
A.B., Clark College, 1942.

JENKINS, VICTORIA ....................................... Atlanta
B.S., Morris Brown College, 1951.

JOHNSON, HORACE 2 .................................... Covington
A.B., Clark College, 1951.

JOHNSON, MARY LOUISE D. 1 ............................... Atlanta
A.B., Morris Brown College, 1939; M.A., Atlanta University, 1966.

JOHNSON, REESE ALPHONSO 2 ............................. Atlanta

JOHNSON, THURNELL ....................................... Macon
B.S., Savannah State College, 1960.

JOHNSON, WILDA G. ...................................... Atlanta

JONES, DORIS ELIZABETH ................................. Atlanta
B.S., Fort Valley State College, 1960.

JONES, FAYE MARGREZELE ................................. Atlanta
B.S., Savannah State College, 1956.

JONES, FRANCES P. ....................................... Atlanta

JONES, HATTIE RUTH ..................................... Atlanta
B.S., Morris Brown College, 1951.

JONES, JENNIE JOHNSON 1 ................................. Atlanta
B.S., Clark College, 1957.

JONES, LOIS FLUELEN 1 .................................. Atlanta
B.S., Fort Valley State College, 1951.

JONES, MARY ELIZABETH 2 ................................. Atlanta
B.S., Tuskegee Institute, 1963.

JONES, MURRIS JOSEPH 2 .................................. Atlanta
B.S., Agricultural and Technical College of North Carolina, 1951.

JONES, SYLVIA LEE 1 ...................................... Atlanta
A.B., Clark College, 1956.

JONES, THEODORE ROOSEVELT .............................. Atlanta
A.B., Clark College, 1956.

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CATALOGUE

JONES, WESLEY S. ............................................. Atlanta

JORDAN, EDWARD EUGENE ................................. Atlanta
B.S., East Tennessee State University, 1954.

JORDAN, ObADIAH, JR. ................................. Atlanta
B.S., Morris Brown College, 1959.

KEHLER, KATIE 2 ............................................. Atlanta

KEITH, HAROLD ANDERSON ............................... Atlanta
A.B., Clark College, 1950.

KEITH, KATHERINE GRIFFIN 1 ............................. Atlanta
A.B., Spelman College, 1953.

KELLEY, CHRISTINE MCKINNEY 2 ......................... Atlanta
B.S., Fort Valley State College, 1947.

KEMP, DORIS ADAMS ................................. Atlanta
A.B., Morris Brown College, 1944; M.A., Atlanta University, 1962.

KENDALL, CATHERINE HUTCHINS ........................... Atlanta

KINSEY, NORMA S. ...................................... Atlanta
B.S., Fort Valley State College, 1947; M.S., Atlanta University, 1956.

KIRKPATRICK, SADIE LOUISE 2 ......................... Griffin
A.B., Spelman College, 1928.

LANDERS, AMANDA E. HOLMES 2 ......................... Milledgeville

LANDERS, JESSE WILLARD 2 ............................ Milledgeville
B.S., Morris Brown College, 1951.

LANIER, ROBERTA YOUNG 1 ................................ Atlanta
A.B., Bishop College, 1943.

LAWHORN, PHYLLIS JANE 1 ............................. Atlanta
B.S., Allen University, 1954.

LEE, BARBARA HOLLOWAY ............................. Atlanta
A.B., Spelman College, 1953.

LEE, COLLINS PARHAM 2 ............................ Milledgeville
A.B., Morehouse College, 1959.

1 First Semester Only.
2 Second Semester Only.
LEE, EVA M. .............................................. Toccoa
B.S., Allen University, 1951.

LEE, GERALD JAMES ..................................... Hartwell
B.S., Allen University, 1951.

LEE, JAMES I. ................................ Saint Stephens, S. C.
B.S., Claflin College, 1959.

LEE, JOSIE P. 1 .........................................LaGrange
B.S., Savannah State College, 1959.

LENNON, JOHN WILLIAM .............................. Westport, Wash.
A.B., Pacific Lutheran University, 1961.

LESTER, BURNEY GEORGE ............................. Macon
A.B., Paine College, 1952.

LESTER, JEAN WALKER ................................. Atlanta
A.B., Clark College, 1962.

LEWIS, MABEL SANFORD 1 ............................. Atlanta
B.Mus., Chicago College of Music, 1924.

LEWIS, STELLA SMITH 1 .............................. Atlanta
A.B., Clark College, 1958.

LEWIS, VIOLA VERNICE 2 ............................. Atlanta
A.B., Clark College, 1955.

LEWIS, VIRGINIA TUCKER .............................. Atlanta
B.S., Clark College, 1953.

LIDDELL, LOUISE BARLOW 1 ........................ Atlanta
B.S., Woman's College of Georgia, 1943.

LLOYD, CHARLIE MAE ................................ Atlanta
A.B., Clark College, 1933.

LOCKETT, VALERIE TOLBERT 1 ........................ Atlanta
A.B., Miles College, 1945; M.A., Atlanta University, 1945.

LOGAN, PEARL JOHNSON 1 ............................ Atlanta

LONG, KATHERINE HALL 2 ............................ Atlanta
B.S., Florida Agricultural and Mechanical College, 1947.

LONG, NORRIS ......................................... Atlanta

LOWERY, ELAWEEN CELESTE .......................... Sparta
A.B., Clark College, 1953.

1 First Semester Only.
2 Second Semester Only.
LUNDY, MARY C. 1 ........................................ Atlanta

LYDA, MILDRED C. 1 ........................................ Atlanta
   A.B., Morris Brown College, 1951.

LYDE, DEBORAH CLARICE .................................. Atlanta

LYNCH, JACK DWYER ........................................ Laconia, New Hampshire

McBRIDE, WILLIE HOWARD 2 ................................ Athens
   B.S., Savannah State College, 1949.

McCAMEY, FLORENCE JAMERSON ................................ Atlanta
   B.S., Clark College, 1958.

McCLENDON, RUBYE DURDEN .................................. Atlanta
   A.B., Clark College, 1949.

McClure, Susie ........................................ Atlanta
   B.S., Savannah State College, 1946.

McCORMICK, ALLEN CLARK .................................. Atlanta
   A.B., Clark College, 1961; M.A., Atlanta University, 1963.

McDAVID, MARIE MOSS 1 .................................. Decatur
   A.B., Agnes Scott College, 1933.

McFARLAND, DOROTHY K. HARRIS 1 .......................... Decatur
   B.S., Tuskegee Institute, 1943.

MCIVER, ANNIE R. 2 ...................................... Atlanta
   B.S., South Carolina State College, 1939.

McLEMORE, CAROLYN D. .................................. Atlanta

McMillan, SYLVESTER HATHAWAY .......................... Atlanta
   A.B., Clark College, 1958.

McNair, ALFRED TENNYSON ................................. Newnan
   B.S., Jackson State College, 1956.

McPHerson, CORDELIA MATHIS 2 ............................. Atlanta
   A.B., Clark College, 1949; M.A., Atlanta University, 1958.

MABRY, OLIVE JACKSON ..................................... Macon
   B.S., Savannah State College, 1947.

MACK, JESSIE MIMS 2 ...................................... Jeffersonville
   B.S., Fort Valley State College, 1946.

1 First Semester Only.
2 Second Semester Only.
MADDOX, ELIZA WISE
B.S., Fort Valley State College, 1952.

MALCOLM, CARESSA

MALLORY, MILDRED LOUVENTIA SMITH
B.S., Morris Brown College, 1950.

MANER, EUGENE CLYDE, JR.

MANKOFF, ROBERT
A.B., Syracuse University, 1966.

MANGHAM, DOLORES W.
A.B., Talladega College, 1942; M.A., Atlanta University, 1963.

MARCHMAN, RICHARD RUSSELL
B.S., Berry College, 1958.

MARTIN, CATHERINE FARLEY
B.S., Morris Brown College, 1949.

MARTIN, JAMIE GATHER
A.B., Spelman College, 1932; M.A., Atlanta University, 1950.

MARTIN, WILLARD
B.S., Florida State University, 1958; M.S., Florida State University, 1959.

MATINA, CARMEN JOSEPH

MATTHEW, JOHN WILLIE

MATTOX, FELIX GEORGE
A.B., Clark College, 1937.

MAYS, LILLIAN GRAY
A.B., Morris Brown College, 1940.

MERIDETH, REBECCA LITTLE
A.B., Fisk University, 1961.

MIDDLETON, JAMES COLE
B.S., Allen University, 1958.

MILTON, OCTAVIA W.
B.S., Hampton Institute, 1954.

MIMS, DELORES JEFFERSON

1 First Semester Only.
2 Second Semester Only.
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Degree</th>
<th>Location</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MITCHELL, JULIA McKinney</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>1940; M.A., Atlanta University</td>
</tr>
<tr>
<td>MITCHELL, LAURA Kate</td>
<td>Atlanta</td>
<td>B.S.</td>
<td>Morris Brown College</td>
<td>1961.</td>
</tr>
<tr>
<td>MONROE, ALBERT</td>
<td>Covington</td>
<td>B.S.</td>
<td>Fayetteville State Teachers College</td>
<td>1959.</td>
</tr>
<tr>
<td>MONROE, BESSIE MARCHMAN</td>
<td>Atlanta</td>
<td>B.S.</td>
<td>Clark College</td>
<td>1952.</td>
</tr>
<tr>
<td>MOODY, MARY FRANCES</td>
<td>Atlanta</td>
<td>B.S.</td>
<td>Tuskegee Institute</td>
<td>1941; M.A., Columbia University</td>
</tr>
<tr>
<td>MOORE, ESTHER J.</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>1939.</td>
</tr>
<tr>
<td>MOORE, JEANNIE PAYNE</td>
<td>Atlanta</td>
<td>B.S.</td>
<td>Morris Brown College</td>
<td>1958.</td>
</tr>
<tr>
<td>MOORE, LILLIE LEWIS</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>1943.</td>
</tr>
<tr>
<td>MOORE, NAOMI CORNELIA</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>Clark College</td>
<td>1940.</td>
</tr>
<tr>
<td>MOORE, NORMA HELEN</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>1961.</td>
</tr>
<tr>
<td>MORELAND, CURTIS WELDON</td>
<td>Rome</td>
<td>B.S.</td>
<td>South Carolina State College</td>
<td>1950.</td>
</tr>
<tr>
<td>MORRIS, MARY A. WILDER</td>
<td>Atlanta</td>
<td>B.S.</td>
<td>Clark College</td>
<td>1952.</td>
</tr>
</tbody>
</table>

1 First Semester Only.
2 Second Semester Only.
MURPHY, ROBINEZ G. 1 ..................................... Atlanta
A.B., Clark College, 1952.

MURRAY, CAROLYN WARD .................................. Atlanta
A.B., Spelman College, 1945; M.A., Atlanta University, 1960.

MURRAY, EVA CLARK ..................................... Atlanta

NASON, JUANITA LOUISE .................................. Atlanta
B.S., Tuskegee Institute, 1961.

NEAL, BETTY MARIE ..................................... Atlanta
B.S., Albany State College, 1957.

NEELY, ARTHUR, JR. 1 ...................................... Atlanta

NELSON, ROBERT EDWARD .................................. Eatonton

NORRIS, ELSIE LAVERNE .................................. Atlanta
B.S., Fort Valley State College, 1960.

NORWOOD, MIRIAM R. ..................................... Atlanta

O'KELLY, GRACE C. 1 ...................................... Monroe
B.S., Fort Valley State College, 1950.

ORR, MELBA SUE ..................................... Forest Park

OSBY, GWENDOLYN E. 2 .................................... Atlanta

OWENS, ARTHUR ROGER ..................................... Atlanta
A.B., Morehouse College, 1948; M.S.W., Atlanta University, 1953.

PACE, PATRICIA PERRIA .................................... Atlanta

PAGE, BURNESTINE JACQUELINE 1 .................................. Atlanta
B.S., Clark College, 1948.

PALMER, AUGUSTA M. DRAFER .................................. Cleveland, Ohio
B.S., Tuskegee Institute, 1942.

PARHAM, DAISY BENITA 2 ..................................... Atlanta
B.S., Savannah State College, 1954.

PARKMAN, JOHN HENRY 1 ..................................... Atlanta
A.B., Clark College, 1950.

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1 First Semester Only.
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CATALOGUE

PATRICK, JANE B. ................................... Stanley, N. C.
B.S., Barber-Scotia College, 1955.
PEARSON, DELLA T. 1 .................................. Atlanta
B.S., Clark College, 1947.
PERDUE, HAROLD LEE ................................ Macon
B.S., Fort Valley State College, 1951.
PERRY, LAFAYETTE 1 ................................ Smyrna
A.B., Claflin College, 1950.
PERRY, MAGDALENE T. 2 .............................. Atlanta
PETERS, FRANCES ARLENE 1 .......................... Atlanta
PETERS, JEAN LOWELL ................................ Detroit, Mich.
B.S., Tuskegee Institute, 1947.
PETTY, HARRETT S. .................................. Atlanta
B.S., Morris Brown College, 1959.
PHILLIPS, FRANCES KEELS ............................ Atlanta
B.S., South Carolina State College, 1957.
PHILLIPS, MARY H. 1 .................................. Atlanta
B.S., Clark College, 1957.
PINKSTON, GERTRUDE CHANEY 1 ..................... Atlanta
A.B., Clark College, 1947.
PRESTON, EURIS ..................................... Atlanta
A.B., Morris Brown College, 1953.
PRICE, LORETTA CARTER ............................. Selma, Ala.
PROCTOR, ELEANOR BRAYBOY ......................... Atlanta
A.B., Clark College, 1962.
PROCTOR, EMMETT LACOSTE, JR. ..................... Atlanta
A.B., Morehouse College, 1948.
QUARTERMAN, MILDRED W. .......................... Atlanta
A.B., Clark College, 1944; M.A., Atlanta University, 1964.
QUIGLEY, LAWRENCE MICHAEL ....................... Rochester, N. Y.
A.B., University of Western Ontario, 1949.
RAIFORD, SYLVIA SLOAN .............................. Atlanta
B.S., West Georgia College, 1964.

1 First Semester Only.
2 Second Semester Only.
Ratchford, Selie Reed .................................. Atlanta

Reed, Georgia Ann 2 .................................. Woodstock
B.S., Savannah State College, 1956.

Reid, Mable Carolyn .................................. Atlanta

Richards, Johnny 2 .................................. Atlanta
A.B., Clark College, 1950.

Richards, Josephine M. 2 ............................... Monrovia, Liberia
B.S., Cuttington College, 1965.

Richardson, Jewell Rose ................................ Mobile, Ala.

Richardson, Sarah Washington ...................... Atlanta
A.B., Spelman College, 1949; M.A., Atlanta University, 1959.

Ricks, Marjorie Armenta 2 ............................. Atlanta
B.S., Spelman College, 1949.

Riley, L. Patricia Finney 2 ............................. Atlanta
B.S., Morris Brown College, 1958.

Roberge, Leonard Peter ............................... Somersworth, N. H.

Roberts, Vida Gould .................................. Atlanta
A.B., Brooklyn College, 1943.

Robinson, David Rodney ............................... Houston, Tex
A.B., Prairie View Agricultural and Mechanical College, 1956.

Robinson, Juanita ...................................... Memphis, Tenn.

Robinson, Mable M. 1 .................................. Atlanta
A.B., Philander Smith College, 1944.

Robinson, Willie Louise .............................. Atlanta

Rose, Florence Blalock ................................ Atlanta
B.S., Morris Brown College, 1958.

Rucker, Priscilla Anderson .......................... Atlanta

Rutland, Eugene 2 .................................... Cordele

1 First Semester Only.
2 Second Semester Only.
SAMPSON, Ida Watkins 2 ................................. Atlanta
   B.S., Edward Waters College, 1962.

SCOTT, Alfred ........................................... Atlanta
   A.B., Clark College, 1950.

SCOTT, Alfreda L. Verne ...................... Chattanooga, Tenn.
   A.B., Clark College, 1966.

SCOTT, Emma Howard .................................... Atlanta
   A.B., Clark College, 1949.

SCOTT, Evelyn Lamar .............................. Fairfield, Ala.
   B.S., Miles College, 1962.

SCOTT, Juanita H. ..................................... Atlanta
   B.S., Spelman College, 1945.

SCOTT, Portia Alexandra 2 .............................. Atlanta
   A.B., Howard University, 1964.

SCOTT, Robert Louis, Jr. 2 ......................... Macon
   A.B., Morris Brown College, 1953.

SCOTT, Samuel Jerome 1 .............................. Atlanta

SELLERS, Robert L. 1 .................................... Atlanta
   A.B., Clark College, 1955.

SENIORS, Alma Louise ................................... Atlanta
   B.S., Tuskegee Institute, 1963.

SHAW, Ralph Lamar 1 .................................... Atlanta
   A.B., Georgia State College, 1961.

SHERWOOD, Junius P. .................................... Atlanta

SHIPP, James Ralph ................................. Conyers

SIMMONS, Gladys Charlotte D. ....................... LaGrange
   B.S., Shaw University, 1944.

SIMMONS, Helen B. 2 ................................. Atlanta
   A.B., Spelman College, 1938.

SIMS, Dorothy Gwendolyn ............................. Atlanta
   B.S., Morris Brown College, 1962.

SINGLETON, Calvin Cornelius 2 ..................... Atlanta

1 First Semester Only.
2 Second Semester Only.
SKRINE, LUCIUS L. 2 ........................................... Covington
B.S., Fort Valley State College, 1954.

SMITH, EDOLYA MARSHALL .................................... Atlanta

SMITH, JACQUELYN LUCKY 1 .................................... Atlanta

SMITH, JOSEPHINE JACKSON 2 .................................... Atlanta
A.B., Spelman College, 1946; M.B.A., Atlanta University, 1951.

SMITH, LESTER 2 ........................................... Covington
B.S., Morris Brown College, 1952.

SMITH, LEWIS L. ................................................ Atlanta

SMITH, LUCY HUFF ........................................... Atlanta
B.S., Fort Valley State College, 1958.

SMITH, THEODORE DANIEL ...................................... Macon
B.S., Fort Valley State College, 1951.

SMITH, WILLIE MAUDE ........................................... Atlanta
B.S., Clark College, 1952.

SPARKS, EMMA CHRISTINE 1 .................................... Atlanta
B.S., Clark College, 1962.

SQUIRE, MADELYN CAROL ...................................... Miami, Fla.
B.S., Bethune-Cookman College, 1966.

STANLEY, ELLA D. 2 ........................................... Atlanta
B.S., Clark College, 1952.

STANSBURY, CAROLYN DASHER .......................... Atlanta
A.B., Florida Agricultural and Mechanical University, 1965.

STARKS, LORENA DEAN ...................................... Atlanta
B.S., Florida Agricultural and Mechanical University, 1948.

STEPHENS, CHARLES R. 1 .................................... Atlanta

STEWART, ANNIE DEAN 2 ...................................... Dry Branch
B.S., Fort Valley State College, 1948.

STEWART, KATIE CATHERINE 1 ................................ Atlanta
A.B., Fort Valley State College, 1957.

STILL, ROBERT JAMES 2 ...................................... Atlanta
B.S., Morris Brown College, 1950; Atlanta University, 1960.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

STRONG, EUNICE BARKSDALE ............................... Atlanta

STROUD, HOWARD BURNETT ................................ Athens
A.B., Morehouse College, 1956.

SUIT, SYLVIA INEZ ........................................ Atlanta

SULLIVAN, THOMAS 2 ..................................... Atlanta
A.B., Clark College, 1960.

SWINT, BENNIE, JR. ........................................ Warrenton

SWINTON, Gennie Beverly 1 ............................... Atlanta
B.S., Fort Valley State College, 1945.

TATE, GEORGE ........................................... Jackson
B.S., Fort Valley State College, 1961.

TATE, VIRGINIA BARNETT 2 ................................ Atlanta

TATUM, RUBY B. ........................................ Atlanta
A.B., Clark College, 1940.

TAYLOR, DOROTHY LOUISE ................................. Atlanta

TAYLOR, JESSIE MAE ....................................... Kennesaw

TAYLOR, MYRTICE MORGAN 2 ................................ Atlanta
B.S., Fort Valley State College, 1954.

TEMPLE, SHIRLEY L. CROSS ............................. Kentwood, La.
A.B., Southern University, 1956.

THOMAS, BARBARA ANN 2 ................................. Atlanta

THOMAS, EUNICE VERNERSE ............................... Atlanta

THOMAS, MAMIE JACKSON ................................ Atlanta
A.B., Clark College, 1941; M.A., Atlanta University, 1960.

THOMPSON, ANDREW C. ................................ Monticello
B.S., Fort Valley State College, 1961.

1 First Semester Only.
2 Second Semester Only.
THOMPSON, BERNICE FARLEY 2 ............................. Atlanta

THOMPSON, HUBERT WENDELL ............................... Tupelo, Miss.

THOMPSON, RUBY LEE 1 .................................. Brooklyn, N. Y.
A.B., Florida Agricultural and Mechanical University, 1964.

THOMPSON, THOMAS MARSHALL 1 ............................. Monroe
B.S., Albany State College, 1954.

THURMON, DORIS D. 1 .................................. LaGrange

TOMLINSON, IRENE MERRIWEATHER 1 ........................ Atlanta

TRAMMELL, CAROLYN ALBERTA ............................ Atlanta

TRAVIS, PATRICIA LYNN 2 ................................ Atlanta

TRIPLETT, VELMA OWENS ................................. Atlanta

TYLER, JOHN HENRY ...................................... Atlanta
A.B., Morehouse College, 1952.

USHERY, MARJORIE WOLFE 1 .............................. Atlanta
B.S., Clark College, 1948.

VERNON, HARRY LOUIS 1 .................................. Columbus
B.S., Alabama Agricultural and Mechanical College, 1950; M.A.,
Columbia University, 1960.

VICKERS, LEILA LOUISE .................................. Attalla, Ala.
A.B., Miles College, 1966.

VINES, ALBERT FREDDO 2 ................................ Atlanta
A.B., Clark College, 1950.

WALKER, JAMES E. ........................................ Columbus

WALLS, ROBERT LAWRENCE ................................. Atlanta
B.S., University of Georgia, 1960.

WALTHALL, EVELYN P. 1 .................................. Atlanta
A.B., Clark College, 1934; M.A., Atlanta University, 1958.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

WALTON, James H. 2
A.B., Clark College, 1954; M.S. in L.S., Atlanta University, 1965.

WALTON, Lorraine Hopson

WAPLES, Melvin Rudolph
A.B., Clark College, 1945; M.A., Atlanta University, 1964.

WARD, Lillie Evans 1

WARREN, Robert Gleavy 2
B.S., West Virginia State College, 1940; M.A., Atlanta University, 1966.

WASHBURN, Viola Jackson
B.S., Morris Brown College, 1958.

WASHINGTON, Neeka Louise

WATERS, Hosie
B.S., Fort Valley State College, 1962.

WATERS, Juanita Geneva 2

WATSON, Josephine Olivia 1
A.B., Clark College, 1959.

WATSON, Ruby Lee 1
B.S., Fort Valley State College, 1959.

WEBB, Barbara Madden

WEBB, Lera

WEBB, Maxine Thornton 2
B.S., Clark College, 1945.

WEBB, Melvin Richard

WEINBERG, Alan 1
A.B., Arizona State University, 1959.

WELLS, Arnold E.
B.S., Tennessee Agricultural and Industrial State University, 1954.

1 First Semester Only.
2 Second Semester Only.
WELLS, SANDRA JUNE 1  ........................................... Atlanta

WEST, NATHANIEL CHARLES  .................................. Columbus
   B.S., Morris Brown College, 1966.

WHATLEY, FRANCES D. 1  ........................................... Atlanta
   B.S., Tuskegee Institute, 1939.

WHATLEY, WILLIE MAE 2  ........................................... Atlanta
   A.B., Clark College, 1945.

WHISENHUNT, MABEL LOGAN  .................................... Anniston, Ala.
   B.S., Tuskegee Institute, 1940.

WHITE, MINNIE JOHNSON  ........................................... Atlanta
   B.S., Morris Brown College, 1962.

WHITE, PEGGY LOU  .............................................. Milton, Del.
   B.S., Hampton Institute, 1960.

WILCHER, VIRGIL 2  ............................................. Sandersville
   B.S., Savannah State College, 1959.

WILCOX, LOUIS  ............................................. Fort Lauderdale, Fla.
   A.B., Florida Agricultural and Mechanical University, 1951.

WILEY, FRANK 2  ............................................. Buford

WILLIAMS, ANNIE KEELEY, ...................................... Atlanta
   B.S., Morris Brown College, 1962.

WILLIAMS, BENJAMIN FRANKLIN C.  ................................ Atlanta

WILLIAM, FRANCES EARNESTINE  ................................ Atlanta
   A.B., Clark College, 1962.

WILLIAMS, MARY ELLEN  ...................................... Atlanta
   B.S., Florida Agricultural and Mechanical University, 1953.

WILLIAMS, MYRTA YVETTE 2  ...................................... Atlanta
   A.B., Clark College, 1951.

WILLIAMS, RHUNELL 2  ........................................... Atlanta

WILLIAMS, ROBERT JENKINS  .................................... Macon
   A.B., Morehouse College, 1948.

WILLIAMS, SAM, JR.  ............................................ Ferridas, La.
   B.S., Southern University, 1957.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

WILLIAMS, THELMA DANIELY 1 ...................................... Atlanta
B.S., Morris Brown College, 1953.

WILLIAMS, W. CLYDE 2 ............................................. Atlanta
A.B., Paine College, 1956.

WILLINGHAM, JENNIE LEE ......................................... Atlanta
B.S., Clark College, 1947.

WILLIS, ETHELYN EUGENE ......................................... Atlanta

WILLIS, LARRY DU BOIS 2 ........................................... Dalton
A.B., Clark College, 1966.

WILSON, CHARLES E. 2 ............................................ McDonough
B.S., Agricultural and Technical College of North Carolina,

WILSON, CHARLES EDGAR ........................................... Carrollton
A.B., Morehouse College, 1959.

WILSON, JEANNETTE BOWMAN ..................................... Atlanta

WILSON, ROBERT H. .................................................. Atlanta
A.B., Morehouse College, 1948.

WILSON, THURMAN B. .............................................. Atlanta
A.B., Clark College, 1948.

WINKFIELD, EVANGELINE .......................................... Atlanta
A.B., Clark College, 1948.

WOLFE, ELISE PALMER 1 ............................................ Atlanta
A.B., Clark College, 1952.

WOLFE, ROY J. .......................................................... Atlanta
A.B., Clark College, 1951.

WOODRUFF, WILHELMINA DANSBY 1 ................................. Toccoa
B.S., Fort Valley State College, 1948.

WRIGHT, FRANCES PETERS 2 ...................................... Atlanta

WRIGHT, GENNIE RUTH 2 .......................................... Davisboro

WRIGHT, ROSELLE WIMBUSH ....................................... Atlanta
A.B., Clark College, 1941.

WRIGHT, SAMUEL ..................................................... Atlanta
A.B., Clark College, 1962.

1 First Semester Only.
2 Second Semester Only.
WYNN, CAREY .......................... Atlanta 

YANCEY, OMOGENE WILLIAMS ............. Atlanta 
A.B., Clark College, 1945; M.A., Atlanta University, 1946.

YOUNG, GWENDOLYN JENNINGS 1 ............. Atlanta 
A.B., Clark College, 1962.

YOUNG, ROBERT C. 2 .......................... LaGrange 
A.B., Morehouse College, 1950.

YOUNG, VIRGINIA ALEXANDER 1 .............. Atlanta 
A.B., Clark College, 1960.

SCHOOL OF BUSINESS ADMINISTRATION

ADEOLA, AFOLABI .......................... England 

ALLEN, TYRONE .......................... Atlanta 

ALSTON, ALONZO KENNETH 1 .............. Savannah 
B.S., Savannah State College, 1966.

AMADI, BERNARD CHIAGORO ................. Nigeria 

ARNOLD, J. BERNARD ...................... Atlanta 

BATTLE, LYNN R. .......................... Atlanta 

BELAY, LEUL ............................. Ethiopia 
A.B., Lincoln University (Pa.), 1966.

BHUTA, RAMESH VANMALIDAS 2 .............. India 

BISWARO, SAMSON ........................ Tanzania 

BOSEMAN, JAMES TIMMONS ................. Anderson, S. C. 

BRADFORD, GEORGE LACY .................. Forest, Miss. 
B.S., Alcorn College, 1964.

BURNS, WALTER M. 1 ..................... Houston, Tex. 

1 First Semester Only. 
2 Second Semester Only.
CATALOGUE

CALHOUN, ANNIE CLYDE .................................................. Birmingham, Ala.
B.S., Miles College, 1966.

CALHOUN, BERNICE .................................................... Macon

CALHOUN, JOHN H. ...................................................... Atlanta
A.B., Morehouse College, 1937.

CHEN, PING-KUN ² ...................................................... Taiwan
A.B., Taiwan Chung Hsing University, 1961.

CHEN, SON-NAN ² ....................................................... Taiwan
A.B., National Taiwan University, 1964.

CHHEDA, ARVINDKUMAR SHAMJI ................................... India
A.B., University of Bombay, 1964.

COLLINS, THEODORE R. ² ............................................. Holly Springs, Miss.
B.S., Mississippi Vocational College, 1958.

CONNALLY, NORRIS LOGAN ² ........................................ Atlanta
A.B., Morehouse College, 1948.

CONYERS, JEAN LOUISE ................................................ Atlanta
A.B., LeMoyne College, 1956.

CORDY, THOMAS OLIVER ² ............................................. Brooklyn, N. Y.

DAVIS, ALPHONSO ....................................................... Florence, S. C.
A.B., Johnson C. Smith University, 1966.

DAWSON, MATTHEW HANDEL .......................................... Atlanta

DHILLON, KASHMIR ...................................................... Atlanta
A.B., Panjab University, 1959.

DRAKE, ROBERT JAMES ................................................ Phenix City, Ala.

EBOH, ENOBONG THOMSON ........................................... Nigeria
B.S., Southeastern University, 1965.

EVANS, HUBERT LEE ................................................... Blakely
B.S., Fort Valley State College, 1959.

EVANS, JOHN HARVEY, JR. ² ......................................... Atlanta
B.S., Tennessee Agricultural and Industrial State University,
1961.

FARRIS, HAROLD JULIAN ² .......................................... Atlanta

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² Second Semester Only.
ATLANTA UNIVERSITY

FISHER, HARIETTE B. ...................................... Atlanta A.B., Morris Brown College, 1948.


GARY, EMERY IRVING ..................................... Atlanta A.B., Morehouse College, 1958.

GRAHAM, ROSE MARY ..................................... Miami, Fla. B.S., Knoxville College, 1965.

GUPTA, VANKAYALA KAMALAKAR ......................... India B.Com., Andhra University, 1961.


HARRIS, JAMES PRESTON ................................. West Palm Beach, Fla. A.B., Morehouse College, 1966.


HILL, HARRISON RICHARD ................................. Fort Valley B.S., Fort Valley State College, 1951.

HILL, MARY FRANCES 1 .................................. Byronville B.S., Knoxville College, 1965.


HORTON, LEMUEL LEONARD 1 ............................ Fort Valley B.S., Fort Valley State College, 1963.


JAIN, VINOD KUMAR .................................. India A.B., Agra University, 1965.

JOHNSON, ARTHUR DAVID ............................... Bryant, Fla. B.S., Bethune-Cookman College, 1966.

1 First Semester Only.
2 Second Semester Only.
JOHNSON, WILLIAM ARTHUR .......................................................... Cuthbert

JONES, BOBBY 1 ........................................................................... Macon
A.B., Morehouse College, 1953.

KARANGU, MWANGI ........................................................................ Kenya

KIMANI, JOSEPH KARANJA ......................................................... Kenya
A.B., International American University (Puerto Rico), 1965.

KUSI, TIMOTHY AYE ................................................................. Ghana
A.B., Centre College of Kentucky, 1965.

LADIPPO, MICHAEL OLABISH .................................................. Nigeria

LAL, ARUN .................................................................................. India
A.B., Agra University, 1959.

LAMAR, BOBBIE J. ..................................................................... Conyers
A.B., Howard University, 1965.

LANUM, MARION FAYE ............................................................. Little Rock, Ark.
A.B., Texas College, 1965.

LAWRENCE, GEORGE O. ............................................................ Columbia, Ala.

LEE, TEH-CHIH ............................................................................ Taiwan
B.Com., Soochow University, 1961.

LEMON, MARY LEE ..................................................................... Kinder, La.
B.S., Grambling College, 1966.

MCDINTYRE, PLES EARL ........................................................... Albany

MACHHAR, ANIL KUMAR ........................................................... India

MAYO, MARIANNE ELIZABETH ................................................ Pelham

MEADOWS, ROBERT LEE .......................................................... Atlanta

MORRELL, SHIRLEY ANN .......................................................... Cochran

MOSELEY, RONALD CARVER ................................................... Atlanta

1 First Semester Only.
2 Second Semester Only.
Murphy, Elizabeth .................................................. Vicksburg, Miss.
B.S., Alcorn Agricultural and Mechanical College, 1965.

Murrell, Jerone Carthew ............................................ Martinsville, Va.
B.S., Hampton Institute, 1966.

Naves, LeAndrew III .............................................. Atlanta

Ogbonna, Josiah Iheme .............................................. Nigeria
B.S., Miles College, 1966.

Okpah, Augustine Obakwonyelum ............................... Nigeria
B.B.A., University of Houston, 1966.

Onyach, Obuya Albert ........................................... Kenya
A.B., Tougaloo College, 1966.

Patniak, Pradeep Kumar ........................................... India
B.Com., Ukal University, 1964.

Pittman, Margaret Lee ........................................... Atlanta
B.S., Morris Brown College, 1962.

Ponder, Clifford Nellion ......................................... Fort Valley
A.B., Clark College, 1959.

Pope, John Arthur ................................................ Hawkinsville
B.S., Fort Valley State College, 1949.

Prakash, Prem ...................................................... India

Price, Bryant Henri ............................................... Macon

Priester, Willie Ray ............................................... Augusta
B.S., South Carolina State College, 1959.

Raju, M. Ramachandra ............................................. India
B.Com., Vardhini Andhra University, 1965.

Rambhija, Harakhchand .............................................. India
University of Bombay, 1965.

Reynolds, Charles McKinley, Jr. ................................ Atlanta

Rhaney, Florence Millicent ....................................... Savannah
B.S., Savannah State College, 1965.

Robertson, William ............................................... Hammond, La.
A.B., Morehouse College, 1953.

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1 First Semester Only.
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ROBINSON, FRANK BENJAMIN, JR. .................... Sumter, S. C.  
A.B., Dillard University, 1966.

ROBINSON, JOHN HENRY ......................... Demopolis, Ala.  
B.S., Tennessee Agricultural and Industrial State University, 1963.

ROSEBERRY, CAROLYN MAXINE 1 ....................... Atlanta  
B.S., Savannah State College, 1964.

RUJA, RAMANIAL FATEHCCHAND 2 ................... India  

SALGIA, TANSUKH JAWAHHAL ......................... India  

SAMPAT, Niranjan Dwarkaos 2 ....................... India  

SCREVEN, JAMES 1 ......................... Baltimore, Md.  

SETHI, MANMOHAN SINGH ......................... India  
A.B., University of Bombay, 1964.

SHAO, JOHN H. C. .................................. Taiwan  
A.B., National Taiwan University, 1958.

SHARMA, SAT PAL ................................... India  
A.B., Panjab University, 1949.

SHARMA, VINOD KUMAR 1 ......................... India  
A.B., East Panjab University, 1949; M.A., Rajasthan University, 1962.

SHEATS, TOMMY 2 ................................... Athens  

SHEPARD, BETTY C. ................................ Atlanta  
A.B., Clark College, 1953.

SHIH, TING-CHUN ................................ Taiwan  
A.B., National Taiwan University, 1959.

SINGFIELD, RALPH BERNSTEIN ..................... Augusta  

SMITH, JAMES ROBERT ......................... Athens  
B.S., Savannah State College, 1966.

SOMERVILLE, JOSEPH CHARLES ............... Virginia Beach, Va.  

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

STEVENS, EMORY, II

STEWART, BRENDA DIANE
B.S., Southern University, 1966.

STEWART, TOBIAS

STINSON, GEORGE ROGER
A.B., Johnson C. Smith University, 1962.

STRICKLAND, WILLIAM LORENZO

TAYLOR, LEON

TERRY, ROYDALE

THOMAS, MATTHEW, JR.

TURNER, IRA, JR.

UZOMAH,RALPH UWABUIKE
B.S., Southern University, 1965.

VYAS, Chand BHANUBHAI
B.Econ., R. A. Podar College of Commerce and Economics (India), 1966.

WALKER, JOHN W.

WALKER, LESTER E.
A.B., Morehouse College, 1956.

WASHINGTON, HARRIETTE E.

WATSON, HENRY LINCOLN, Jr.

WEGAYEHU, BELAY

1 First Semester Only.
2 Second Semester Only.
Wilkerson, Prentiss ² ................................ Shreveport, La.
  B.S., Southern University, 1967.

Williams, Nathaniel Andrew ¹ ............................ Charleston, S. C.
  B.S., West Virginia State College, 1966.

Wilson, Milton, Jr. .................................... Houston, Tex.

Wilson, Yvonne ........................................ Atlanta
  B.S., Tennessee Agricultural and Industrial State University, 1958.

SPECIAL STUDENTS

Maddox, Arthur Alvoid ² ................................. Columbus

Lewis, Jewel Aurelia .................................... Atlanta

Perry, Thomas ¹ ........................................ Atlanta

¹ First Semester Only.
² Second Semester Only.
### SUMMARY OF ENROLLMENT — 1966-1967

#### GRADUATE AND PROFESSIONAL SCHOOLS

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(June 1, 1966 to June 1, 1967) 1,106, 1,993, 3,099
ATLANTA UNIVERSITY
GEOGRAPHICAL DISTRIBUTION OF ENROLLMENT
1966-1967

ARTS AND SCIENCES, SOCIAL WORK, LIBRARY SERVICE,
EDUCATION, BUSINESS ADMINISTRATION

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