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Atlanta University

4-1-1968

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

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

A separate Catalogue is published for the Summer School.

Member of the Southern Association of Colleges and Schools.

Member — American Association of Colleges for Teacher Education.

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

American Library Association
Council on Social Work Education
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### ATLANTA UNIVERSITY CALENDAR

**1968**

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<td>10</td>
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<td>Registration for Summer School.</td>
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<td>11</td>
<td>Tuesday</td>
<td>Registration for Summer School.</td>
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<td>12</td>
<td>Wednesday</td>
<td>Summer School Classes begin.</td>
</tr>
<tr>
<td>14</td>
<td>Friday</td>
<td>Last day to register for credit.</td>
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<tr>
<td>14</td>
<td>Friday</td>
<td>Graduate Record Examination.</td>
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<td>15</td>
<td>Saturday</td>
<td>Graduate Record Examination.</td>
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<tr>
<td>17</td>
<td>Monday</td>
<td>Examination in foreign languages;</td>
</tr>
<tr>
<td></td>
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<td>required for the master's degree in</td>
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<td></td>
<td></td>
<td>arts and sciences, and library service.</td>
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<tr>
<td>18</td>
<td>Tuesday</td>
<td>Examination in English Fundamentals.</td>
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<tr>
<td>21</td>
<td>Friday</td>
<td>Last day to file candidacy for gradu-</td>
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<tr>
<td></td>
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<td>ate degrees to be conferred in Aug-</td>
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<th>July</th>
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<td>6</td>
<td>Saturday</td>
<td>Preliminary Examination in Educa-</td>
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<td>tion—National Teacher Examinations.</td>
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<td>29</td>
<td>Monday</td>
<td>Last day to file theses for master's</td>
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<td>degrees to be conferred in August,</td>
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<tr>
<th>August</th>
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<tr>
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<td>Thursday</td>
<td>Final examinations for candidates for</td>
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<td>degrees to be conferred in August, 1</td>
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<tr>
<td></td>
<td></td>
<td>968. (Oral, Course, and Comprehensive).</td>
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<tr>
<td>8</td>
<td>Thursday</td>
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<td>9</td>
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<td>Final examinations; Summer School clo-</td>
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<tr>
<td>16</td>
<td>Monday</td>
<td>Registration for first semester (un-</td>
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<td></td>
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<td>dergraduate students).</td>
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<tr>
<td>17</td>
<td>Tuesday</td>
<td>Registration for first semester (un-</td>
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<tr>
<td></td>
<td></td>
<td>dergraduate and graduate students).</td>
</tr>
<tr>
<td>18</td>
<td>Wednesday</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>21</td>
<td>Saturday</td>
<td>Last day for first semester registra-</td>
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<td>tion.</td>
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<td>21</td>
<td>Saturday</td>
<td>Registration for in-service teachers</td>
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<td>and other regularly employed indi-</td>
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<tr>
<td></td>
<td></td>
<td>viduals.</td>
</tr>
<tr>
<td>27</td>
<td>Friday</td>
<td>Graduate Record Examination.</td>
</tr>
<tr>
<td>28</td>
<td>Saturday</td>
<td>Graduate Record Examination.</td>
</tr>
<tr>
<td>30</td>
<td>Monday</td>
<td>Examination in English Fundamentals;</td>
</tr>
<tr>
<td></td>
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<td>required of all students in the Uni-</td>
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<td>versity.</td>
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October 1 Tuesday Examination in foreign languages; required for the master's degree in arts and sciences, and library service.

October 5 Saturday Preliminary Examination in Education—National Teacher Examinations.

14 Monday Last day to file candidacy for work to be completed in January, 1969.

16 Wednesday Charter Day.

November 28 Thursday Thanksgiving holiday.

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

December 21 Saturday Christmas recess begins at end of scheduled classes.

January 6 Monday Christmas recess ends; classes resume at 8:00 a.m.

20 Monday Semester examinations begin.

25 Saturday First semester closes. Last day to file theses for work completed in January, 1969.

27 Monday Registration for second semester (undergraduate students).

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

February 29 Wednesday Classes begin.

1 Saturday Last day for second semester registration.

1 Saturday Registration for in-service teachers and other regularly employed individuals.

1 Saturday Preliminary Examination in Education—National Teacher Examinations.

2 Sunday University Center Convocation.

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

5 Wednesday Examination in foreign languages; required for the master's degree in arts and sciences, and library service.

8 Saturday Graduate Record Examination.

21 Friday Last day to file candidacy for degrees to be conferred in June, 1969.
March
2 Sunday University Center Religious Emphasis Week.
20 Thursday Spring recess begins at end of scheduled classes.
26 Wednesday Spring recess ends at 8:00 a.m.
31 Monday Examination in English Fundamentals; required of all students in the University.

May
18 Sunday Commencement Day—Interdenominational Theological Center.
19 Monday Last day to file theses for master's degrees to be conferred in June, 1969.
22 Thursday Semester examinations begin.
22 Thursday Final examinations for candidates for master's degrees to be conferred in June. (Oral, Course, and Comprehensive).
31 Saturday Semester examinations end. Semester ends.

June
1 Sunday Baccalaureate Services.
2 Monday Commencement Day—Atlanta University, Clark College, and Spelman College.
3 Tuesday Commencement Day—Morehouse College.
4 Wednesday Commencement Day—Morris Brown College.
9 Monday Registration for Summer School.
10 Tuesday Registration for Summer School.
11 Wednesday Summer School Classes begin.

August
7 Thursday Summer School Convocation
8 Friday Summer School closes.

FOUNDER'S DAY CELEBRATIONS

1968
October 16 Wednesday Atlanta University.
1969
February 18 Tuesday Morehouse College.
22 Saturday Clark College.
March 11 Tuesday Interdenominational Theological Center.
12 Wednesday Morris Brown College.
April 11 Friday Spelman College.
BOARD OF TRUSTEES
1965-1968

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IRVING SALOMON ................................... Escondido, California
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JOHN HERVEY WHEELER ......................... Durham, North Carolina
CLAYTON R. YATES .............................. Atlanta, Georgia

1966-1969

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HENRY M. MINTON .............................. New York, New York
JOHN SPENCER .................................... New York, New York
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CHAUNCEY L. WADDELL .......................... New York, New York

1967-1970

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HUGH M. GLOSTER .............................. Atlanta, Georgia
WILLIAM T. GOSSETT ......................... Detroit, Michigan
LAWRENCE J. MACGREGOR .................. Chatham, New Jersey
ALBERT E. MANLEY ............................. Atlanta, Georgia
FLORENCE M. READ ........................ Claremont, California
HUGHES SPALDING, JR. ....................... Atlanta, Georgia

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

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RUFUS E. CLEMENT* ........................................ John H. Wheeler
J. CURTIS DIXON ........................................... Clayton R. Yates
ALBERT E. MANLEY

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LAWRENCE J. MACGREGOR ............................ Secretary to the Corporation
HENRY M. MINTON

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CHARLES K. BRUMLEY, JR. .......................... Treasurer
RUFUS E. CLEMENT* .................................. President
C. C. NABRIT ......................................... Secretary
CLAYTON R. YATES .............................. Secretary to the Corporation

*Deceased, November 7, 1967.
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President

THOMAS D. JARRETT, Ph.D.**
Acting President

CHARLES K. BRUMLEY, JR.
Treasurer

G. CLETUS BIRCHETTE, M.A.
Comptroller

GERONE HENDALE TAYLOR, A.B.
Registrar

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Acting 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

*Deceased, November 7, 1967.
**Part of the Year.
UNIVERSITY STAFF

CARRIE WASHINGTON BELL, A.B. .................................................. Secretary to the Dean,
The Graduate School

BETTY J. BENTLEY ............................................................................. Cashier

IRA ROGERS BENTON ........................................................................ 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

ANN B. BROWN .................................................................................. Secretary for Student Records
School of Social Work

BERTHA BROWN ................................................................. Secretary to the Faculty,
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

ELEANOR C. DEAN .............................................................................. Secretary to the Dean,
School of Social Work

ARTVETTA Y. DOANES, B.S. ............................................................... Secretary, School of
Business Administration

ETHEL SHEFTALL FORBES ............................................................ Manager,
University Book Shop

FRANCES B. FOUCH* ........................................................................... Secretary to the
Director of Residence

SHEILA JEAN FRANKS** ....................................................................... Secretary to the Faculty,
School of Education

ANTOINETTE R. FREDERICK .............................................................. Secretary, National
Science Foundation Institute

THEOLIA J. HAMMONDS, A.B. ........................................................ Postmistress

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MARTHA J. HARRELL* ........................................................................ Secretary, NIMH Pilot
Program, School of Social Work

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 S. JOHNSON, A.B.* ................................................................. Secretary
Office of the President

*Part-time.
**Part of the Year.
CHRISTINE C. JONES* ...................... I.B.M. Assistant
MAUREEN ROSLYN JONES* ................ Secretary to the Faculty,
School of Education
JULIETTE KENDRICK ...................... Secretarial Assistant,
Office of the Registrar
BRENDA DELORES KILGORE ................ Secretary,
Phylon Office
YVONNE ARNOLD KING ..................... Assistant, Public
Relations and Publicity Office
BERTHA F. LEDBETTER .................... Secretary to the Dean,
School of Education
GWENDOLYN PHILLIPS LEE* .............. I.B.M. Assistant
JULIA P. McCRARY ....................... Assistant,
University Book Shop
LOVEREE L. McCRARY, B.S. ............. Secretary,
Office of the Comptroller
SANDRA SINGLETON MCDONALD .......... Switchboard Operator
MARY JOYCE McNEIL, B.S.C. .......... Secretary,
Phylon Office
NORAH McNIVEN ......................... Directory of Publicity
and Public Relations
NIHILLIDA JEFFERSON MATHIS* ........ Switchboard
Relief Operator
LUCY WHITE MILLINES, B.S. .......... Secretary,
Office of the President
MARECIA LAURLI MOTON, B.A. ....... Clerical Assistant,
Office of the Registrar
BARBARA LOUISE MULLINS .......... Secretary, Field Work
Department, School of Social Work
RUBY D. Neal ............................ Secretary to the
Placement Officer
BOBBIE B. OGLETREE .................... Secretarial Assistant,
Office of the Registrar
EARLENE L. OWENS* ..................... Secretary to the Faculty,
School of Education
ROSIE ELLA PINKSTON* ................. Secretary for the
Children's Bureau-Child Welfare Program
School of Social Work
PINKIE E. PORTER ....................... Secretary,
Office of the Comptroller
MARY POTTS* ......................... Clerical Assistant
Office of the Registrar
MARY P. PRESTON ....................... Secretary to the Comptroller
CLAUDETTE RIVERS ..................... Secretary, School of Social Work

*Part of the Year.
JOHNNIE MAE ROBINSON ....................... Secretarial Assistant, Office of the Registrar
CAROLYN M. ROSEBERRY, B.S. .................... Secretary, The Reading Center
JOHNNIE LA-RUTH RUSSELL, A.B. .................... Secretary, The Reading Center
GRACE M. SANDERS .................. Secretary for the Child Welfare Program, School of Social Work
SUSAN ALBORO SCHILLER, B.S.** ........ Secretary, School of Library Service
FRANCES FOUCH SPENCER, A.B. .................... Secretary to the Faculty, School of Library Service
FREDDYE LAVERNE TRUITT, A.B. ..................... Secretary, Office of the Comptroller
LESTER E. WALKER, Jr., A.B., M.B.A. ............... Bookkeeper, Office of the Comptroller
VIRGINIA L. WALKER .......................... Assistant, Office of the Comptroller
JUNE FAYE WHITE ............. Switchboard Relief Operator and Assistant to the Postmistress
MARY ANN WILLIAMS* .... Secretary, NIMH Pilot Program School of Social Work
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’ Services
MYRTLE C. BENNETT, A.B., M.S. in L.S. ............ Assistant Cataloger
LOUISE H. BIRCHETTE, A.B. ........ Assistant in Acquisitions
JULIA W. BOND, A.B., M.S. in L.S. ................ Circulation Librarian, Readers’ Services
BEssIE DREWERY BRISOCe, M.S. in L.S. ............ Catalog Librarian and Head, Technical Services
ANnIE KATE BROWN ....................... Clerical Assistant, Cataloging Department
JESSIE MAE DICKERSON, B.S., M.S. in L.S. .......... Assistant Cataloger
DOROTHY LOUISE FOSTER ................ Secretary, Acquisitions Department

*Part of the Year.
**Part-time.
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
SANDRA JOYCE HART, B.A.* ............ Library Assistant, School of Library Service
ETHEL BOWDEN HAWKINS, B.S. in L.S. ........ Assistant in Readers' Services
JULIO DEJESUS HERNANDEZ, LL. D., M.S. in L.S. . Periodicals Librarian
ANNABELLE M.Jarrett, A.B. .............. General Assistant
MARGARET CATCHINGS KIRK, M.S. in L.S. ........ Library Assistant, School of Library Service
SARAH K. MIDDLEBROOKS .................. Circulation Assistant
LILLIAN MILES, A.B., M.S. in L.S. ........ Head of Special Services, in Charge of Negro Collection
BARBARA P. RILEY*, M.S. in L.S. ............ Acquisitions Librarian

STUDENT PERSONNEL
MARIE REGINA VERNON, B.S., M.A. ........ Dean of Students
MALCOLM J. DEAN, A.B., M.A. .... Associate Dean of Students

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

*Part of the Year.
THE FACULTY

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

CLEON CURTTS ARRINGTON     Professor of Chemistry and Chairman of the Department
B.S., Morehouse College, 1958; M.S., Atlanta University, 1960; Ph.D., Kansas State University, 1965.

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

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

RONALD B. BAILEY             Associate Professor of Political Science

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

CHARLES K. BAUER**    Lecturer, School of Library Service
B.S., Politechnicum of Vienna, 1933; M.A. in L.S., Catholic University of America, 1955.

JERRY BEHRINGER    Associate Professor of Social Work

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.

**Part of the Year.

CATALOGUE

HORACE MANN BOND  
Director of the Bureau of Educational and Social Research and Professor of Educational Sociology

A.B., Lincoln University, 1923; M.A., University of Chicago, 1926; Ph.D., 1936.

Louise Robertson Boswell  
Assistant Professor of Education


John Wright Boyd, Jr.  
Associate Professor of Mathematics


Laurence E. Boyd  
Professor of Educational Administration

B.S., Knox College, 1919; A.M., State University of Iowa, 1933; Ph.D., 1938.

Edward James Brantley  
Professor of Guidance and Counseling


Kathryn Brisbane  
Assistant Professor, School of Social Work

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

Hallie Beachem Brooks  
Associate Professor of Library Service


William Dwight Buchanan  
Lecturer, Department of Biology

A.B., University of California, 1925; M.S., University of Minnesota, 1933.
BENJAMIN FRANKLIN BULLOCK

Instructor of 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.

DAVID JAMES BURBIDGE

Assistant Professor of Business Administration

B.S.I.M., Georgia Tech, 1963; M.B.A., Emory University, 1965; Ph.D., Georgia State College, 1965.

ISABELLA T. BUTTS

Assistant Professor of English


MAURICE CAGNON

Assistant Professor of French


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


CLEVELAND A. CHRISTOPHE

Professor of Business Administration

B.S., Arkansas A. M. and N. College, 1935; M.S., Atlanta University, 1943; M.Ed., University of Arkansas, 1957; Ph.D., South Dakota State College, 1960.

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  
Associate Professor of Library Service  

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

THOMAS WINSTON COLE, JR.  
Associate Professor of Organic Chemistry  
B.S., Wiley College, 1961; Ph.D., University of Chicago, 1968.

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.

FRANK EDSON CUMMINGS  
Instructor of Chemistry  

*Deceased, November 7, 1967.
Mamie Russell Darlington

Field Work
Instructor of Social Work

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

Krishna Kanta Das

Professor of Business Administration


William H. Denton

Associate Professor of History and Philosophy of Education


James Everette DeVaughn

Lecturer, School of Education

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

William J. Donaldson, Jr.

Visiting Professor of Guidance and Counseling


Pearlie Craft Dove

Professor of Education

A.B., Clark College, 1941; M.A., Atlanta University, 1943; Ed.D., University of Colorado, 1959. Department of Education and Psychology, Clark College.

Charles F. Duncan, Jr.

Assistant Professor of English

A.B., Yale University, 1960; M.A., Emory University, 1961; Ph.D., 1965.

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.

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
Associate Professor,
School of Library Service
A.B., Hunter College, 1952; M.A., Yale University, 1954;
M.A., University of Michigan, 1960.

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

PHILIP D. GOLDHAGEN
Lecturer, School of Education

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

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

LUCY CLEMMONS GRIGSBY
Associate Professor of English

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

MARGARET S. HALL
Unit Field Instructor, School of Social Work

GEORGE THOMAS HEDGESPETH
Associate Professor of Social Work
B.S., State Teachers College, (N.C.), 1943; M.S.W., Atlanta University, 1948; M.S., Virginia State College, 1954.

ELBERT CURTIS HENSON
Lecturer, School of Education
B.S., Auburn University, 1949; M.S., 1951; Ed.D., 1960.

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, École Supérieure de Préparation et de Perfectionnement des Professeurs de Français à l’Etranger, Université de Paris, 1952; Ph.D., University of Michigan, 1958.

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

SIDNEY ISENBERG  
Lecturer, School of 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  

RUBY M. JACKSON  
Lecturer, Department of Mathematics  
B.S., Southern University, 1959; M.S., Atlanta University, 1967.

WILLIAM S. JACKSON  
Professor of Social Work  

THOMAS D. JARRETT**  
Acting President  
A.B., Knoxville College, 1933; A.M., Fisk University, 1937; Ph.D., University of Chicago, 1947.

**June 1, 1968.
CATALOGUE

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

CLYDE E. JOHNSON, JR.  
Assistant Professor of Biology
A.B., West Virginia University, 1957; M.S., 1959; Ph.D., 1966. Department of Biology, Clark College.

THESBA NATALIE JOHNSTON  
Professor of Education

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

MACK HENRY JONES  
Associate Professor of Political Science

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.

BARBARA ROSE JOYE  
Instructor of English

ALICE ELTHA KIDDER  
Assistant Professor of Economics

DAVID ELWYN KIDDER  
Assistant Professor of Economics
THEODORE KOPKIN** Lecturer, School of Library Service

CARSON LEE Associate Professor of Education and Psychology

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

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

CLYDE OLIVER MCDANTEL, JR. Assistant Professor of Sociology

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

ADDIE S. MITCHELL Associate Professor of English

BEATRICE B. MOSLEY Instructor of Special Education
B.S., Tougaloo College, 1948; M.S., Indiana University, 1961.

CHARLES CLENT MOSLEY, JR. Assistant Professor of Special Education

ROBERT B. NEWMAN Lecturer, School of Social Work

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.

LORRAINE G. PARKER  
Assistant Professor, 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.

MARGARET FLOYD PERRITT  
Associate Professor of Education  

JOHN V. PETROF  
Associate Professor, School of Business Administration  

ANNEtte HoeGe PhinaZeE  
Professor, School of Library Service  

GEORGE PLUTCHOK  
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.

ANNEll PonDER*  
Unit Field Instructor, School of Social Work  
A.B., Clark College, 1955; M.S.W., Atlanta University, 1959.

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

GEORGE ALBERT REYNOLDS  
Professor of Foreign Languages  
B.A., University of California, 1948; M.A., University of Michigan, 1949; Ph.D., Université Laval (Quebec), 1960. Department of Foreign Languages, Clark College.

*Part of the Year.
HENRY C. RICKS, JR.  
Lecturer,  
School of Social Work  
B.S., Millsaps College, 1940; M.D., Jefferson Medical College of Philadelphia, 1944; Further Study, Mayo Foundation for Medical Education and Research, 1946-1949.

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

FREDERIC MURRAY ROBINSON  
Lecturer,  
School of Business Administration  

FREDERIC BRUCE ROSEN  
Assistant Professor of Education  

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.

JAMES J. SCHILLER  
Instructor of Economics  
B.S., New York University, 1964; M.A., Graduate Faculty of The New School, 1967.

VICTORIA M. SCOTT  
Associate Professor of Social Work  

SAMUEL SILVERSTEIN  
Associate Professor of Elementary Education  
B.S.S., City University of New York, 1936; M.S. Ed., 1938; Ed.D., Columbia University, 1960.

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

BARNETT F. SMITH  
Professor of Biology  
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.

CHARLES P. TAUBER  
Lecturer, School of Social Work  

JOSEPHINE FAWCETT THOMPSON  
Assistant Professor, School of Library Service  
A.B., West Virginia State College, 1932; A.M., Atlanta University, 1959; 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  

EOIN W. TREVELYAN  
Lecturer, School of Business Administration  

BENJAMIN M. TROOBOFF  
Assistant Professor of Business Administration  

ROBERT H. TROY  
Instructor of European History  
A.B., Syracuse University, 1963; M.A., Rutgers University, 1967.

SKEVOS NICK TSOUKALAS  
Associate Professor of Chemistry  
B.S., University of Athens (Greece), 1952; M.S., University of Florida, 1958; Ph.D., 1966.

JESSIE P. WALKER*  
Assistant Professor 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.

*Part of the Year.
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.

Jack Henry Williams  
Assistant Professor of Sociology  
B.S., Northern Illinois University, 1955; M.A., 1963; Further Study, Emory University.

Lloyd Kenneth Williams  
Professor of Mathematics and Chairman of the Department  
A.B., University of California (Berkeley), 1948; M.A., 1949; Ph.D., 1956.

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

Lydia B. Wynn  
Associate Professor of Social Work  
B.S., Spelman College, 1943; M.S.W., University of Pittsburgh, 1964; Further Study, University of Pittsburgh, 1967.

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

Lloyd Yarbrough  
Director of Research  
School of Social Work  

Harding Bennett 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.
1885-1886  Acting Presidency of Thomas N. Chase.
1886-1887  Acting Presidency of Horace Bumstead.
1887-1888  Acting Presidency of Cyrus W. Francis.
1888-1907  PRESIDENCY OF HORACE BUMSTEAD.
1907-1922  PRESIDENCY OF EDWARD TWICHELL WARE.
1922-1923  Acting Presidency of Myron W. Adams.
1923-1929  PRESIDENCY OF MYRON W. ADAMS.
1929-1936  PRESIDENCY OF JOHN HOPE.
1936-1937  Acting Presidency of Florence M. Read.
1937-1939  PRESIDENCY OF RUFUS E. CLEMENT.
1937-1968  INTERIM ADMINISTRATIVE COMMITTEE.
1968-  ACTING PRESIDENCY OF THOMAS D. JARRETT

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
CATALOGUE

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 AIMS AND OBJECTIVES OF THE UNIVERSITY

The purposes of Atlanta University were framed in the beginning by the historical context in which the institution originated and, in large measure, have continued to be bound intimately by the geographical, sociological, and economic realities of its situation. These significant influences, as well as the basic beliefs and deep dedication of the founders and succeeding administrators have given it both a uniqueness and a centrality in American higher education which have been maintained during the century of its existence.

Chartered by the Superior Court of Fulton County, Georgia, in October, 1867, Atlanta University, with the aid of the Freedman’s Bureau and the American Missionary Association, became the first institution of higher learning in the Deep South devoted primarily to the task of providing “opportunity for thorough education to members of a race only recently elevated to citizenship,” with “much of its prescribed curriculum of studies being of a higher grade than that of other institutions in the South, whose doors were opened to pupils of color....”1 These and other related facts mean that in the midst of the efforts of the “Phoenix City” to re-create itself from the chaos of the recently ended Civil War and at a time when the idea prevailed that Negroes were incapable of intellectual achievement, the founders of the University and their supporters held this elemental purpose and sought to raise the former bondsmen to levels of intellectual, cultural, and moral attainments reached in the best universities of the country. Despite their high aims,

1Report of a committee of the Georgia General Assembly appointed to evaluate the University’s work, under the chairmanship of Governor J. E. Brown, 1871.
much of the early work was perforce below that of college level.

Carefully and slowly the purpose which undergirded the founding and early administration of the University was implemented through the efforts of individuals who sought to build a first-class university and who therefore rejected the idea of a special curriculum for a special group and insisted upon the general courses of study then current in representative institutions. Among the most influential early participants in this effort to achieve quality education were a number of graduates of Yale University, and other Eastern schools, liberally educated and interpreting it as their moral and civic responsibility to cultivate a new class of Negroes nurtured in the Judeo-Christian, liberal arts tradition and dedicated to leading their race into the mainstream of American life and culture. By 1929 the University was able to devote itself wholly to graduate education.

Integral in the University's tradition has been its consistent advocacy of principles of academic freedom, respect for the individual irrespective of his ancestry, and standards of excellence in all areas. Idealistic and yet fundamentally realistic, and hampered in earlier times by a generally hostile community, the institution, nevertheless, has pursued these ends, even when to do so has been extremely dangerous. Classic examples of the University's adherence to these principles are found in its refusal in 1887 to restrict admission to its elementary department to Negro children only, even though this meant the loss of financial support from the State of Georgia; in the maintenance of an interracial faculty throughout its existence; and in its withstanding of strong pressures to follow many other institutions in the emphasis on industrial training as most appropriate for Negroes. In each of these instances, the positions were supported by the Charter, which makes no mention of race and states that Atlanta University is an institution "for the liberal and Christian education of youth." To this moment the School of Arts and Sciences is referred to generally as "the Graduate School," in an exclusively graduate institution composed of four professional schools in addition to this unit. Each of these reflections of the fundamental purpose of the University focuses on the fact that its role has always been conceived as that of developing leaders, of seeking its students among the talented, or nurturing the character-
istics and proficiencies of scholarship, and of operating in a Christian though not specifically denominational context.

STATEMENT OF PHILOSOPHY

In a democratic society, a literate citizenry is essential to the survival of that society. Such a citizenry requires a liberally educated leadership to foster and protect the opportunity for each person to develop his full potential. Such a leadership in considerable numbers must be trained in the professions and arts practiced in that society. Such a leadership, in the United States of America, must maintain the high moral standards enunciated broadly in the Judeo-Christian religion. That leadership is obligated to work with and for other members of the society for the improvement of all. The raison d'être of Atlanta University is the education and training of a considerable part of that leadership.

STATEMENT OF PURPOSE

Based upon its philosophy and its obligations to transmit knowledge, to encourage creative research, and to serve society, the following is a statement of purpose of Atlanta University:

1. To create a climate in which maximum development of personality is fostered
2. To provide opportunities for students to develop into intellectually, morally and socially responsible persons able to assume leadership roles, particularly those required by the American society
3. To provide tools and resources for the acquisition of knowledge and the development of skills requisite for the students’ fields of specialization
4. To provide training in the use of research methods and techniques and experiences to encourage their application
5. To encourage faculty creativity in use of subject matter, in research activity, and in pedagogy, for their deepest professional fulfillment and for ultimate benefits to students
6. To provide continuing education for in-service personnel in selected fields
7. To serve the immediate community, the nation, and the world in ways appropriate to an institution of higher learning.
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 and Business Administration. 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 219,805 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. Also in the special collection are the papers of the Southern Regional Council and the Commission on Interracial Cooperation.

The Thayer Lincoln Collection was opened in 1953. This is perhaps the most important collection on "The Great Emancipator" that is located anywhere in the South. It includes
letters, pamphlets, books, contemporary newspaper accounts, numerous photographs, handbills, cartoons, White House chinaware, Lincoln coins, and some 300 other memorabilia and association items. Acquisition of this collection came through the generosity of Mrs. Anna Chrittendon Thayer of New York City, who has maintained a lifetime interest in Lincoln.

In 1962, the art gallery located in the Library was, by action of the Board of Trustees of Atlanta University, named for and dedicated to the memory of the late Catherine Hughes Waddell; this in recognition of the interest and the generosity of Mr. and Mrs. Chauncey Waddell in making many gifts of contemporary American art to Atlanta University.

Through a fund established by Mr. Lawrence J. MacGregor, Chairman of the Atlanta University Board of Trustees, three microfilm readers and files of newspapers on microfilm have been added to the Library Collection. Microfilms of other works are added each year. 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.

The Catherine Hughes Waddell Gallery which houses the Atlanta University Permanent Art Collection is located in the basement. 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.

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.
NEW BUSINESS ADMINISTRATION BUILDING

Construction of the new building was approved at the April 28, 1967 annual meeting of the Board of Trustees of the University. It will be a two-story plus basement, brick, reinforced concrete, fireproof structure, designed to fit into the space between the School of Education Building, Clement Hall, and the Administration Building, Harkness Hall. It will be situated on the east side of the campus, bordering on Chestnut Street and facing into the Library Quadrangle. When completed, the building will be modern and up-to-date in every respect and will have special features to enhance the program of the School of Business Administration.

DORMITORIES

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

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 is being written by Dr. Clarence A. Bacote.
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 Convocation.

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.

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

ROSEMARY GRAHAM ......................... Resources and Information Specialist
B.S., Knoxville College, 1965; M.B.A., Atlanta University, 1967.

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

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.

MINNIE WILFORD ANDERSON ................. Secretary

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 AND PERSONNEL OF THE EDUCATION IMPROVEMENT PROJECT

WARREN DAVID BACHELIS

DAVID EDWARD DAY

MARY POLLOCK ENDRES
B.A., Western Illinois University, 1943; M.A., University of Chicago, 1946; Ph.D., 1954.

SIDNEY HARRISON ESTES
A.B., Lincoln University (Pa.), 1953; M.A., Atlanta University, 1959; Ed.D., Indiana University, 1967.

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

JAMES I. WHITTINGTON*
B.S., Howard University, 1937; M.S., Columbia University, 1943.

EVELYN U. WIDEMAN

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:

*Part of the Year.
PUBLIC SCHOOL, PRINCIPALS AND SUPERVISING COUNSELORS PARTICIPATING IN THE ATLANTA UNIVERSITY COUNSELOR EDUCATION PROGRAM 1967-68

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

ATLANTA TECHNICAL SCHOOL
Mr. Robert Ferguson ................. Principal
Mr. Don Hall .................................. Counselor

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

E. R. CARTER ELEMENTARY SCHOOL
Mr. R. L. Collins ....................... Principal
Miss Doll Shirley ..................... Counselor

GEORGE WASHINGTON CARVER HIGH SCHOOL
Mr. O. G. Prince .......................... Principal
Mrs. Rebecca G. Jackson ............... Counselor

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

SAMMYE E. COAN SCHOOL
Mr. Ralph A. Long .......................... Principal
Mr. Willie Dancy ....................... Counselor
Mrs. Nancy Young ......................... Counselor

J. ALLEN COUCH ELEMENTARY SCHOOL
Mr. Phil Clour .......................... Principal
Mrs. Elsie Jacobs ....................... Counselor

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

FULTON HIGH SCHOOL
Mr. W. D. Woodall .......................... Principal
Mr. C. C. Brown .......................... Counselor

WEST FULTON HIGH SCHOOL
Mr. James J. Kiritch .......................... Principal
Mrs. John C. Hoffman .................. Counselor

WALTER F. GEORGE HIGH SCHOOL
Mr. James B. Green, Jr. .................. Principal
Mrs. Virginia Slate .................. Counselor

CHARLES L. HARPER HIGH SCHOOL
Mr. Marshall B. Arnold .......................... Principal
Mrs. Georgia P. Bartley .................. Counselor
Mr. Jack Hargrove ........................................ Counselor
Mr. H. L. Reese ........................................... Counselor
DAVID T. HOWARD HIGH SCHOOL
Mr. F. W. Sullivan ........................................ Principal
Mrs. Marian A. Morgan .................................. Counselor
MURPHY HIGH SCHOOL
Mr. William A. Russell .................................. Principal
Miss Sandra Shugart ....................................... Counselor
D. C. O'KEEFE HIGH SCHOOL
Mr. Frank B. Jernigan .................................... Principal
Mrs. Ann A. Blackstone .................................. Counselor
FRANKLIN D. ROOSEVELT HIGH SCHOOL
Mr. Neil Baxter ............................................ Principal
Miss Marion R. Houston .................................. Counselor
THOMAS H. SLATER ELEMENTARY SCHOOL
Mr. Andrew Lewis .......................................... Principal
Mrs. Helen Carroll ......................................... Counselor
W. E. SLATON ELEMENTARY SCHOOL
Mr. William Sheffield .................................... Principal
Miss Susan Watts ........................................... Counselor
SOUTHWEST HIGH SCHOOL
Mr. Claude C. Wills ...................................... Principal
Mrs. Elizabeth Seigler .................................... Counselor
SYLVAN HILLS HIGH SCHOOL
Mr. Gerald W. Culberson ................................. Principal
Mrs. Anne J. Moore ........................................ Counselor
D. M. THERRELL HIGH SCHOOL
Mr. Lloyd H. Kimmel ...................................... Principal
Mrs. Matilee McGee ....................................... Counselor
HENRY MCNEAL TURNER HIGH SCHOOL
Mr. D. F. Davis ............................................ Principal
Mr. Isreal Taylor .......................................... Counselor
Mrs. Birdie G. Tyler ...................................... Counselor
BOOKER T. WASHINGTON HIGH SCHOOL
Mr. Alvin Dawson .......................................... Principal
Mr. Claude C. George ..................................... Counselor
Mrs. Mary Griggs .......................................... Counselor
PRIVATE SCHOOL
DeKALB CHRISTIAN ACADEMY
Mr. Fred Donehoo .......................................... Principal
Mrs. Lois Calvert .......................................... Counselor
OFFICE OF ECONOMIC OPPORTUNITY
MULTI-PURPOSE TRAINING CENTER

A program at Atlanta University for the training of community action agencies in Alabama, Florida, Georgia, Mississippi, South Carolina, and Tennessee is funded by the Office of Economic Opportunity.

The program consists of pre-service and in-service training for professionals and non-professionals, the development of training materials, the provision of training for special emphasis programs, and the establishment of long-term training for employees of community action agencies and prospective employees (a two-year program for the Master's degree in sociology or social work).

Training is offered in the following areas: community action program orientation, board and advisory board training, group dynamics, program planning, research and evaluation, personnel management, management information systems, community organization, and sensitivity training.

OFFICERS AND PERSONNEL OF THE MULTI-PURPOSE TRAINING CENTER

DAISY WRIGHT ADLEY* .................. Secretary to the Director
JACQUELYN ANTHONETTE ALFORD* ........ Clerk-Typist
GEORGIA ANN DILL ...................... Clerk-Typist
OMIE LEE DIXON ......................... Director of Non-Professional Training

B.A., Morris Brown College, 1960; M.S.W., Atlanta University 1962.

VIRGIL FINNEY GETTIS .................. Assistant Director for Administration, Recruitment and Job Development

B.A., Agricultural, Mechanical, and Normal College (Pine Bluff), 1958; M.S.W., Atlanta University, 1964.

SUFZANNE GILBERT* ................. Secretary to the Director

IRVINE CHARLES GORDON, Sr. .... Administrative Assistant

B.A., Florida A. & M. University, 1950; B.D., Virginia Union University, 1957; M.Ed., Florida A. & M. University, 1957; Further Study, Marshall University and the University of Toledo.

ROBERT C. KLAUSING .................... Coordinator of Short-Term Training

B.S., Ohio State University, 1963; M.Ed., University of Toledo, 1965.

*Part of the Year.
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 ability and need.

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 fellowships 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.

For those awards to be granted subsequent to April 15, applications must be submitted not later than June 15. Successful applicants will be notified on or before July 15. Acceptance or rejection of financial aid must be indicated, on forms provided by the University, within two weeks after the award has been made. Failure to return this form within the two-week period will be considered a rejection of the proffered aid.

For information pertaining to specific scholarships, assistantships, grants, or loans, see the sections below.

SPECIAL SCHOLARSHIPS AND LOAN FUNDS

THE ALICE HOLDSHIP WARE MEMORIAL SCHOLARSHIP

By action of the Board of Trustees of Atlanta University,

*Part of the Year.
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 CATHERINE HUGHES WADDELL SCHOLARSHIP**
Atlanta University has established the Catherine Hughes Waddell Scholarship in memory of Catherine Hughes Waddell. Through the Charles Evans Hughes Memorial Foundation, $500 for scholarship aid to worthy students is made available each year.
THE ATLANTA FEDERAL SAVINGS SCHOLARSHIP PROGRAM

Through the Atlanta Federal Savings Scholarship Program, the Atlanta Federal Savings and Loan Association awards annually two $500 scholarships to local young men who wish to study for the master's degree in business administration at Atlanta University.

THE READER'S DIGEST FOUNDATION SCHOLARSHIP FUND

The directors of the Reader's Digest Foundation have created an endowed scholarship fund from which an annual grant to Atlanta University is made in the amount of $2,500.

IBM COMPANY FELLOWSHIPS

In 1967 the International Business Machines Company initiated a fellowship program for training students in business administration. Two fellowships of $4,000 each are awarded annually to students who show outstanding ability and potential in the field of business.

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.

MULTI-PURPOSE TRAINING CENTER SCHOLARSHIPS—$2700

The Office of Economic Opportunity has awarded the Department of Sociology ten fellowships to train students to work in anti-poverty and related programs. These scholarships pay $2700 with free tuition. The recipients are selected on the basis of academic averages and good recommendations, preferably with an average of “B” or better. A few students with potential but possessing less than a “B” average may be selected. The student must have a minimum of 9 undergraduate semester hours in sociology.

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 at least $1200.00. The stipend will be paid during the nine-month academic year only. The amount 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 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 has 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.

**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.

The University makes no charge for meals as a part of student fees. Instead, the University operates 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 forty 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 .................. 850.00

Fees for single courses—totaling fewer than 12 credit hours per semester—per credit hour for one semester .......................... 40.00

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

Student sickness and accident insurance, per semester ........................................ 6.50

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

Room per year (nine months)

<table>
<thead>
<tr>
<th>Type</th>
<th>Single room</th>
<th>$200.00</th>
<th>$400.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double room</td>
<td>165.00</td>
<td>330.00</td>
<td></td>
</tr>
</tbody>
</table>

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 21, 1968 to January 6, 1969. 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.

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*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.
Bedding is furnished and laundered by the University during the regular academic year, but not for the summer session.

No student will receive his diploma until all his University bills are paid.

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

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

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, laboratory charges, and board, will enable the student to form an idea of the yearly expenses.

Tuition for the year ................................................. $850.00
Room ................................................................. $330.00 - 400.00
Fees (Matriculation, Health Service, Activities) .......... 33.00
Laundry, pressing and incidentals .......................... 75.00
Textbooks and supplies ........................................ 75.00

Total ........................................................................... $1,433.00

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 $300 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.

PARKING

The University does not take any responsibility for the security or parking of students' cars.
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 in French for Graduate Students, or Spanish for Graduate Students, 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. 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. All requirements for the master’s degree must be completed within six calendar years of the date of matriculation. Work falling outside of the six year period will not be counted toward the degree. Students whose programs are interrupted for military service may have a grace period equivalent to the length of time spent in the Armed Services. Appeals from this regulation must be made to the Dean of the appropriate School and acted upon by the University Senate.

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

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1Students 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. 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").
REQUIREMENTS FOR THE MASTER’S DEGREE

Requirements for the Master’s degree in the School of Arts and Sciences include the following general provisions, in addition to the specific requirements as defined by each department in the course of study listed elsewhere:

1. Acceptance as a regular student in the School of Arts and Sciences.

2. Completion of entrance, qualifying, and final examinations stipulated by the University and by the department or area committee.

3. Passing of a reading examination in French, German, or Spanish (See section on language requirements in the catalogue) or passing a University non-credit course for graduate students.

4. Completion of a minimum of one academic year (two semesters) of resident graduate study.

5. Completion of all course and thesis requirements as prescribed by the department or area committee with a grade average of “B” or above in all graduate courses.

6. Filing of a formal application for graduation in the Office of the Registrar, at a prescribed date (See general requirements) prior to the anticipated date of graduation.

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

All course work which is to be credited toward the Master’s degree must have been completed not more than six calendar years prior to the date on which the degree is to be awarded. Course work completed outside the six-year period at an institution other than Atlanta University may not be transferred for graduate credit. Six semester hours of credit for graduate courses taken at an institution other than Atlanta University may be accepted for credit toward graduation if approval is given by the chairman of the department in which the student is enrolled and by the Dean of the School of Arts and Sciences.
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 student 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

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 two-hour laboratory periods each week. 4 credits.

472. ADVANCED ZOLOGICAL 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, systematics, physiology and ecological distribution of insects. Two lectures and four hours laboratory. 4 credits.

474. ECONOMIC ENTOMOLOGY. This course deals with a study of the kinds of major insect pests and new and old approaches towards controlling them. Factors such as weather, biological agents (predators, parasites, disease), chemical agents, and cultural relations will be included. Field trips will be scheduled to observe insect control practices. Two one-hour lectures and two two-hour laboratories per week. 4 credits.
475. General Physiology I (formerly Biol. 565). 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.

476. General Physiology II. A comparative and integrated presentation of fundamental mechanisms associated with the existence of living cellular and multicellular systems. An interdisciplinary approach, which emphasizes the investigative laboratory experience, is used to develop the creative potential of the student. Two lectures and four hours laboratory. (Offered at Clark College). 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 laboratory, aspects of plant life included in exercises from versions of BSCS publications are utilized with particular emphasis placed on pertinent laboratory block studies. (Available to students in science education programs). 3 credits.

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

504. Microbiology For Teachers. A course designed to acquaint secondary school teachers with the biology of bacteria, viruses, and certain fungi, and to provide an understanding of the relationship of these forms to higher plant and animal life. In the laboratory, aspects of microbiology patterned after material included in versions of BSCS publications are utilized, with particular emphasis placed on pertinent laboratory block studies. (Available to students in science education programs) 3 credits.

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. ULTRASTRUCTURE. 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.

567. FIELD BOTANY (formerly Plant Taxonomy). A course dealing with the principles of classifying, naming, and identifying vascular plants with special emphasis on flowering plants, including a consideration of ecologic factors influencing vegetational distributions. 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
neutral 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 475 or 476 and consent of instructor. 4 credits.

656. PHYSIOLOGY AND BIOPHYSICS OF MAMMALIAN SYSTEMS. A study of the mechanisms involved in the living functions of mammalian organs and systems. Two lectures and two two-hour laboratory periods a week. Prerequisite: Biology 475 or 476 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.

671-672. RESEARCH PROBLEMS IN ENTOMOLOGY. 1-4 credits.
675-676. RESEARCH PROBLEMS IN ECOLOGY. 1-4 credits.
677-678. RESEARCH PROBLEMS IN MICROBIOLOGY. 1-4 credits.
679-680. RESEARCH PROBLEMS IN PARASITOLOGY. 1-4 credits.
683-684. RESEARCH PROBLEMS IN PLANT SYSTEMATICS. 1-4 credits.
685-686. RESEARCH PROBLEMS IN DEVELOPMENTAL BOTANY. 1-4 credits.
687-688. RESEARCH PROBLEMS IN PLANT PHYSIOLOGY. 1-4 credits.
689-690. RESEARCH PROBLEMS IN CRYPTOGAMIC BOTANY. 1-4 credits.
691-692. RESEARCH PROBLEMS IN CELL BIOLOGY. 1-4 credits.
693-694. RESEARCH PROBLEMS IN ANIMAL PHYSIOLOGY. 1-4 credits.
695-696. RESEARCH PROBLEMS IN ANIMAL MORPHOGENESIS. 1-4 credits.
697-698. RESEARCH PROBLEMS IN CELL ULTRASTRUCTURE. 1-4 credits.

CHEMISTRY

Prerequisites

In addition to the requirements of the Graduate School of Arts and Sciences, the Department of Chemistry requires of every student admitted a minimum of thirty-two semester hours, or its equivalent, in the four major areas of chemistry, which must include one year of organic chemistry and one year of physical chem-
istry. Mathematics through integral calculus and at least one year of physics are also required. Students lacking any of these prerequisites may be conditionally admitted, but they must remove the deficiencies in one of the undergraduate colleges of the center within a period of one academic year. The department recommends strongly that each student applying for admission make available with his application his or her Graduate Record Examination scores.

REQUIREMENTS FOR THE M.S. DEGREE IN CHEMISTRY

Students entering the department are required to take a basic examination the week before registration in order to insure that the student starts graduate work at a level commensurate with his background. The examination is based upon the subject matter covered by the following courses: general chemistry, qualitative and quantitative analysis, organic chemistry and physical chemistry.

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

1. Completion of one of the following major course sequences:

   **Physical**
   - Instrumental Analysis
   - Physical Inorganic
   - Adv. Organic I
   - Thermodynamics
   - Molecular Structure
   - Intro. Quantum Mechanics
   - Statistical Thermodynamics

   **Inorganic**
   - Physical Inorganic
   - Theoretical Inorganic I & II
   - Instrumental Analysis
   - Molecular Structure
   - Adv. Organic I
   - Thermodynamics
   - Statistical Thermodynamics

   **Organic**
   - Physical Inorganic
   - Adv. Organic I & II
   - Molecular Structure
   - Instrumental Analysis
   - Organic Preparations, or
   - Identification of Organic Compounds
   - Thermodynamics
   - Physical Methods

   353-354 Mathematical Physics, offered at Morehouse College or its equivalent, is required of all physical chemistry majors.

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

3. Passing a final comprehensive examination to be administered only after the student has completed all other requirements
including the acceptance of his thesis by the department and the dean of the School of Arts and Sciences. The exam may be either oral, written or both.

4. Meeting all other general requirements of the University.

Courses designed and offered exclusively for the participants in the National Science Foundation Academic Year Institute may not be used in satisfying the requirements for the Master of Science degree in chemistry.

**COURSE DESCRIPTIONS**

**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 semester) 6 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.

**472. TOPICS IN MODERN CHEMISTRY.** This course attempts to demonstrate for the high school teachers of chemistry the principles of physical chemistry as applied to organic and inorganic problems in chemistry. The calculus and thermodynamics are used freely. 3 credits.

**501. ADVANCED ORGANIC CHEMISTRY I.** A rigorous treatment of the theory of valence, tautomerism, hyper-conjugation, resonance and inductive effects. Reactive intermediates, nucleophilic substitution and elimination reactions are discussed from a mechanistic point of view. Stereochemistry, reactions of Grignard reagents and condensation reactions of carbonyl compounds are also considered. 3 credits.

**502. ADVANCED ORGANIC CHEMISTRY II.** The chemistry of aromatic heterocyclic and alicyclic compounds with emphasis on mechanisms. 3 credits.
503-504. THEORETICAL INORGANIC CHEMISTRY. The first part of this course deals with the modern theories of atomic structure and chemical bonding. 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 coordination compounds, reaction rates and mechanisms, and non-aqueous solvents. The prerequisites are calculus and physical chemistry. 

505. CHEMICAL THERMODYNAMICS. Fundamental principles of thermodynamics and their applications to the interpretation of chemical phenomena. 

506. STATISTICAL THERMODYNAMICS. The statistical method as applied to thermodynamics: molar partition functions for mono-, di-, and polyatomic molecules and their applications to the interpretation of chemical phenomena. 

507. INSTRUMENTAL ANALYSIS. This course is designed to acquaint the student with the fundamental principles, construction and operational characteristics of typical instrumentation and its application in chemical research and analysis. 


509. CHEMICAL KINETICS. A study of the theoretical and experimental foundations of the rates of chemical reactions, the stereochemical paths of reactions, and the theory and applications of catalysts. 

510. MOLECULAR STRUCTURE. The quantum mechanics of energy levels, group theory with application to Hückel theory and hybrid orbitals, electric and magnetic properties of molecules including dipole moments, refractive index, Raman effect, magnetic susceptibility. 

511. ORGANIC PREPARATIONS. The laboratory portion of this course is designed to develop techniques in the execution of experimental procedures in organic syntheses. The lecture involves a discussion of the methodology in the synthesis of complex organic compounds. 

512. INORGANIC PREPARATIONS. This course is designed to acquaint the student with the physical and chemical properties of anomalous inorganic substances and the techniques for preparing and
handling compounds sensitive to light, heat, air or moisture. The student is expected to master the simple operations of glass blowing. 4 credits.

513. IDENTIFICATION OF ORGANIC COMPOUNDS. A study of the characteristic chemical and physical properties of compounds containing elements commonly found in organic substances (C, H, O, Cl, Br, N, S) and the determination of their classification and identity. Physical methods of identification are incorporated into the course. 4 credits.

515. PHYSICAL INORGANIC. A one-semester course designed to correlate chemical phenomena with fundamental atomic and molecular properties. Topics covered in the course include atomic structure, crystal chemistry, thermochemistry and thermodynamics. 3 credits.

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. 3 credits.

546. CHEMISTRY OF ORGANO METALLIC COMPOUNDS. A study of the chemistry of organic compounds of the groups IA, IIA, IIIA, IVA, and transition metals, their synthesis, properties and reactions. 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 use of photochemical reactions in the synthesis of complex organic compounds will also be presented. 3 credits.

551. PHYSICAL METHODS IN ORGANIC CHEMISTRY. Applications of infrared, ultraviolet-visible, nuclear magnetic resonance, and mass spectroscopy to organic structure analysis are discussed. Prerequisite: Advanced Organic Chemistry or equivalent. 3 credits.

552. 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.

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

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.
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, and National Income and Monetary Policy.

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 em­
ployment 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 De­
partment 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 in­
tended to familiarize the student with mathematical tools appro­
priate for economic analysis. Advanced work in mathematics is
not required. 3 credits.

499. COMPARATIVE ECONOMIC SYSTEMS. Analysis of economic ac­
tivity under diverse systems of organization. Comparative treat­
ment of various economies. The theory and practice of resource
allocation, pricing, and capital accumulation. 3 credits.

502-503. ECONOMIC DOCTRINES. An analysis of philosophical assump­
tions of various schools of economic doctrines (classical, neo­
classical, 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) Na­
tional 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 de­
velopment 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 pre­
requisite, but may be taken at the same time. 3 credits.

602. ECONOMIC ANALYSIS. Microeconomic theory: price and output
determination, under different market structures. Demand, costs,
elasticity, and resource allocation. 3 credits.

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

The Department of English grants full admission to those graduates of fully-accredited 4-year colleges who have successfully completed 24 semester hours of undergraduate English with a B average or better. Admission applicants having less than 24 hours of B work may be admitted conditionally.

The department offers the following majors: (1) the conventional Master of Arts program in which students pursue a major course sequence in English and American literature and a minimum in language; (2) the courses in English and American literature and in language on the one hand, and reading on the other, and, in addition, serve an apprenticeship in reading in one of the Center colleges; and (3) the English-Education program in which students pursue a major in English and American literature and a minor in language and language arts materials and methods.

In each of these programs, all students must take English 405 or 495 and English 545, successfully complete a comprehensive examination, and write an acceptable thesis. In addition, all students must complete a minimum of thirty semester hours with a B average and spend at least a year in residence.

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

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

424. ENGLISH POETRY: 1832-1885. A study of the poetry of the Victorian Age, with Tennyson and Browning as the two greatest figures of the period, but including also the work of the other Victorian poets, like Mrs. Browning, Arnold, Clough, Rosetti, Morris and Swinburne. 3 credits.
425. **ENGLISH PROSE: 1832-1900.** A study of prose literature from 1832 to 1900, exclusive of the novel. Continental influence will be given appropriate attention. 3 credits.

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

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

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

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

509. **INDEPENDENT READING.** 3 to 6 credits.

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

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

522. **CHAUCER.** An introduction to the language and poetry of Chaucer. The minor poems and The Canterbury Tales. 3 credits.

543. **ENGLISH LITERATURE: 1600-1660.** A study of the major writers of the early seventeenth century, including the works of Bacon, Bunyan, Burton, Browne, the Metaphysical and Cavalier poets. 3 credits.

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

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

553. **ENGLISH LITERATURE: 1700-1750.** A study of neo-classicism, with special emphasis on the writings of Swift and Pope. 3 credits first semester.
554. **ENGLISH LITERATURE: 1750-1800.** The non-dramatic literature of the latter half of the eighteenth century is studied. 3 credits second semester.

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

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

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.

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**ENGLISH-EDUCATION PROGRAM**

The student, in consultation with his adviser, selects courses in English-Education in accordance with his needs. The usual courses are listed below. For additional courses in Secondary Education, see the description of courses in the School of Education.

400. **THE TEACHING OF ENGLISH IN SECONDARY SCHOOLS.** A study of the new materials and modern methods in the teaching of high school English. 3 credits either semester.

493. **TEACHING READING IN THE SECONDARY SCHOOL.** A study of reading on the junior and senior high school levels from a developmental point of view, with attention to the interpretation of the uses of basic reading skills and techniques in the light of needs.
arising from the total curriculum and from the standpoint of current problems which are confronting pupils and teachers (see Education). 3 credits.

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

PROGRAM FOR GRADUATE ASSISTANTS IN THE AREA OF READING

REQUIREMENTS FOR STUDENTS PURSUING THE MASTER OF ARTS DEGREE IN ENGLISH*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 545. Materials and Methods of Research</td>
<td>3</td>
</tr>
<tr>
<td>English 405. Modern English Grammar or 495. History of the English Language</td>
<td>3</td>
</tr>
<tr>
<td>English 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>
<tr>
<td>The courses in reading are:</td>
<td></td>
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<tr>
<td>Education 592. Reading Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>Education 593. The Teaching of Reading in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>Education 594. Clinical Procedures in Reading</td>
<td>3</td>
</tr>
<tr>
<td>Education 604. Apprenticeship in Reading I</td>
<td>1</td>
</tr>
<tr>
<td>Education 605. Apprenticeship in Reading II</td>
<td>1</td>
</tr>
<tr>
<td>Education 606. Apprenticeship in Reading III</td>
<td>1</td>
</tr>
<tr>
<td>Education 607. Psychological and Sociological Principles in the Teaching of Reading</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.
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 some undergraduate work in French, designed to prepare such students for meeting the 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.

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.

491. Introduction to Linguistics. A study of the nature, function and structure of language—sounds, vocabulary, syntax—based on selected readings, lectures and discussions. 3 credits.

492. Applied Linguistics. The analysis of research in linguistics and its applicability to the teaching of foreign languages. Emphasis will be placed on methods and techniques of identifying and overcoming the interference of English speech habits and patterns in the teaching of foreign languages. 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 Francois 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 contributed to the development and triumph of French classical literature. Special attention will be devoted to the major works of Malherbe, Descartes, Pascal, Corneille, and their contemporaries. 3 credits.

522. The Golden Age of French Literature. A study of the major works of the great classical writers of the seventeenth century—Moliere, Racine, Boileau, La Fontaine, and their contemporaries. 3 credits.
531. Genesis of the Age of Reason. A study of the background and foundations of the “Age of Reason” with special emphasis on Bayle, Fontenelle, Lesage, Prevost, Marivaux, and their contemporaries. 3 credits.

532. Eighteenth Century French Literature from 1750-1789. A study of the major works of Montesquieu, Voltaire, Diderot and Rousseau. 3 credits.

533. History of the French Novel. A study of the evolution of this genre from its origins through the eighteenth century. 3 credits.

534. History of the French Novel. A continuation of French 533 from 1800 to the present. 3 credits.

541. Twentieth Century French Literature. A study of the major 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 program of the Department of History has been designed to serve two purposes: (1) to provide training for teachers in the public schools who wish to gain an insight into historical research; (2) to prepare students who plan to pursue work for the Ph.D. 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 and European History. Negro History may be combined with American History or Political Science to form a third area of specialization.

Students beginning graduate work in the department must have completed an undergraduate major in history (approximately twenty-four semester hours) with an overall “B” average. In addition, the transcript must show an undergraduate course in economics or its equivalent.

For the M. A. degree the department requires a minimum of twenty-four credit hours plus a thesis.
CATALOGUE

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.

EUROPEAN AND WORLD HISTORY

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

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. DEDUCTIVE THEORIES. Review of projective geometry. The planar ternary ring. Finite affine planes, Desargues' postulates for non-Euclidean geometries. 3 credits.

422. INTRODUCTION TO CALCULUS OF VARIATIONS. Transformation groups. Lie groups and algebras. Cartan matrices. Differential and geometric invariants. Curves and surfaces in n-space. Prerequisite: Advanced calculus. 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 and their duals. Bilinear and multilinear forms. Tensor products. Projections and introduction to spectral theory. 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. REAL VARIABLES I. Abstract sets; cardinal and ordinal numbers and their simplest properties. Elements of point set topology; topological and metric spaces, completeness, compactness, connectedness, products of space, mappings, continuity, applications to analysis. Pre-requisite: Advanced Calculus or equivalent. 3 credits.

521. REAL VARIABLES II. 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.


tion methods. Prerequisite: Approval of instructor. 3 credits.


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

610. ELEMENTARY NUMBER THEORY. Basic properties of the ring of integers, divisibility, Euclid's algorithm, prime numbers, factorization into primes, congruences. Diophantine equations. Congruences with one unknown. Prerequisite: Math 411 or equivalent. 3 credits.


624. TOPICS IN MATHEMATICS. This course offers an opportunity for students to study mathematics informally under the direction of one or more teachers in the department. The course is of a flexible nature in that each student enrolled may select those topics of study as will meet his needs when such needs cannot be met by formal courses offered in the department. Students will be assigned readings and problems and will receive individual attention and directions. Prerequisite: Approval of the Chairman of the Department. 3 credits.


640. MODERN ALGEBRA II. Advanced topics selected at the pleasure of the instructor. Prerequisite: Math 639. 3 credits.

Product and quotient spaces. Metrization. Uniform spaces. Introduction to topological groups. Prerequisite: Math 411 and 412. 3 credits.

642. TOPOLOGY II. Complexes, simplicial mappings, homology and cohomology groups, manifolds, Poincare duality, Alexander duality, Lefschetz duality. Prerequisite: Math 411 and 412. 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; sepa-
ration 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, hist-
tory 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.

SOCIOL OGY 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.

SOCIOPHYSICS

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

535. SMALL GROUP ANALYSIS. Social interaction in small groups, the development of small group theory, current research in the field emphasizing the role of the individual in the interactive process and other viewpoints of the human group. 3 credits each semester.
580. COLLECTIVE BEHAVIOR. A study of the psychic qualities and mechanisms in group behavior—crowds, mobs, publics, mass behavior, fashions, fads, and social movements.
3 credits second semester.

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

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

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

POPULATION AND HUMAN ECOLOGY

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

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

ANTHROPOLOGY

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

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

490. RACIAL AND CULTURAL RELATIONS. The problems arising from the contact of peoples of different races and/or cultures; distinctive aspects of acculturation; review of racial research and theory.
3 credits second semester.
509. **Culture and Personality.** Cross cultural description and analysis of cultural-social institutions and personality.

3 credits either semester.

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

3 credits second semester.

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

3 credits second 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.
THE SCHOOL OF SOCIAL WORK

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>
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<td>600</td>
<td>Human Behavior and the Social Environment I</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>604</td>
<td>Social Process I</td>
<td>1</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>700</td>
<td>Social Welfare Policy and Services I</td>
<td>2</td>
<td>X</td>
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<td>X</td>
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<td>585</td>
<td>Social Research I</td>
<td>2</td>
<td>X</td>
<td>X</td>
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<td>Social Case Work I</td>
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<tr>
<td>576</td>
<td>Community Organization I</td>
<td>2)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>593</td>
<td>Field Instruction I</td>
<td>4</td>
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Total Credit Hours 13
## Second Unit

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>601</td>
<td>Human Behavior and the Social Environment II</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>605</td>
<td>Social Process II</td>
<td>1</td>
<td>X</td>
</tr>
<tr>
<td>701</td>
<td>Social Welfare Policy and Services II</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>569</td>
<td>Social Research II</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>501</td>
<td>Social Case Work II</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>551</td>
<td>Social Group Work II</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>577</td>
<td>Community Organization II</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>579</td>
<td>Social Work Administration</td>
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<td>X</td>
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<tr>
<td>594</td>
<td>Field Instruction II</td>
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**Total Credit Hours**: 15

## Third Unit

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>602</td>
<td>Human Behavior and the Social Environment III</td>
<td>2</td>
<td>X</td>
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<tr>
<td>702</td>
<td>Social Problems and the Social Structure</td>
<td>2</td>
<td>X</td>
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<tr>
<td>587</td>
<td>Research Seminar</td>
<td>N.C.</td>
<td>X</td>
</tr>
<tr>
<td>502</td>
<td>Social Case Work III</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>555</td>
<td>Social Group Work III</td>
<td>2</td>
<td>X</td>
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<tr>
<td>578</td>
<td>Community Organization III</td>
<td>2</td>
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<tr>
<td>589</td>
<td>Social Statistics</td>
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(see course description)
### Third Unit (Cont.)

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

### Fourth Unit

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<th>Case Work</th>
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<tbody>
<tr>
<td>595</td>
<td>Field Instruction</td>
<td>12</td>
<td>X</td>
<td>X</td>
<td>X</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>
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<th>Credit Hours</th>
<th>Case Work</th>
<th>Group Work</th>
<th>Community Organization</th>
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</thead>
<tbody>
<tr>
<td>588</td>
<td>Thesis</td>
<td></td>
<td>6*</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>603</td>
<td>Human Behavior and the Social Environment IV</td>
<td></td>
<td>2)</td>
<td>X or )</td>
<td>X</td>
<td>X</td>
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<tr>
<td>607</td>
<td>Cultural Differences and Individual Growth</td>
<td></td>
<td>2)</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>582</td>
<td>Social Work as a Member of an Interdisciplinary Team</td>
<td></td>
<td>2)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>706</td>
<td>Vocational Rehabilitation—Programs and Issues</td>
<td></td>
<td>2)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>704</td>
<td>Social Welfare Policy and Services III</td>
<td></td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</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 research projects (individual or group) or have taken an additional six hours of course work, three of which must be in research, in lieu of a research project.*

1. Prior to beginning work on a research project or to taking six additional hours in lieu of a research project, the student must receive a passing grade in the Fundamentals of English Examination.

2. A student must complete his resident work within six (6) 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).

*Beginning with the first year class of September, 1968, each student will have the choice of doing an individual research project, participating in a group research project or of taking an additional six hours of course work—three of which must be in research.
**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 ........ 850.00

Fees for single courses—totaling less than nine credit hours per semester—per credit hour for one semester ........................................... 40.00

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

Student sickness and accident insurance, per semester ............................................. 6.50

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.

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*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. Earnest E. Fair, President
Mrs. Berneta Hill, First Vice-President
Miss Annell Ponder, Second Vice-President
Mrs. Tommie P. Patty, Recording Secretary
Mrs. Grace C. Gates, Corresponding Secretary
Mr. Wilson Henderson, 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**

**SCHOOL SOCIAL WORK, PSYCHIATRIC CASEWORK, AND FAMILY 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.

Bidwell, (Miss) Barbara, Child Study Center of Philadelphia, Philadelphia, Pennsylvania—1967
M.S.W., Florida State School of Social Work, 1959.
Boone, John, Southern Regional Council, Atlanta, Georgia—1967.
M.S.W., Atlanta University School of Social Work, 1957.

Bridges, (Mrs.) Doris C., Atlanta Concentrated Employment Program (ACEP), Atlanta, Georgia—1965.
M.S.W., Sociology, Columbia University, 1945.

Brown, (Miss) Barbara L., Georgia Mental Health Institute, Atlanta, Georgia—1967.
M.S.W., Florida State University, 1963.

Brown, (Mrs.) Wilma, Board of Education, Atlanta, Georgia—1967.
M.S.W., Atlanta University School of Social Work, 1948.

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

Cox, John W., Atlanta Children & Service Council, Atlanta, Georgia—1967.
M.S.W., Atlanta University School of Social Work, 1957.

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

Davenport, (Mrs.) Ethel, Northwest Perry Neighborhood Service Center, Atlanta, Georgia—1967.
M.S.W., Atlanta University School of Social Work, 1958.

Faucett (Miss) Emily, Family Service of the Cincinnati Area, Cincinnati, Ohio—1967.
M.S.W., Simmons College, 1944.

Floyd, Vircher B., Townsend Community Center, Richmond, Indiana—1967.
M.S.W., University of Pittsburgh, 1962.

M.S.W., Atlanta University School of Social Work, 1942.

French, (Mrs.) Carolyn, Senior Citizens Service of Metropolitan Atlanta, Inc., Atlanta, Georgia—1967.
M.S.W., Florida State University, 1962.

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

Gillespie, Nancy, Fulton County Child Guidance Clinic, Atlanta, Georgia—1960.
M.S.W., Tulane University School of Social Work, 1949.
Hageman, Donald, Herman M. Adler Zone Center, Kankakee, Illinois—1967.
M.S.W., University of Chicago, 1965.

Hall, Margaret, Pittsburg Neighborhood Service Center, Atlanta, Georgia—1967.
M.A., University of Chicago, School of Social Service Administration, 1947.

Harris (Mrs.) Hazetta, Wesley Community Centers, Atlanta, Georgia—1961.
M.S.W., Atlanta University School of Social Work, 1960.

Harris, Richard, Seven Hills Neighborhood Center, Cincinnati, Ohio—
A.C.S.W.

*Hasslock, (Mrs.) Margaret, Alcohol Rehabilitation Project, Atlanta, Georgia—1957.
M.S.W., Smith College School of Social Work.

M.S.W., Bryn Mawr College, 1947.

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

Higgins, (Mrs.) Julie, Big Brothers Association of Atlanta, Inc., Atlanta, Georgia—1967.
M.S.S.W., Columbia University.

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

Howley, John, Children's Center of Metropolitan Atlanta, Inc., Atlanta, Georgia—1967.
M.S.W., Tulane University School of Social Work, 1962.

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

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

Kotovsky, Morris, Atlanta Jewish Community Center, Atlanta, Georgia—1966.
M.S.W., Pittsburgh University School of Social Work, 1953.
Krueger, (Mrs.) Mary, Children's Seashore House, Atlantic City, New Jersey—1967.
M.A., University of Chicago, School of Social Service Administration, 1956.

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., George Warren Brown, 1949.

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

*McCollum, (Mrs.) Willa, Cobb County Board of Education, Marietta, Georgia—1967.
M.

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

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

Parker, (Mrs.) Lorraine, Village of St. Joseph, Atlanta, Georgia—1966.
M.S., University of Chicago, School of Social Service Administration, 1946.

Ponder, (Miss) Annell, Atlanta University Social Service Center, Atlanta, Georgia—1967.
M.S.W., Atlanta University School of Social Work, 1959.

Pogacar, (Mrs.) Geraldine, Norristown State Hospital, Norristown, Pennsylvania—1967.
M.S.W., University of Pittsburgh, 1941.

Reid, (Mrs.) 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.

Rogers, (Mrs.) Ruth, Larue D. Carter Memorial Hospital, Indianapolis, Indiana—1967. 
M.S.W., University of Pittsburgh, 1941.

M.S.W., Atlanta University School of Social Work, 1958.

M.S.W., Howard University School of Social Work, 1965.


Schwarze, (Mrs.) Estella G., Charity State Hospital of Louisiana, New Orleans, Louisiana—1967. 
M.S.W., Tulane University School of Social Work, 1962.

M.S.S.W., University of Pennsylvania, 1964.

Thomas, Franklin, Young Men's Christian Association, Atlanta, Georgia—1967. 
M.S.W., Atlanta University School of Social Work, 1950.

*Taliafero, (Mrs.) Betty, Wayne County Juvenile Court, Detroit, Michigan—1967. 
M.

Tower, Hugh, South Carolina State Hospital, Columbia, South Carolina—1967. 
M.S.S.W., Richmond, 1965.

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

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

Wade, Lyndon, Alcohol Rehabilitation Project, Atlanta, Georgia—1967. 
M.S.W., Atlanta University School of Social Work, 1958.

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

* First Semester Only.
*Whatley, (Mrs.) Lydia, Emory-Atlanta Kidney Center, Atlanta, Georgia—1967.

*Webster, (Mrs.) Doris, EOA Pittsburg Center—1967.
   M.S.W., University of Toronto, 1947.

Surrell, (Mrs.) Helen, Wayne County Juvenile Court, Detroit, Michigan—1967.
   M.S.W., Wayne State University, 1962.

Babb, Kathleen C., Children’s Center of Metropolitan Atlanta—1968.
   M.S.W., Florida State University, 1963.

Second Semester.

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.
Veterans Administration Hospital, Dayton, Ohio.
Washington Urban League, Washington, D. C.
Wayne County General Hospital, Eloise, Michigan.
Wesley Community Centers, Atlanta, Georgia.
West Side Community House, Cleveland, Ohio.

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.

704. SOCIAL WELFARE POLICY AND SERVICES III (Seminar: Issues in Social Work). This seminar is designed to enable students to demonstrate further their ability to integrate the learning experience of the two-year program of professional education and to translate their professional concern about particular problems in the community into ways to change institutions, laws, and policies affecting the welfare of people; to reinforce knowledge and experiences and develop capacity for critical appraisal of current social problems; to understand the interrelatedness of social problems necessitating planned change; to appraise a current social problem and the application of problem-solving approaches in performance of social work activities. 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, concepts 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 situation, agency and community resources, in the client-worker relationship. Also considered are techniques in communication helpful in working with clients. 2 credits.

501. SOCIAL CASE WORK II. This is a continuation of the study of the method of social case work providing opportunity for more complete analysis of the concepts underlying assessment and treatment selection. Emphasis is upon application of the knowledge of supportive and modifying treatment techniques. 2 credits.

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

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

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. 3 credits.

550. SOCIAL GROUP WORK I. This is the first course in a sequence of required classroom courses for students concentrating in Social Group Work. It is designed to provide the beginning social group work student with basic knowledges, attitudes and skills underlying the practice of social group work as a method of social work. Emphasis is placed on the understanding of social group work as one of the methods of social work practice. The role of the professional worker in his use of the group as the unit of service in his practice of social work is analyzed. 2 credits.

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

555. SOCIAL GROUP WORK III. This is the third in the series of required classroom courses for social group work students. It is designed to broaden and deepen their knowledge and understanding of the professional role of the social group worker by analyzing his role in overall agency program development, staff development and supervision of volunteers. The social group worker's role in working responsibility 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 citi-
zen participation in securing change and solving community problems.

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.

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

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.

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.

582. SOCIAL WORK AS A MEMBER OF AN INTERDISCIPLINARY TEAM.

583. ISSUES IN SOCIAL WORK PRACTICE SEMINAR. 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.

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. This course is designed for those students who choose to participate in an individual or group research project. It is only offered during the third unit at which time the student begins to work with his research project advisor in selecting and delimiting a research problem, reviewing the literature and developing a bibliography, constructing a data collection instrument, developing a research plan or prospectus, etc. All research project advisors are assigned before the third unit and continue working with their advisees until the project is completed.

2 credits.

588. Individual or Group Research Project. Upon the completion of a final written report of a research project, a student receives a credit of six (6) credit hours.

6 credits.

589. Contemporary Social Welfare Research. This course is designed for those students who do not choose to do a research project. It is offered during the third and fifth units of a student's educational program. This course analyzes current research studies in social welfare in the framework of evaluative research. Through a recapitulation of already completed investigations, research techniques will be taught. All students enrolled in this course will be assigned exercises to familiarize them with data collection and analysis. This is a lecture-lab course of approximately fifteen students.

3 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

GENERAL INFORMATION

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.

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.

All requirements for the master's degree must be completed within six calendar years of the date of matriculation. Work falling outside of the six-year period will not be counted toward the degree.

Students whose programs are interrupted for military service may have a grace period equivalent to the length of time spent in the Armed Services. Appeals from this regulation must be made to the Dean of the appropriate School and acted upon by the University Senate.

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 55)

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

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

Books and Materials ......................... $ 50.00
Field Work ................................... 100.00
Total ....................................... $150.00

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

SUMMER SCHOOL

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

AREAS OF SPECIALIZATION

The School of Library Service offers specialization in five areas of librarianship; college library service, school library service, public library service (general), public library service for children and young people and reference and cataloging. 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 COMMUNICATION. Survey of the origin and development of writing, printing, bookmaking and publishing. 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. 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, practices 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 automation to technical services and the organization of cataloging routines. 3 credits.

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

511. LITERATURE OF THE HUMANITIES. The identification, evaluation and consideration of the use of significant humanistic materials in each of the following areas: religion, philosophy, music, fine arts and literature. 3 credits.

512. LITERATURE OF THE SOCIAL SCIENCES. Reference books, society publications, serials, and significant landmark books are studied in each of the following areas: sociology, government and political science, education and history. 3 credits.

513. LITERATURE OF SCIENCE AND TECHNOLOGY. A survey of the reference materials and important current titles in general science, biology, geology, mathematics, physics, chemistry, astronomy and technology. 3 credits.

515. LIBRARY CURRICULUM MATERIALS. Study and practice in the selection and evaluation and in the effective use of multi-media curriculum materials for elementary and secondary school libraries. 3 credits.

521. PUBLIC LIBRARY SERVICE. The fundamental processes and activities necessary to the operation of a public library are presented. Emphasis is placed on selecting materials and planning quarters which meet specific community needs. 3 credits.

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

541. PUBLISHERS AND PUBLISHING. Course is devoted to a study of: (1) certain technological innovations which have affected book production; and (2) 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. MASS 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 in-
terest. The successful completion of this project under the direc-
tion of faculty advisers will result in a master's thesis. 6 credits.

615. STUDIES IN READING. Concerned with studying the role of read-
ing in the total educative process. Defines the reading process 
and investigates reading instruction in terms of objectives and 
methods. Examines reports of significant research related to the 
reading abilities and habits of children and adults in terms of 
individual and group behavior patterns. 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 for-
egn countries. Some attention will be given to the organization of 
these materials. 3 credits.

630. ADVANCED CATALOGING. Comparison of cataloging codes, gen-
eral 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. Re-
view of trends and controversial issues. 3 credits.

635. INDEXING AND ABSTRACTING. Discussion, examination and eval-
uation of indexing and abstracting techniques that have been de-
veloped in the past twenty years, particularly as applied to scien-
tific information. Discussion of specific techniques used in the in-
dexing 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.

1.2.1. 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:

1.2.1.1. Educational Psychology
1.2.1.2. Guidance and Counseling
1.2.1.3. Elementary Education
1.2.1.4. Secondary Education
1.2.1.5. Administration and Supervision
1.2.1.6. Special Education: The Education of the Mentally Retarded
1.2.1.7. Reading
1.2.1.8. School Librarianship

1.2.2. 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, or 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 and/or 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.

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 undergraduate college and the School of Education of Atlanta University.

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

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

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

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

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

Admitted students are classified as follows:

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

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

Non-degree and/or transient.
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 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 pro-
grams 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 impor-
tant 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 Can-
didate for a degree only after fulfilling certain requirements
while a student in the School. The undergraduate prerequi-
sites in Education must have been completed. Persons seeking
admission to candidacy for a degree requiring specialization
must have completed corresponding major fields or sequences
of concentration at the undergraduate level.

Additional requirements for admission to candidacy are:

2.21. Satisfactory completion of all required examina-
tions. These are:

2.211. The examination in English Fundamentals
that demonstrates competence in the com-
mand of the language. Proficiency in oral
and written English is required of all stu-
dents. Each candidate must pass an exami-
nation in English fundamentals and compo-
sition. Students who have deficiencies in
this area are aided in meeting acceptable
standards through special courses in En-
glish. 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. Effi-
cient reading is basic to success in all aca-
demic endeavors. Each prospective candi-
date for a degree must pass a standardized
reading examination at a grade level of 13+,
that is roughly equivalent to the 50th per-
centile 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, under-
standings and abilities necessary to a broader comprehension of education in the contemporary world.

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 adviser in the area in which the proposed research lies. The thesis subject must be chosen in the area of the student's major concentration.

The student then prepares a formal thesis prospectus. The departmental adviser will judge the prospectus by checking it against CRITERIA BY WHICH THE ADEQUACY OF PROPOSED EDUCATIONAL RESEARCH WILL BE JUDGED. (Copies of the CRITERIA may be secured from the Office of the School of Education.)

2.232. After the departmental adviser has approved the student's thesis outline, he will make arrangements with the presiding offi-
cer 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.¹

¹Students who registered prior to the summer session of 1967 will meet the requirements of the catalogue under which they registered. No credit will be granted for courses which are more than five (5) years old as of the time graduation is expected.
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 advisers 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. Penn.
6. Reading—Mrs. Gaines and Mrs. Jellins
7. School Librarianship—Mrs. Jones

THE FIFTH-YEAR AND SIXTH-YEAR LEVELS

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.

Fifth-Year programs permit no variation from the sequences as outlined and approved for certification by the Georgia State Department of Education.

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

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

ADMISSION TO SIXTH-YEAR LEVEL COURSES

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

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

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

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

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

—must be recommended by his superintendent and principal;

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

—must be admitted by a college into an approved 5 or 6 year teacher education program;

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

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.

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.

The accompanying chart sets forth minimum requirements in selected areas.
### CREDIT HOURS REQUIRED BY AREAS FOR THE 6th YEAR CERTIFICATES

(THIRD AND 6th YEAR TAKEN TOGETHER)

<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. and/or Edu. Soc.</td>
<td>15</td>
<td>10</td>
<td>3</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>b. Curr. Methods or Problems of Teach’g</td>
<td>15</td>
<td>10</td>
<td>3</td>
<td>15</td>
<td>10</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>10</td>
</tr>
<tr>
<td>e. Enrich and Supplement Leadership</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL REQUIRED, 5th and 6th YEARS</td>
<td>90</td>
<td>60</td>
<td>20</td>
<td>90</td>
<td>60</td>
</tr>
</tbody>
</table>
In the program leading to the degree of master of arts with a major in educational psychology, students who elect to write a thesis are required to earn a minimum of forty-eight (48) semester hours of graduate credit. For students who do not elect to write a thesis, fifty-four (54) semester hours are required for the degree. 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 688 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.

### 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>461</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>
</tbody>
</table>
COURSES LEADING TO THE M.A. DEGREE AND THE SC-5
CERTIFICATE IN COUNSELING AND GUIDANCE*

Students who elect to write a thesis are required to earn a minimum of forty-eight (48) semester hours of graduate credit for the master of arts degree in counseling and guidance. For students who do not elect to write a thesis, fifty-four (54) semester hours are required for the degree. All students in the Counselor Education program must take a common core of thirty-six (36) hours in specifically designated courses; the remaining hours consist of elective courses which should be selected in consultation with the student's faculty advisor. 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

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*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.
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>
<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 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>Course Number</td>
<td>Title of Course</td>
<td>Credit</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Area (c)</td>
<td>Courses designed for subject matter or content</td>
<td></td>
</tr>
<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>508</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>
<tr>
<td>Area d)</td>
<td>Courses dealing with research</td>
<td></td>
</tr>
<tr>
<td>547</td>
<td>Research Seminar*</td>
<td>0</td>
</tr>
<tr>
<td>548*</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>553*</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td>Area (e)</td>
<td>Courses designed to strengthen the students major interest</td>
<td></td>
</tr>
<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>
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<tr>
<td>619-620</td>
<td>Advanced Educational Psychology</td>
<td>6</td>
</tr>
<tr>
<td>Course Number</td>
<td>Title of Course</td>
<td>Credit</td>
</tr>
<tr>
<td>---------------</td>
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</tr>
<tr>
<td>Area (b)</td>
<td>Courses dealing with the program and problems of the school. (Nine semester hours)</td>
<td></td>
</tr>
<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>
<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>
<tr>
<td>Area (c)</td>
<td>Courses designed for subject matter or content</td>
<td></td>
</tr>
<tr>
<td>502</td>
<td>Arithmetic in the Elementary School</td>
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</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</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>
<tr>
<td>Area (d)</td>
<td>Courses dealing with research</td>
<td></td>
</tr>
<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>
<tr>
<td>Area (e)</td>
<td>Courses designed to strengthen the students major interest</td>
<td></td>
</tr>
<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>
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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)

Education

577—Administration and Interpretation of Psychometric Instruments
Education
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 — Introductory 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>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>551</td>
<td>Human Growth and Development*</td>
<td>3</td>
</tr>
</tbody>
</table>
### Courses leading to the M.A. degree and the 5th year certificate in Elementary Education:

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

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

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)

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

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>
</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>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>
<td>3</td>
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</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

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)

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

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 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>
</tr>
</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>
<tr>
<td>565</td>
<td>Subject matter in social science on advice of adviser</td>
<td>6</td>
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</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>
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</tbody>
</table>

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

Additional courses as electives in social science
CATALOGUE

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)

<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 Education</td>
<td>3</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>
<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>400*</td>
<td>English in the Secondary School</td>
<td>3</td>
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</tbody>
</table>

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>
<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

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

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)

<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>
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</table>
ATLANTA UNIVERSITY

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<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>
</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>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>
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Area (c) Courses designed for subject matter or content

<table>
<thead>
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<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td></td>
<td>33 semester hours in English as advised</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>
</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 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)

<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>
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</tr>
<tr>
<td>553*</td>
<td>Statistics in Psychology and Education</td>
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</tr>
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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>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>550*</td>
<td>Foundations of Education</td>
<td>3</td>
</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>
<td>3</td>
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</tbody>
</table>
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

547-548* Methods of Educational Research ...................... 3

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

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

.................................................. 39

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)

<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>618-619</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></td>
</tr>
<tr>
<td>597*</td>
<td>Mathematics in the Secondary School or</td>
<td></td>
</tr>
<tr>
<td>598*</td>
<td>Science 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 Planning and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>
Area (c) Courses designed for subject matter or content

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

- 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.

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)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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<tbody>
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</tr>
<tr>
<td>553*</td>
<td>Statistics in Psychology and Education</td>
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</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>534*</td>
<td>Teaching Social Studies in the Secondary School</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.

- History
- Political Science
- Sociology and Anthropology
Area (d) Courses dealing with research

547-548* Methods of Educational Research .................. 3

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

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

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.
3. The combined (a) and (b) areas should total a minimum of 9 semester hours.

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)

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<tr>
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<td>578</td>
<td>Psychology of Individual Differences</td>
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</tr>
<tr>
<td>619-620</td>
<td>Advanced Educational Psychology</td>
<td>6</td>
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</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>
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</thead>
<tbody>
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<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>
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</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

547-548 Methods of Educational Research* .......... 3

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

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

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>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
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<tbody>
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<td>Human Growth and Development</td>
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<td>553*</td>
<td>Statistics in Psychology and Education</td>
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<td>Advanced Educational Psychology</td>
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<tr>
<td>620</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
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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>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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<tbody>
<tr>
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<td>Foundations of Education</td>
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<tr>
<td>560</td>
<td>Elementary Curriculum Planning and Evaluation</td>
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<td>Secondary Curriculum Planning and Evaluation</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>
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<tr>
<td>531*</td>
<td>Initial Principals' Workshop</td>
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<tr>
<td>527</td>
<td>School Organization and Administration,</td>
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</table>
Part I .................................... 3
528 School Organization and Administration,   
Part II ................................... 3
528* Principles of School Administration .......... 3
627* Seminar in School Administration .......... 3

Area (d) Courses dealing with research
547-549* 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)

<table>
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<th>Credit</th>
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<tbody>
<tr>
<td>551*</td>
<td>Human Growth and Development</td>
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<tr>
<td>553*</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td>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>
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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>
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</tr>
<tr>
<td>561*</td>
<td>Secondary Curriculum Planning and Evaluation</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>
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<tbody>
<tr>
<td>531*</td>
<td>Initial Principals Workshop</td>
<td>6</td>
</tr>
<tr>
<td>527</td>
<td>School Organization and Administration,</td>
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</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>674A*</td>
<td>School Plant and Facility Planning</td>
<td>3</td>
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<tr>
<td>675</td>
<td>School Legislation and the Law</td>
<td>3</td>
</tr>
<tr>
<td>676</td>
<td>School Finance</td>
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</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>511*</td>
<td>Supervised Field Experiences for Principals and Supervisors</td>
<td>3</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>
</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>530*</td>
<td>Basic Philosophy, Principles, Practices of the Guidance Services</td>
<td>3</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>
</tr>
</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)
## CATALOGUE

<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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<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></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)</td>
<td>Supervising Teachers of Student Teachers:</td>
<td></td>
</tr>
<tr>
<td>568)</td>
<td>Sequence of a) Workshop; b) Internship; c) Seminar—3 s.h. each (Special program for practicum)</td>
<td>9</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>
<th>Credit</th>
</tr>
</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>
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</tbody>
</table>

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

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

**Electives in subject-matter disciplines** 3-6

### 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)

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<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>
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<td>635</td>
<td>Psychology of Adjustment</td>
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<tr>
<td>667</td>
<td>Dynamic Theories of Adjustment</td>
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### Area (b) Courses dealing with the program and problems of the school. (Nine semester hours)

<table>
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<th>Credit</th>
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<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>
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<tr>
<td>590B*</td>
<td>Supervision of the Language Arts</td>
<td>3</td>
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<tr>
<td>567, 568</td>
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<td>569*</td>
<td>Supervising Teachers of Student Teachers</td>
<td>9</td>
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<tr>
<td>552*</td>
<td>Initial Workshop in Supervision</td>
<td>6</td>
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<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>
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### Area (c) Courses designed for subject matter or content

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<td>Initial Workshop in Supervision</td>
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<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>
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<td>653</td>
<td>Psychologic Appraisal of the Individual</td>
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<td>660</td>
<td>The Work of the Supervisor</td>
<td>3</td>
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<td>682*</td>
<td>Curriculum Construction and Revision</td>
<td>3</td>
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<td>575*</td>
<td>Organization and Administration for Supervision</td>
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<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>
<th>Credit</th>
</tr>
</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>
<tr>
<td>699*</td>
<td>Supervised Research Experience</td>
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</table>
Area (e) Courses designed to strengthen the student's major interest

<table>
<thead>
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<th>Title of Course</th>
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<tbody>
<tr>
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<td>Comparative Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>672*</td>
<td>School System Administration</td>
<td></td>
</tr>
<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>
</tr>
</tbody>
</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.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. 551*</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 635*</td>
<td>Psychology of Adjustment</td>
<td>3</td>
</tr>
<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>
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<tr>
<td>Ed. 680</td>
<td>Psychology of Individual Differences</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 568</td>
<td>Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>630</td>
<td>Social Status and Learning</td>
<td>3</td>
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</table>

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Ed. 550*</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 582*</td>
<td>Methods and Materials in Teaching the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mentally Retarded</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 586*</td>
<td>Internship for Teachers of the</td>
<td></td>
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<tr>
<td></td>
<td>Mentally Retarded</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 636</td>
<td>Psycho-Educational Evaluation for Teaching</td>
<td>3</td>
</tr>
<tr>
<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</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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>
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<tbody>
<tr>
<td>Ed. 557</td>
<td>Administration and Interpretation of</td>
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<tr>
<td></td>
<td>Psychometric Instruments*</td>
<td>3</td>
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<td>Course Number</td>
<td>Title of Course</td>
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<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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<tr>
<td>Ed. 686</td>
<td>Administration and Interpretation of Stanford-Binet and Wechsler Scales</td>
<td>3</td>
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<tr>
<td>Ed. 685</td>
<td>The Theory of Mental Tests</td>
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<tr>
<td>Ed. 637</td>
<td>Current Issues and Trends in Mental Retardation</td>
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<td>Ed. 638</td>
<td>Clinical Methods and Practice in Mental Retardation</td>
<td>3</td>
</tr>
<tr>
<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>
<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>
</tr>
<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>
</tr>
<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**

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

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

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

- 590-A Language Arts in the Elementary School ................. 3
- 591-593 Teaching Reading in the Elementary or the Secondary School ............................................. 3
- 592 Reading Difficulties ......................................... 3
- 594 Clinical Procedures .......................................... 3
  or  
- 601 Reading Laboratory and Clinic ................................ 3
- 604 Apprenticeship in Reading I ................................ 1
- 605 Apprenticeship in Reading II ................................ 1
- 606 Apprenticeship in Reading III ................................ 1
- 607 Psychological and Sociological Principles in the Teaching of Reading ........................................ 3

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

- 547-548* Methods of Educational Research ........................ 3
- 553* Statistics in Psychology and Education .................... 3

**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.**

- 557 Administration and Interpretation of Psychometric Instruments .............................................. 3
- 578 Psychology of Individual Differences ........................ 3
- 619 Advanced Educational Psychology .............................. 3
### 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).
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 research, with the major resources used in investigative pursuits, and with certain considerations basic to effective reporting of results. Each semester.

3 credits.

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

3 credits.

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

3 credits.

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

3 credits.
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.

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

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

3 credits each semester.

526. Principles of School Administration. This course is designed to provide an orientation to the basic principles of crucial concepts upon which the administration of the public schools of America is 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 serv-
ices 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. An intensive review and evaluation of methods and techniques involved in the improvement of the teaching-learning process. Emphasis will be placed on practical applications of research to specific supervisory problems. Attention will also be given to the needs and interests of seminar participants.

573. PROGRAMS AND SERVICES FOR THE DISADVANTAGED. A survey and evaluation of current research and practices in the education of the disadvantaged. 3 credits.

574. PRINCIPLES OF SUPERVISION AND CURRICULUM IMPROVEMENT. This course is for supervisors, administrators, and teachers as well as for those who aspire for these positions. 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. Primary attention is also given to specific expectations of supervisors, administrators, and teachers in the utilization of basic principles of supervision.

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 curriculum programs, the impact of human relations, and research challenges of the effectiveness of teaching-learning situations.

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. CURRICULUM DEVELOPMENT. An opportunity for qualified students to work on practical curriculum and teaching problems under guidance. The work will be planned by the student in consultation with his advisor. 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 ROLE 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 curriculum theory and construction as well as the evaluation and improvement of the objectives, materials, and methods of instruction.

**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 SUPERVISION OF STUDENT TEACHERS. The primary purpose is to provide "selected teachers" with the understandings, knowledge 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 prob-
lems 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 refer-
rational 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 occupational information, visit community agencies, engage in role playing, conduct case conferences, and analyze theories and technics of counseling. 3 credits first semester.

555B. **Practice Counseling Under Supervision (Practicum).** The student is required to engage in practice counseling interviews with secondary school students. The interviews are taped and "critiqued" by the student and the supervisor. The objective of the practicum is the acquisition of skill on the part of the student in those one-to-one relationships which comprise the counseling interview. All practice counseling is carried on under supervision. 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 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 explication 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 second 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 first semester.

636C. 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 who are not majors in counseling and guidance.

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 biserial coefficient of correlation, point-serial correlation, tetrachoric correlation, the phi coefficient, partial correlation, the prediction of attributes, the prediction of measurements from attributes, multiple prediction, and scaling procedures. Prerequisite: Education 553.

3 credits second semester.

662. **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.

674C. **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.

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.

679. **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.

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.

6 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.


3 credits second semester.

688. PERCEPTUAL, CONCEPTUAL, EMOTIONAL, SOCIAL, AND PHYSICAL DEVELOPMENT PATTERNS OF THE HUMAN ORGANISM. Consideration is given to the major developmental patterns of the individual throughout the trajectory of life. Prerequisite: Educ. 551.

3 credits first semester.

689. PSYCHOLOGICAL CHARACTERISTICS OF DEVIANT PERSONALITIES. The major foci of this course are the primary personality deviations which appear in Western culture. Consideration is also given to deviations that are organic in nature. The psychological characteristics of the deviant are stressed. 3 credits second semester.

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

3 credits second semester.

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

3 credits second semester.

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

3 credits each semester.

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.


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.

PROGRAM FOR CURRICULUM DIRECTORS

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

Hence, the program is designed to meet the needs of those who are designated as supervisors or curriculum directors or departmental chairmen. The courses (experiences) which are pertinent either to the 5th-year or 6th-year certification requirements in the program are to be found characterized elsewhere in this catalogue.

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EDUCATIONAL PSYCHOLOGY

In the program leading to the degree of master of arts with a major in educational psychology, students who elect to write a thesis are required to earn a minimum of forty-eight (48) semester hours of graduate credit. For students who do not elect to write a thesis, fifty-four (54) semester hours are required for the degree. 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 688 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.

619-620. Advanced Educational Psychology. This course will deal with the following elements of educational psychology: physiological basis of learning, native equipment, habit formation, perception learning, feelings and emotions, associative learning, memory and imagination, the learning process and the application of the principles of learning to education. Modern theories of learning are carefully examined.

3 credits each semester.

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.

502A. 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.

502B. MODERN MATHEMATICS IN THE ELEMENTARY SCHOOL. The theory and practice of the contemporary approach to the teaching of mathematics in the elementary school, including set theory, the fundamental operations, systems of numerations, and informal geometry.

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 functionaries and specialized school services; implications of modern researches on learning theory and teaching methodologies; impact of teacher effect and personality on learning. Summer only.

3 semester hours.

589. Survey of Trends and Resources in Elementary Education. This course is designed to survey and analyze recent trends in curriculum designs, methodology, promising practices and procedures, and effective techniques now current in elementary and junior high school instruction. Each major unit of work is presented against a background of substantial principles in the teaching-learning process, basic philosophies undergirding the trends, and effective ways of evaluating the procedures. 3 credits.

590. Language Arts in the Elementary School. The course surveys the total language arts program and then gives detailed attention to listening, speaking, reading, writing, and spelling. An experimental aspect of the course gives the student the opportunity to apply certain theories and suggestions in actual classroom situations.

3 credits each semester.

*591. Teaching of Reading in the Elementary School

*592. Reading Difficulties

*594. Clinical Procedures in Reading

*601. Reading Laboratory and Clinic

*696. Survey and Analysis of Reading Materials

*See the section under READING for course descriptions.
A program in health education is confined to summers only. At present this program is designed for students who desire courses leading to certification, or to assumption of the role of “School Health Coordinator,” or to students who desire a specialization in health at the elementary school level, or a minor in health at the secondary school level.

517. **MATERIALS AND METHODS IN HEALTH EDUCATION FOR ELEMENTARY AND HIGH SCHOOL TEACHERS.** This course is designed to meet the needs of teachers and others who are charged with the guidance of children in their health problems as well as the care of their own health. It will consist of lectures, discussions, moving pictures, first aid demonstrations and construction of devices that will aid in health programs. Attention will be given to the use of health agencies that render health service. Opportunity will be given each enrollee to work on a major health problem in a particular school. 3 credits summer only.

518. **TEACHING OF HEALTH IN ELEMENTARY AND SECONDARY SCHOOLS.** In this course emphasis is placed upon the development of a philosophy with regard to the aims and values of health teaching in the elementary and secondary school. A study is made of the opportunities for integrating health materials with other subjects of the organized curriculum. Special attention will be given to the development of units of instruction. 3 credits summer only.

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

520. **ORGANIZATION OF COMMUNITY HEALTH AND HYGIENE.** This course is designed to acquaint the students with the various aspects of community conditions affecting health and available health services. Techniques are set up for discovering and solving community health problems. 3 credits summer only.

521. **BASIC GRADUATE COURSE IN HEALTH EDUCATION.**

2. Problems of Personal and Community Living.
   a. Communicable Diseases
   b. Non-communicable Diseases
   c. Mental and Emotional Health
d. Nutrition
e. Alcohol, Narcotics, Smoking
f. Safety and first aid in the school
g. School-community relations.

3. Family Life Education:
   a. Prenatal and Infant Care
   b. Dating, Courtship, Marriage, Family Relations

4. Organization and Evaluation of the School Health Education Program. 3 credits summer only

522. ADVANCED SEMINAR IN HEALTH EDUCATION (Prerequisite: Health Educ. 521 or equivalent).

1. The Promotion of Healthful Living (Structural Patterns)
   a. World Health Organization
   b. Official Agencies
   c. Voluntary Agencies
   d. Health Agencies on Local Level

2. Health Problems of Children
   a. Diseases common to school children, cause—prevention
   b. Care of the Sick Child in school—accidents
   c. Physical Examinations (scope—interpretation—recording)
   d. Teacher screening techniques

3. Teaching Health in the School
   a. Elementary
   b. Secondary

4. Methods and Materials in Health Education.

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

535. PSYCHOLOGY OF ADJUSTMENT. This course approaches the problem of mental health from the standpoint of 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 analysis of current techniques and procedures, (2) examination of testing materials and equipment, and (3) consideration of basic steps in the diagnosis of cases. The course is planned for teachers at the elementary, secondary, and college levels. Prerequisite: 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 assistantship 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.
400. **English in the Secondary School.** A study of the materials and modern methods in teaching of secondary school English. 3 credits second semester.

529. **The 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.
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 evaluation, education of the teacher, and reference sources. The course stresses the reports of the American Institute of Biological Sciences, and of the Science Manpower Project for structuring a "new" or modern course in Biology centered around the chemical and physical aspects of life, 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 re-
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

542A. PRINCIPLES AND METHODS OF ADULT EDUCATION. This is an introductory course in adult education. It is designed for teachers of adults, principals, supervisors, and all persons who have responsibilities for teaching and working with adults. It provides for an intensive study of the historical, philosophical, sociological, and psychological foundations upon which adult education is built in the United States; the factors influencing the demand for adult education; the functions which it performs in society; the basis of its organization, relationships, and forms. The latter part of the course is devoted to field study, development of curriculum materials, and observation and evaluation of methods and techniques of teaching adults. Offered occasionally. 3 credits.

543. FOUNDATIONS AND COMMUNITY RESOURCES FOR INDUSTRIAL ARTS AND VOCATIONAL EDUCATION. This course is designed for teachers in vocational, technical, and evening schools, and teachers in other types of formalized adult education programs. Emphasis will be given to studying and grouping students, curriculum planning, schedule making, selection and evaluation of instructional materials, methods, and techniques; and evaluation of student growth toward desirable and selected behavior patterns. Special consideration will be given to criteria for the evaluation and utilization of community resources for laboratory experiences in industrial arts and vocational education. Offered occasionally. 3 credits.

AUDIO-VISUAL EDUCATION

507. SELECTION AND USE OF VISUAL AND AUDITORY AIDS. Emphasizes the selection, utilization and evaluation of instructional materials as films, filmstrips, flat pictures, bulletin boards, charts, graphs, three dimensional teaching aids, tape recorder, radio, television, etc. Also provides experience in the operation and care of projection and recording equipment as well as experience in the production of some simple and inexpensive instructional materials.

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 identifi-
cation, 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 in-
telligence from mentally retarded to above average. They may
also have emotional disability, perceptual motor deficits, and other
disabilities that would interfere with learning. Modern curricu-
ulum, methods and evaluation of the special child will be dis-
cussed. 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 competen-
cies 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 sum-
mer.) 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 experi-
ences 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 discus-
sions 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 ap-
proval 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.

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. **History of Education.** A historical analysis of certain recurrent educational problems arising in Western Civilization.

642. **History of American Education.** A historical survey of the development of education in the United States with emphasis on the cultural setting.

643. **Philosophy of Education.** An introductory course designed to develop skills in the philosophical analysis of educational problems.

644. **Comparative Educational Philosophy.** A historical and comparative survey of the major systems of educational thought which influence modern education.

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 wish to achieve responsible positions in business and nonprofit organizations or become 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 nation.

The specific purposes include:

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

2. To develop in the students the ability to integrate their knowledge of the functional fields of business, i.e., to understand the interrelationship of business problems.

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

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

5. To equip the students to contribute to an increase in the knowledge and understanding of business administration through research.

PROGRAM OF STUDY FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE

The program of study for the Master of Business Administration Degree is organized to meet the needs of three 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.
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—emphasizes those economic topics which exert powerful influences on business enterprises.

2. Familiarity with Functional Fields of Business—familiarizes the student with the major functional areas of business. Emphasis is placed on analysis and problem solving.

3. Tools and Methods of Analysis—enables the student to deal effectively with conditions of uncertainty.

4. Knowledge of the Environment in which business functions—gives both economic and legalistic understanding.

5. Integration of the Functional Fields—develops 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—introduces students 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; (3) those preparing for management positions in colleges or business organizations; and (4) 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. Four IBM Fellowships of $2,500 each.
7. Five Manpower Research Fellowships in the amount of $2,000 each.
8. 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 résumés.

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.

519. 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 corpora-
464. INTRODUCTORY STATISTICAL ANALYSIS. The course deals with the 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 informa-
tion 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 Ac-
counting.

Three credits each semester.

520-521. CONTROLLERSHIP. This course is offered primarily for those
students of business administration who do not wish to concen-
trate in accounting. While providing an overview of accounting
concepts and double-entry accounting, the course seeks to de-
velop in the student an understanding of the controllership func-
tion. Topics covered include internal control; external reporting;
operating and capital budgets, cash-flow projections, and other
techniques of forward planning; profit analysis and cost manage-
ment. Problems and cases are used to develop the analytical abil-
ity 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 in-
ternal control are emphasized. The interests and roles of the in-
dependent public accountant, the internal auditor, and the govern-
mental examiner are separately considered. Budgeting and con-
formity are also brought under examination. Prerequisite: Ad-
vanced Accounting.

Three credits second semester.

561-562. ADVANCED ACCOUNTING. This is a year course which con-
cerns itself with accounting theory and problems involving part-
nerships, including ventures, insolvency and receiverships, com-
pound 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 un-
der 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, in-
ventories 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 selection of risks, premiums, reserves, home office and agency management, legal aspects and public regulation.

Three credits second semester.

447. GENERAL INSURANCE. This course deals with the analysis of business risks and risk bearing from the standpoint of creation, reduction, elimination, and evaluation. Insurance contracts will be analyzed as to their business importance, applicable coverage, and limits of liability.

Three credits first semester.

485. PUBLIC POLICY AND PRIVATE ENTERPRISE. A study of the development of governmental regulations and control of economic activity with consideration being given to the social forces which condition the management of private 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, em-
ployment, 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.
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 ninety-six 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 two year 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 ninety-six (96) graduate semester hours before he can obtain the degree.

B. Holders of the two year 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 coun-
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**—Nine (9) Semester Hours
   a. Required—6 Semester Hours; Electives—3 Semester Hours

4. **Counseling Theory and Practice**—Nine (9) Semester Hours
   a. Required—6 Semester Hours; Electives—3 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 two year 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**—Eighteen (18) Semester Hours
   a. Required—9 Semester Hours; Electives—9 Semester Hours

2. **Appraisal of the Individual—Theory and Practice**—Eighteen (18) Semester Hours
   a. Required—5 Semester Hours; Electives—3 Semester Hours

3. **Personality Organization and Development**—Eighteen (18) Semester Hours
4. COUNSELING THEORY AND PRACTICE—Twenty-seven (27) Semester Hours
   a. Required—24 Semester Hours; Electives—3 Semester Hours

5. RESEARCH AND STATISTICS—Twelve (12) Semester Hours
   a. Required—9 Semester Hours; Electives—3 Semester Hours

6. PROFESSIONAL PROBLEMS OF THE COUNSELOR—Nine (9)
   a. Required—9 Semester Hours; Electives—None

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

1. KNOWLEDGE OF THE SOCIAL ENVIRONMENT—33 Graduate Semester Hours Are Offered.
   a. Educ. 550 Foundations of Education—3 Semester Hours
   b. Educ. 554 Occupational and Other Informational Services for Counselors—3 Semester Hours
   c. Educ. 611 Community Social Agencies and Referral Services—3 Semester Hours
   d. Educ. 612 Social Class and Sub-Cultural Influences Upon Marriage and Family Life—3 Semester Hours
   e. Educ. 613 Vocational Development Theory—3 Semester Hours
   f. Educ. 697 Integrative Seminar in the Social and Behavioral Sciences—3 Semester Hours
   g. Soc. 429 Cultural Anthropology—3 Semester Hours
   h. Soc. 506 Contemporary Sociological Theory—3 Semester Hours
   i. Soc. 510 Advanced Social Psychology—3 Semester Hours
   j. Soc. 540 Industrial Sociology—3 Semester Hours
k. Soc. 630 Social Status and Learning\textsuperscript{2,4}—3 Semester Hours

2. Appraisal of the Individual—Theory and Practice—
27 Graduate Semester Hours Are Offered.

a. Educ. 557 Administration and Interpretation of Psychometric Instruments\textsuperscript{3}—3 Semester Hours

b. Educ. 578 Psychology of Individual Differences\textsuperscript{4}—3 Semester Hours

c. Educ. 653 Psychologic Appraisal of the Individual\textsuperscript{4}—3 Semester Hours

d. Educ. 668 Introduction to Projective Technics of Personality Assessment\textsuperscript{1,3}—3 Semester Hours

e. Educ. 685 The Theory of Mental Tests\textsuperscript{1,3}—3 Semester Hours

f. Educ. 686 Administration and Interpretation of the Stanford-Binet Scales and the Wechsler Scales for Adults and Children\textsuperscript{1,3}—3 Semester Hours

g. Educ. 687 Wechsler and Stanford-Binet Practicum\textsuperscript{1,3}—3 Semester Hours.

h. Educ. 698 Administration and Interpretation of the Rorschach and the TAT (Written Consent of Instructor)—3 Semester Hours

i. Educ. 699 Rorschach and TAT Practicum (Written Consent of Instructor)—3 Semester Hours

3. Personality Organization and Development—24 Graduate Semester Hours Are Offered.

a. Educ. 551 Human Growth and Development\textsuperscript{3}—3 Semester Hours

b. Educ. 635 The Psychology of Adjustment\textsuperscript{2,4}—3 Semester Hours

c. Educ. 667 Dynamic Theories of Personality\textsuperscript{1,3}—3 Semester Hours

d. Educ. 683 Independent Study in Personality Organization and Development\textsuperscript{2,4}—3 Semester Hours

e. Educ. 684 Social and Cultural Determinants of Personality\textsuperscript{2,4}—3 Semester Hours

f. Educ. 688 Perceptual, Conceptual, Emotional, Social, and Physical Development Patterns of the Human Organism\textsuperscript{2,4}—3 Semester Hours


g. Educ. 689 Psychological Characteristics of Deviant Personalities\textsuperscript{2,4}—3 Semester Hours
h. Educ. 691 Advanced Integrative Seminar in Personality Theory—3 Semester Hours

4. COUNSELING THEORY AND PRACTICE—30 Graduate Semester Hours Are Offered.
   a. Educ. 530 Basic Philosophy, Principles, and Practices of Guidance Services—3 Semester Hours
   b. Educ. 532 Program Development and Management Responsibilities of the Counselor—3 Semester Hours
   c. Educ. 555-A Laboratory Experiences in Guidance and Testing—3 Semester Hours
   d. Educ. 555-B Practice Counseling Under Supervision (Practicum)—3 Semester Hours
   e. Educ. 555-C Internship in Guidance—3 Semester Hours
   d. Educ. 555-D Advanced Practicum—3 Semester Hours
   e. Educ. 677 Independent Study in Counseling Theory—3 Semester Hours
   f. Educ. 678 Therapeutic Counseling—3 Semester Hours
   g. Educ. 679 Contemporary Theories and Techniques of Counseling—3 Semester Hours
   h. Educ. 692 Advanced Integrative Seminar in Counseling Theory and Practice—3 Semester Hours

5. RESEARCH AND STATISTICS—15 Graduate Semester Hours Are Offered.
   a. Educ. 547 Research Seminar—0 Semester Hours
   b. Educ. 548 Methods of Educational Research—3 Semester Hours
   c. Educ. 553 Statistics in Psychology and Education—3 Semester Hours
   d. Educ. 662 Research Methodology and Experimental Design—3 Semester Hours
   e. Educ. 670 Advanced Statistics—3 Semester Hours
   f. Educ. 672 Research for the Ph. D. in Guidance and Counseling—Credit to be determined by the student's major advisor

6. PROFESSIONAL PROBLEMS OF THE COUNSELOR—9 Graduate Semester Hours Are Offered.
   a. Educ. 673 Professional Ethics and Legal Problems in
Counseling, Guidance, and Testing—3 Semester Hours

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

c. Educ. 693 Integrative Seminar in the Professional, Ethical, and Legal Problems of the Counselor—3 Semester Hours
JOHNNIE LEE MITCHELL SHARPE* ........................................... English
B.S., Savannah State College, 1959.
Thesis: The Evolution of Pessimism in the Works of
Mark Twain.

IDA MAE HAYES* ............................................................... English
A.B., Southern University, 1963.

BERTHA HUMPHREY HUTCHINS* ........................................... English
Thesis: Patterns of Imagery in the Poetry of Andrew
Marvell.

ESTHER MARIE OWENS ......................................................... English

EMMA LEE YORK* ................................................................. English

VIVIAN SYLVA BROWN ......................................................... French
Thesis: An Analytical Comparison of Palissot’s Les
Philosophes and Sedaine’s Le Philosophe sans le
Savoir.

ALBERTA MACKET JONES* ........................................ French
Thesis: The Literary Value of Pascal’s Lettres Pro-
vinciales.

EULA MAE WEARY* ............................................................. French
A.B., Southern University, 1965.
Thesis: The Oedipus Legend as Evidenced in Corneille,
Voltaire and Gide.

SALMON McELROY HOLLIS, JR.* .................................. Political Science
A.B., Johnson C. Smith University, 1960.
Thesis: State Legislative Apportionment and the Prin-

CATALOGUE

BRENDA ELISSA BERRYHILL* .................................. Sociology
A.B., Southern University, 1965.
Thesis: The Leisure-Time Activities of Atlanta University Graduate Students Residing in Ware and Bumstead Halls, Spring 1966.

OBIE ALPHON西亚 CHARLES* .................................. Sociology
Thesis: A Study of the Social Role of the Negro Protestant Minister in Atlanta, Georgia.

LOUISE JACKSON .................................. Sociology
Thesis: A Comparative Investigation of the Perception of Statuses and Images of Selected Professions Among Eighth and Twelfth Grade Pupils from Selected High Schools in Atlanta, Georgia, 1963-64.

OSCAR JAMES MOORE* .................................. Sociology
A.B., Miles College, 1962.
Thesis: A Study of the Premarital Sexual Behavior of One Hundred Negro College Students Enrolled at the Atlanta University Center Summer School.

ELIZABETH CECELIA ROSS* .................................. Sociology
B.S., Tuskegee Institute, 1962.
Thesis: The Occupational Plans of Tuskegee Institute High School Eighth and Twelfth Grade Students.

JAMES SUMANA FUNNA .................................. Social Science
Thesis: A Study of the Triumph of British Imperialism During the Late-Victorian Era (1884-1900).

MASTER OF SCIENCE

MARYETTE RICHARDSON CARTER .................................. Biology

WILLIE MARSHALL CLARK, JR. .................................. Biology
B.S., Alcorn Agricultural and Mechanical College, 1962.
Thesis: Studies on Blood Cell Types and Clotting Reactions in a Selected Crustacean, (CAMBARUS sp.).

MARY ROBERTS FLEMISTER* .................................. Biology

ARTHUR JAMES LACY, JR.* .................................. Biology
A.B., Clark College, 1943.

THEOPHILUS EALEY NEAL, JR. .......................... Biology
B.S., Morehouse College, 1950.

ROSIE ALLEN NOBLE* .................................. Biology
Thesis: The Effect of Thalidomide on Fetal Development and Adult Testes in Swiss-Webster Mice.

GUSTAV ATTAH OFOSU* .................................. Biology
A.B., Inter American University, 1964.
Thesis: The Effects of Beryllium Nitrate on Tail Regeneration in Rana pipiens Larvae.

JULIAN EDWARD THOMAS ................................. Biology
A.B., Fisk University, 1959.

JAMES LEODIES TUCKER* .................................. Biology
B.S., Alcorn Agricultural and Mechanical College, 1955.
Thesis: The Effects of Gibberellic Acid on Generation and Subsequent Growth of the Bean (Phaseolus Vulgaris).

JOSEPH COUNCILL WHITE ................................. Biology

RICHARD ERNIE WILLIAMS .............................. Biology
B.S., Morehouse College, 1964.
Thesis: Chemical Dissolution and in vitro Studies of 2-Day Old Chick Embryo Notochordal Cells.

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

ROOSEVELT MOSES HARVEY* ............................. Mathematics
B.S., University of Dubuque, 1957.

SCHOOL OF SOCIAL WORK
MASTER OF SOCIAL WORK

ELEANOR LEE BARLETT
Thesis: Inpatients' and Their Families' Perspective of Mental Health Treatment.

PHYLLIS ANDREWS BENTON

NORA KALB BRANDENBURG
A.B., Georgia State College, 1965.

ZETTLER CLEVELAND CLAY, JR.
B.S., Fort Valley State College, 1953.
Thesis: Inter and Intra-Department Communication in an Institution Serving Delinquent Boys: An Evaluation of Communications at Berkshire Farm for Boys.

BIRDDEX COPELAND, JR.
Thesis: Is This The End?: A Survey to Determine the Availability of Potential Employment for Rehabilitated Alcoholics in the Greater New Orleans Area.

EARL FRANKLIN DABNEY
Thesis: A Comparative Study of the Readmission Rates of Patients Who Received Social Casework Services with Those Who Did Not Receive Casework Services During Their Stay at the Milledgeville State Hospital.

MAGNOLIA WILSON DONAHUE
A.B., Paine College, 1942.
Thesis: A Comparative Study of Ten Boys Who Received Casework Services on an Individual Basis and Ten Boys Who Received Casework Services in a Group Setting at Boys Village of Maryland.

GARWOOD STEPHEN EBERLING
Thesis: A Study of Participation of Citizens in the West End Special Services Project of Cincinnati, Ohio.
BARBARA JEAN FOSTER  
A.B., Clark College, 1964.  

CARL TRAVIS HOLTCLAW  
A.B., Mississippi State University, 1964.  

DOROTHY ALINE JAMERSON  
A.B., Fisk University, 1965.  

MAE FRANCES JOHNSON  
Thesis: A Study to Determine the Degree of Involvement of the Foster Father in the Family After Children are Placed in the Home.

AURELIA JUANITA JONES  
Thesis: A Study to Determine the Attitudes of the Children Toward Their Social Workers at Leake and Watts Children's Home in Yonkers, New York.

SANDRA FAYE JOYNER  
Thesis: The Use of Student-Volunteers in a Psychiatric Social Group Work Setting: An Analysis of the Characteristics of Poth Accepted and Rejected High School Student-Volunteers.

JAMES ROCH LEMON  

HAROLD ANDREW MCCORMICK  
B.S., Grambling College, 1956.  
Thesis: A Study of Patients' Attitudes Toward Group Therapy Administered by Social Workers at the Veterans Administration Hospital, Northport, Long Island, New York.
ELVA ARTAMISHA MILLER
Thesis: The Effects of a Project Headstart Program Upon the Adjustment of Pre-School Children in Abraham Lincoln Kindergarten, Kankakee, Illinois.

BARBARA LEE MOORE
Thesis: A Descriptive Study of the Use of Discussion in the Resolution of Inter-Racial Conflict.

BENJAMIN JOSEPH MOSS
B.S., Southern State Teachers College, 1960.

WILLIAM ALEXANDER PERRY, JR.
B.S., Tuskegee Institute, 1951.

BONNIE FAYE PRYOR
Thesis: The Use of Student-Volunteers in a Psychiatric Social Group Work Setting: An Analysis of the Characteristics of Both Accepted and Rejected College Student-Volunteers.

ERMA JEAN RUDOLPH
B.S., Alabama Agricultural and Mechanical College, 1965.
Thesis: Is "Loss" a Precipitating Factor in the Onset of Juvenile Rheumatical Arthritis?

ARLENE PHYLLIS SLOTSKY
B.S., Ohio State University, 1964.
Thesis: The Selection of Indigenous Persons as Neighborhood Aides by Economic Opportunity, Inc.

JUNELLE SPARKS
A.B.J., University of Georgia, 1947.
Thesis: A Study of 21 Unmarried and 21 Married Teenage Recipients of AFDC.

NANCY C. STEWART
Thesis: A Descriptive Analysis of the Role of the Social Worker in Psychiatric Outpatient Clinics.

LOZONA DOYLE TATE
Bobbie Sinkford Ware
B.S., Bluefield State College, 1946.
Thesis: Inpatients' and Their Families' Perspective of Mental Health Treatment.

Patricia E. Weathers
A.B., Lincoln University, Mo., 1965.
Thesis: Patients Who Complete Intake at Eastern Pennsylvania Psychiatric Institute, Children's Unit.

Margaret Jewel Woodward
Thesis: The Teachers' View of the School Social Workers' Function in the Charlotte-Mecklenburg Elementary Schools.

SCHOOL OF LIBRARY SERVICE
MASTER OF SCIENCE IN LIBRARY SERVICE

Bernice Murray Armstead
A.B., Fisk University, 1951.
Thesis: A Study of College Grade Point Averages, Library School Grade Point Averages and Scores on the Graduate Record Examination of Students Graduating from the Atlanta University School of Library Service, 1961-1966.

Lola Mae Bell
A.B., Benedict College, 1951.

Elfrida Cardwell Benson
A.B., Howard University, 1956.

Cecilia Jiin-I Wang Chao
A.B., Tamkang College of Arts and Sciences, 1962.

Yvonne Shun-Yin Chen*
A.B., National Taiwan University, 1964.

Brenda Sue Hill Cole

Jean Cornn*
B.S., University of Missouri, 1952.

Rebecca Dixon Cotton*

CATALOGUE

RUBY DEAN HALL CREWS

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

ROBERT JAMES HEATH*
B.S., Stillman College, 1960.

ELEANOR JOYCE HINTON

SALLIE UVELIA JONES*

CAROLINE CHIA-WEN LI*
A.B., National Taiwan University, 1960.

SHARON ELAINE LUNDY

ELIZABETH LEONA MOSBY*
A.B., Oakwood College, 1962.

MILLIE MANOR PARKER
A.B., Paine College, 1949.

SHIRLEY CROSS RUSH
A.B., Southern University, 1955.

CHUNG-TAI SHEN*
A.B., Taiwan Normal University, 1956.

JACQUELYN YVONNE SHULER*
B.S., Florida Agricultural and Mechanical University, 1962.

REBECCA MANIGAULT STEPNEY
A.B., Benedict College, 1959.
  Thesis: A Study of the Reading Interests and Habits of a Selected Group of Students of Burke High School, Charleston County, Charleston, South Carolina.

JULIETTE SUMMERVILLE

CATHERINE LODORA TARVER
Thesis: A Study of the Reading Interests and Habits of a
Selected Group of High School Students at Rebecca Comer
High School, Eufaula, Alabama.

ANDREW HSING-JEN WANG
A.B., National Chengchi University, 1962.

BARBARA SAILES WARREN*

JOYCE ELLEN WHITSITT
B.S., Wayne State University, 1962.

ADA MAE TURNER WILLIAMS*
B.S., Fort Valley State College, 1949.

GERTRUDE ELIZABETH WINSTON*
B.S., Savannah State College, 1966.

EMILY YUAN-CHI YEH*
A.B., Soochow University, 1965.

SCHOOL OF EDUCATION
MASTER OF ARTS

BARBARA TAYLOR BANKS*
A.B., Huston-Tillotson College, 1952.
Thesis: Scholastic Performance of Culturally Deprived
Able Students.

WILLETTE POSTON BOWLING*
A.B., Lane College, 1943.
Thesis: A Historical Study of the Development of Negro
Education in Shelby County, Tennessee for the Period
1865-1965.

KATHRYN M. JOHNSON BROUGHTON
Thesis: A Content Analysis of the Treatment of Science
Subject Matter Content, Vitalizing Activities and Typo­
graphical Features in Six Selected Sixth Grade Science
Textbooks.

JOHN LEE BYRD
B.S., Savannah State College, 1953.
Thesis: The Tested Differences and Relationships in In­
telligence Achievement and Personality Between Boys and
Girls of the Grantville-Brown Elementary School, 1966-
1967.

DEANNA DAVIS  
Thesis: A Survey of Twenty-Two First Grade Reading Studies That Were Sponsored by the United States Office of Education.

LUTHER WILLIAM DENNIS  

JAMES RUSSELL DOANES  
A.B., Clark College, 1962.  

VERA ATKINSON DURDEN*  
B.S., Albany State College, 1952.  
Thesis: Attitudes and Understandings of Teachers Toward Educable Mentally Retarded Children.

ERNEST RAY EERKES  
Thesis: The Identification of Work Attitudes among Manpower Development Training Enrollees at Atlanta, Georgia.

ALFRED EVANS  
B.S., Alabama Agricultural and Mechanical College, 1958.  

ELIZABETH CAMPBELL FEW  
A.B., Clark College, 1954.  

INEZ LUCILLE FORD*  
A.B., LeMoyne College, 1943.  

IRVIN JOSEPH FRANKLIN*  
A.B., Dillard University, 1950.  

ANNIE WILLIAMS FRYE  
B.S., Morris Brown College, 1959.  

WILLIE JAMES FUSSELL*
Thesis: Differences and Correlations in Achievement Between Modern and Traditional Mathematics Methodologies.

HENRY THOMAS GOODWIN*
B.S., Alabama State College, 1957.
Thesis: A Comparison of "Teachers'—Marks" and Standarized Test-Scores.

RAYMOND JOSEPH HARRIS
A.B., Clark College, 1957.
Thesis: Content Analysis of Eight Selected Fourth Grade Social Studies Textbooks.

CLARA LENORE YATES HAYLEY*
A.B., Spelman College, 1946.

GRACE RAMSEY HILLIARD
A.B., Clark College, 1955.
Thesis: A Content Analysis of Ten Third Grade Social Studies Textbooks.

BETTYE JEANELLE HOLLOWAY*
A.B., Clark College, 1959.
Thesis: An Analysis of Reading Difficulties of Thirty Seventh-Grade Pupils of the Clara M. Pitts Elementary School, Atlanta, Georgia.

ELISE GREENE HOOKS*
Thesis: Honors Living Programs at Clark College and Three Other Selected Undergraduate Colleges.

ANNIE L. FORD JACKSON*
A.B., Morris Brown College, 1938.

TEHMINA BANO JAFRI
A.B., College of Home Economics (Pakistan), 1964.
Thesis: Pakistan and Pakistani Culture in Social Studies Textbooks Approved for Georgia Schools.

CATALOGUE

JACQUES LIGHTSEY JEFFERSON*

RAMONA JOHNSON*
B.S., Alabama State College, 1957.

JAMES EDWARD JONES
B.S., Fort Valley State College, 1953.
Thesis: Teachers' Appraisal of the Roles and Functions of Teachers' Aides in Elementary Schools.

JENNIE JOHNSON JONES
B.S., Clark College, 1957.
Thesis: Teachers' Opinions Concerning Research Findings About the Teaching of Arithmetic.

ROBERT LEE JONES
B.S., Morris Brown College, 1950.

THELMA THOMASINA LEE*
A.B., Georgia State College, 1935.
Thesis: Did They, or Did They Not? An Evaluative Study of the Predicted Success and Failure of Graduates of Tompkins High School, Savannah, Georgia, 1950-1959.

ELAENOR CHARLSTINE MCDOWELL MONTGOMERY*
B.S., Fort Valley State College, 1949.
Thesis: A Study to Determine the Special Educational Program of Georgia as it is Being Provided for and Being Extended to the Exceptional Negro Children of the State.

HATTIE BAZELLE PATMAN*
A.B., Talladega College, 1942.

ROBERT LEE SELLERS
A.B., Clark College, 1955.
Thesis: A Content Analysis of Five Modern Arithmetic Textbooks.

Houston Leslie Stansbury*
Thesis: Comparison of Academic Achievement of Freshman College Students With and Without Systematic Training in Reading.

Edith Yvonne Moon Stevens*
B.S., Hampton Institute, 1959.
Thesis: The Relationship Between Performance on the Scholastic Aptitude Test and First Year College Performance of a Freshman Class at a Local Liberal Arts College.

Mary Ruth Tolar*
B.S., University of Louisville, 1957.

June Frances Carter Turner*
A.B., Wiley College, 1946.
Thesis: Identification of Student Needs as a Basis for an Organized Program of Counseling and Guidance at Webster High School, Minden, Louisiana.

Tommy Lee Walton*
B.S., Arkansas Agricultural, Mechanical and Normal College, 1958.

Joan Marie Wilkerson

Juanita Terry Williams
B.S., Savannah State College, 1955.

Narvie Hill Williams
A.B., Spelman College, 1953.

Evangeline Allison Winkfield
A.B., Clark College, 1948.

ELISE PALMER WOLFE
A.B., Clark College, 1952.
Thesis: Diagnosis and Instruction of Reading Disability Cases of Fourth-Grade Pupils.

DOROTHY THOMAS WOOD*
B.S., Alabama State College, 1951.
Thesis: A Comparison of Relationships of Certain Factors to the Readiness Abilities of Two Groups of First Grade Pupils.

SCHOOL OF BUSINESS ADMINISTRATION
MASTER OF BUSINESS ADMINISTRATION

GEORGE LACY BRADFORD
B.S., Alcorn Agricultural and Mechanical College, 1964.

PRAVAT KUMAR CHOUDHURY
B.Com., Saint Xavier's College (India), 1959.

LEERONEY CALVIN FREDERICK

NATWARLAL MOHANLAL GANDHI

ROSE MARY GRAHAM
B.S., Knoxville College, 1965.

CLEMENTINE OLIVIA HOLLIMAN
Thesis: A Proposal to Encourage More Women to Select the Accounting Profession as a Career Choice.

ARUN LAL
A.B., Agra University (India), 1959.

GEORGE OSCAR LAWRENCE  
Thesis: Identification of Business and Industrial Opportunities in Dothan, Alabama.

PLES EARL MCINTYRE, JR.  
Thesis: The Effects of Discrimination in Apprenticeship Programs on the Employability of Negro Youth—an Atlanta Study.

MAN CHAND MALOO  
B.Com., University of Rajasthan (India), 1961.  

FELIX META  

HERMAN MIXON  
Thesis: Labor's Role in Gaining Wage Increases and Other Benefits for Workers in Metropolitan Atlanta with Particular Emphasis on the Construction and General Laborers Union Local No. 438.

MANZOOR HUSSAIN QURESHI  
B.S., Dyal Singh College (India), 1962.  

KODURN V. SESHAGIRI RAO  
A.B., Andhra University (India), 1959.  

ALLAREDDY CHANDRAMOHAN REDDY  
A.B., University of Madras (India), 1961.  
Thesis: Communication and Management.

WILLIE EARL RICHARDSON, JR.*  
Thesis: Direct Costing and Generally Accepted Accounting Principles—Toward Full Recognition.

JAMES SCRIVEN

BELAY WEGAYEHU
B.Com., Haile Selassie I. University (Ethiopia), 1963.
Thesis: The Use of Direct Costing for Planning and Control in a Wood Preserving Company—A Case Study.

WENDELL FRANK WHITE*
HONORARY DEGREES

DOCTOR OF LAWS

FREDERICK DOUGLASS PATTERSON

Distinguished educator; able administrator; outstanding contributor to scientific and educational advancement; trustee of numerous schools in the United States and abroad; organizer and former President of the United Negro College Fund; special assistant to the United States Secretary of Agriculture from 1944 until 1953; author of a plan to improve the housing of low-income farmers; member of President Truman's Commission on Higher Education in 1957, the International Bank Mission to Nigeria in 1953, and the Southern Regional Council; following an illustrious line of presidents at Tuskegee Institute, he performed yeoman's service in re-shaping the program of the institution to meet the needs of a new economic order; long-time leader and spokesman for racial advancement in the South; firm believer in Negro institutions as continuing assets in the march for freedom; relentless advocate of the need for clarity of and adherence to organizational objectives by all institutions serving Negro life, whether they relate to business, education, or the general welfare; resourceful, energetic, and dedicated benefactor of mankind; one of the finest examples in modern times of a truly educated man; the President of the Phelps-Stokes Fund.

DOCTOR OF LAWS

WILLIAM ALBERT ROBINSON

Throughout his life, William Albert Robinson has dedicated himself to the growth and development of groups and individuals in their professional educational lives and in their human relations behaviors. He pioneered in the upgrading of education throughout the nation, especially in the Southeastern and Southwestern United States: as a State Supervisor of High Schools in North Carolina and as a faculty member and principal of the Atlanta University Laboratory High School, a secondary school whose influence continues
to affect the lives of the many Atlanta University faculty members and others who attended this nationally famous secondary school. Under his direction, the Secondary School Study for the Southern states, financed by the General Education Board, came to national prominence as the counterpart of the Progressive Education Association's Eight-Year Study. He has been honored by the Governor of the State of Arizona and by his fellow educators as a great force in the human relations and civic struggles of the peoples of that state. A member of the Class of 1913, he has brought honor to his alma mater and to himself.
DEGREES CONFERRED
August 3, 1967

SCHOOL OF ARTS AND SCIENCES
MASTER OF ARTS

THOMAS OLIVER CORDY .................................. Economics

CORNELIUS OKORIE OJIMBA .......................... Economics
A.B., Lincoln University (Pa.), 1966.

WEI-HSEIN YANG .................................. Economics
B.L., National Chengchi University, 1962.
Thesis: Human Resource as the Key Factor of Economic Development.

MIRIAM W. SMITH-CAMPBELL ......................... English
A.B., Bethune-Cookman College, 1950.
Thesis: Reading Interests and Tastes of Sophomore High School Students Related to Certain Motivational Factors.

RUBY LEE THOMPSON ................................ English
A.B., Florida Agricultural and Mechanical University, 1964.
Thesis: An Analysis of the Reading Difficulties of Selected Groups of Atlanta University Students Enrolled in Reading.

ELIZA MARCELLA YOUNG ............................... English

BARBARA CHRISTINE HOLLIMON ...................... French
B.S., Fort Valley State College, 1966.

MERLINE PITRE .................................. French
B.S., Southern University, 1966.
MELVIN ANDREW THOMAS ........................................ French
B.S., Fort Valley State College, 1962.
Thesis: A Study of the Theme "The Refusal to Accept Reality" as Portrayed by Female Characters in Three Plays by Jean Anouilh.

RUSSELL WILLINGHAM II ........................................ French

IRMA JEAN WITHERSPOON ........................................ French
B.S., Jackson State College, 1965.

CLARENCE EMMEL BUNCH ........................................ History

VERNON EMANUEL MCCLEAN ...................................... History

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

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

NAUSEAD LYVELLE STEWART ..................................... Political Science
A.B., Tougaloo College, 1953.

MASTER OF SCIENCE

MABEL L. ALLEN ........................................ Biology
B.S., South Carolina State College, 1961.
Thesis: The Effects of the Iodide Ion on Abscission in Bean Leaf Explants.
JIMMY BERNET BENSON ................................ Biology
Thesis: Effects of Beryllium Nitrate on Tail Regeneration in Frog Larvae: Dehydrogenase, Phosphatase, and Nucleic Acid Activity.

DOROTHY STROBLE BOMAR ................................ Biology
B.S., Claflin University, 1963.
Thesis: The Physiological Role of Electrical Skin Resistance in Rats to Cold Acclimatization.

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

FLORENCE MOREDA BURNS ................................ Biology

SANDRA PATRICIA CHEEVERS ................................ Biology
B.S., Howard University, 1965.
Thesis: Some In Vitro Effects of Potassium and Sodium Thiocyanate on the Notochord of Rana Catesbeiana Larvae.

EDWARD VANN CLARKE ................................ Biology
B.S., Jackson State College, 1958.

RUTHANNE DAVIS ........................................ Biology
B.S., Tuskegee Institute, 1962.
Thesis: Acid Phosphatase Activity in the Liver of Larval and Adult Frogs Following Treatment with Carbon Tetrachloride.

RENTY BENJAMIN FRANKLIN III ......................... Biology
B.S., Morehouse College, 1966.
Thesis: Studies on the Physiological Significance of D-Amino Acid Oxidase in Rat Kidney.

HATTIE FINNEY FRENCH ................................ Biology
A.B., Paine College, 1958.
MAGGIE PATRICIANNE HURD ........................ Biology

RENA TALLEY JONES .............................. Biology

THOMAS J. LOCKE II ............................ Biology
B.S., Savannah State College, 1956.
Thesis: A Histological Study of Cortisone-Induced Abnormalities in Early Stages of the Chicken Embryo.

YVONNE HAYES RAVEN ............................ Biology
A.B., Miles College, 1953.

JOHN RUFFIN .................................... Biology
A.B., Dillard University, 1965.

RONALD JOHN SHEEHY ............................ Biology
B.S., Morehouse College, 1965.
Thesis: Some In Vitro Effects of Beryllium Nitrate on the Tail Region of Rana Pipiens Larvae.

HERBERT ALONZO STONE, JR. .................... Biology
B.S., Morehouse College, 1965.

ROS CO TWIGGS ................................. Biology
B.S., Claflin College, 1958.
Thesis: The Effects of Thyroxin on Metabolic Responses of Male Rats Subjected to Low Temperatures.

THELMA CARROLL IVERY ......................... Chemistry
B.S., Alabama State College, 1959.
RONALD CLAIR BERGMAN ........................................ Mathematics  
B.S., Indiana State College, 1962.  

JACQUELYN SHIVERS DANIEL ...................................... Mathematics  

KANAIYALAL PRABHudas DOSHI ..................................... Mathematics  
B.S., University of Bombay, 1956.  

RUBY JEAN McMILLON JACKSON .................................... Mathematics  
B.S., Southern University, 1959.  

JUANITA LAVALL JAMES ............................................. Mathematics  
B.S., Southern University, 1962.  
Thesis: Some Results in Number Theory.

WILLIE MCKEE, JR. .................................................. Mathematics  
B.S., Southern University, 1962.  

JAMES AUBREY MACK ................................................ Mathematics  
Thesis: Singularities and Representation of Analytic Functions.

BENJAMIN FRANKLIN MOORE ...................................... Mathematics  
B.S., Benedict College, 1956.  

DAVID NDONBASI MPONGO ......................................... Mathematics  
B.S., Morehouse College, 1966.  
Thesis: Infinite Products.

SCHOOL OF SOCIAL WORK  
MASTER OF SOCIAL WORK

HELENE VICTORIA DOUGLAS  
A.B., Bennett College, 1965.  

ELIZABETH LAVERNE WELDON FORD  
JAMES ERROLL MILLER, JR.
A.B., Lincoln University (Mo.), 1965.

JULIA GIST Paden
A.B., Johnson C. Smith University, 1965.

HENDRICA SCHEPMAN
A.B., Nutskweekschool Voor Onderwijzeressen (Holland), 1931.

DARLEEN LOIS SHEARER
B.S., Ohio State University, 1965.

CAROLYN ANN STEELE

SONJA HAYNES STONE
A.B., Sarah Lawrence College, 1959.
Thesis: A Profile of the Negro Male: A Theoretical Analysis of His Psycho-Social Adjustment to His Economic Role.

THOMAS ANTHONY WEIMER
A.B., University of Illinois, 1962.

SCHOOL OF LIBRARY SERVICE
MASTER OF SCIENCE IN LIBRARY SERVICE

RUTH BRADLEY ARMSTRONG
B.S., Florida Agricultural and Mechanical University, 1961.

GLORIA KNIGHT BARBER

CLARENCE BARNES
B.S., Savannah State College, 1966.
BERNICE MARSHALL BELL  
A.B., South Carolina State College, 1950.

EMMA LEE BRADFORD  
B.S., Grambling College, 1965.

WILHELMINA RICHARDSON BRODIE  
A.B., Howard University, 1959.  

EMMETT DANSBY CALHOUN  
B.S., Prairie View Agricultural and Mechanical College, 1966.

SYLVIA MARIE CARROLL  
B.S., Tuskegee Institute, 1966.

HATTIE GILES CLARK  

SHIRLEY ANN COLEN  
A.B., Philander Smith College, 1963.

LELON OLESTER DAVIDSON  
B.S., Jackson State College, 1963.

MAURVENE COLSTON DEBERRY  

LEOLA DOBYNES  

BENE LOUISE DURANT  
A.B., Fisk University, 1966.

EDWARD J. FONTENETTE  
A.B., Southern University, 1962.

DORIS ALBERTA FORNEY  
A.B., Bennett College, 1966.

WILLIAM VAN FRAZIER  
B.S., Tennessee Agricultural and Industrial State University, 1965.

MONA CLAIRE GARVEY  
A.B., University of Iowa, 1956.

BETTY MASON GEORGE  
A.B., Howard University, 1963.

MAMIE ELIZABETH GREENE  
B.S., Savannah State College, 1962.
CATALOGUE

BENJAMIN JAMES GUILFORD II

CHARLOTTE JEFFERSON HARDNETT
B.S., Cheyney State College, 1965.

HELEN YVONNE HARRIS
B.S., State Teachers College (Towson, Md.), 1962.

ROBERT ROY HARRIS

LEO CHI-CHIEN HO
A.B., National Chengchi University, 1964.

BILLIE J. SHAFFER HOOKER

KATHRYN WEISNER JOHNSON
B.S., Prairie View Agricultural and Mechanical College, 1961.

FAYE LA VAUGHN JONES

ROBERT CLINTON JONES

JO EMILY GORDON KNOX

NAUSHABA M. A. LATEEF
B.Sc., Kishinchand Chellaram College, 1962.

ALBERT CHENG-AN LIU
A.B., Tamkang College of Arts and Sciences, 1963.

VIOLET GOLDEN LOWERY

DIANNE TALMADGE MCAFEE
B.S., Fisk University, 1966.

MARY LILLIAN MAGWOOD
A.B., Johnson C. Smith University, 1965.

THELMA SCOTT MONTGOMERY

DELORES SCOTT MOORE
MELDONIA MULLERN MOORE
B.S., Florida Agricultural and Mechanical University, 1955.

ELEANOR MARIE MURPHY
A.B., Rust College, 1966.

ELOISE RICHARDSON PASchal
Thesis: A Descriptive Study of the Communications Behavior of a Selected Group of Students at Sumter County High School, Americus, Georgia.

BENNIE BEATRICE POWELL

ELINOR DIANNE POWELL

PATRICIA QUARTERMAN
B.S., Savannah State College, 1965.

KALAGARA VENKATA RATNAM
B.Sc., University of Madris, 1955.

KAREN ANN ROBERTSON

MARGARET ELIZABETH ROGERS

VELMA GREY SCOTT

JESSIE NORMAN SMITH
B.S., Tennessee Agricultural and Industrial State University, 1948.

ESSIMENA STOKES

PEARLINE McREYNOLDS THOMPSON

BIRDIE TRAVIS
B.S., Florida Agricultural and Mechanical University, 1964.

IDELLA BARNES WADE
B.S., Florida Agricultural and Mechanical College, 1960.
CATALOGUE

MARJORIE FRAZIER WALLACE
B.S., Savannah State College, 1949.

JAMES FRANKLIN WILLIAMS II

JUANITA DELOIS WILLIAMS
B.S., Florida Agricultural and Mechanical University, 1964.

IRIS CAMILLA WRIGHT
B.S., Savannah State College, 1966.

LENORA WRIGHT
B.S., South Carolina State College, 1962.

SCHOOL OF EDUCATION
MASTER OF ARTS

THADDIUS SLATER ALLEN
A.B., Clark College, 1939.
Thesis: The Evolving Role of the Administrative Assistant in the Atlanta, Georgia Public Secondary Schools.

BARBARA JEAN MOORE ANDERSON

NAOMI KNOX ANDREWS
A.B., Clark College, 1947.

ROSA LEE BEATLES
A.B., Morris Brown College, 1952.
Thesis: An Appraisal of the Public's Image of "New Mathematics."

ETHEL JINKS BLAYTON
Thesis: A Content Analysis of Eight Multi-Cultural Social Studies Textbooks.

CARRIE LOUISE WHITE BUGGS
Thesis: A Content Analysis of an Occupational Information Kit.
HELEN LAWRENCE CARROLL
A.B., Clark College, 1941.

BETTY JANE WATKINS CLARK
A.B., Virginia Union University, 1953.
Thesis: Analysis of Reading Achievement Among a Select Group of Culturally Disadvantaged Children.

GEORGIANNE TINSLEY CLEVELAND
B.S., Spelman College, 1952.

BERNICE HINES COLLINS
Thesis: A Language Arts Resource Unit Based Upon a Study of Children's Oral Language Patterns.

ARTHUR LEE COOKE
B.S., Medical College of Virginia, 1955.
Thesis: A Comparative Study of Academic Achievement of Participants and Non-Participants in an Enrichment Program.

GEORGE ANDERSON CROCKETT
B.S., Indiana College, 1952.

GAINES WARREN CULPEPPER
A.B., Morris Brown College, 1945.
Thesis: The Ordering of Occupational Values by Students of John Phillip Carr High School, Conyers, Georgia.

PATRICIA TOUB CUSHMAN
Thesis: An Analysis of a Montessori Program in a Day Care Center for Culturally Deprived Children.

RAYMOND R. CUSHMAN
Thesis: A Study of Specific Opinions of Neighborhood Youth Corps Enrollees.

WILLIE DANCY
B.S., Fayetteville State College, 1962.
Thesis: An Evaluative Study of the Extra-Curricular Program at W. L. Parks Junior High School, Atlanta, Georgia.
EDDIE EUGENE DAWSON

WALDON DAVID DONATTO
A.B., Southern University, 1952.
Thesis: Educational and Vocational Choices and Aspirations and Some Factors Affecting These Choices of Three Selected Groups of the J. S. Clark High School, Opelousas, Louisiana.

JOSEPH NOBLE EBERHARDT
A.B., Clark College, 1951.
Thesis: A Study of General Mathematics Textbooks Adopted in a Georgia County.

BRENDA MARIA HATCHER ENGLISH
A.B., Dillard University, 1962.
Thesis: A Survey of Determinants of College Choice as Reported by Freshmen of Clark College.

ALICE EATON FEAGAN
A.B., Alabama State College, 1953.
Thesis: A Resource Unit in Social Studies Designed for Educable Mentally Retarded Children on the Junior High School Level.

EVELYN LUCILLE FOXWORTH
Thesis: A Resource Unit in Arts and Crafts Designed for Educable Mentally Retarded Children.

GWENDOLYN WALKER GARRISON

LOIS JEFFERSON GILDER
A.B., Lane College, 1962.

GLORIA Y. DAVIS GORDON
B.S., Knoxville College, 1965.
ELLEN JOANN GRAVES

ELMO GREEN, JR.

TEE STEWART GREER, JR.
B.S., Morehouse College, 1958.

GLADYS GUESS
B.S., Morris Brown College, 1956.
Thesis: An Analysis of the Sociometric Patterns of Interpersonal Relationships Among a Group of Sixth Grade Pupils.

OBRA VERNELL HACKETT
B.S., Jackson State College, 1960.
Thesis: The Construction, Validation, and Standardization of a Self Concept Scale That Can Be Used with Students in Grades Nine Through Twelve of Public High Schools.

JOHNNY B. HARDNETT
Thesis: An Evaluation of the Vocational Guidance Institute Held at Atlanta University During the Summer of 1965.

MARY HARDEN HASTINGS
A.B., Talladega College, 1958.
Thesis: An Investigation of the Writing Techniques of Graduate Students on the English Fundamentals Examination at Atlanta University.

MORRIS MATHIS HAWKINS
B.S., Albany State College, 1948.
Thesis: An Analysis of Theses Dealing with First Grade at Atlanta University from 1934 to 1965.

INA PEARL HAYES
Thesis: The Tested Differences in Intelligence, Achievement, Personality, and Home-Status for First-Grade Pupils Who Were Participants and Non-Participants in the Kindergarten Program.
CATALOGUE

DOROTHYE CARITHERS HENDERSON

WILLIAM M. HENLEY
B.S., Mississippi Industrial College, 1956.
Thesis: A Comparison of a Group of Physics Textbooks.

BARBARA NEAL HICKS
Thesis: The Relationship of Science Achievement to Self-Concept Among Disadvantaged High School Students.

J. C. HILL, JR.
Thesis: A Comparative Analysis of the Reading Achievement of Two Select Groups of Students from the Rural and Metropolitan Schools of Georgia at Albany State College in 1963-64.

CZAR ANTHONY INGRAM
A.B., Wiley College, 1942.

ANNIE MARIE MORGAN IRELAND
B.S., Morris Brown College, 1950.
Thesis: An Analysis of Cards Reporting Pupil Progress as Used in Selected Georgia Elementary School Systems.

FRANCES LUCILLE JACKSON
A.B., Clark College, 1959.
Thesis: Content Analysis of Selected Dictionaries Used in the Elementary School.

CHARLES FRANK JORDAN
A.B., Miles College, 1962.
Thesis: An Analysis of Six New Mathematics Programs.

CORNELIUS ARSCHILD KING
B.S., Florida Agricultural and Mechanical University, 1948.
Thesis: A Comparison of the Academic Aptitude and Achievement Among Senior Students in a Public High School and a University Laboratory High School.

LUCIEN LEWIS
B.S., Southern University, 1948.
Thesis: A Comparative Study of the Tested Differences in Intelligence, Interest, Personality and Values of Student Leaders and Non-Student Leaders at Campbell Senior High School, Daytona Beach, Florida.
Stella Smith Lewis
A.B., Clark College, 1948.

Pearl Johnson Logan

Bennie O’Neal Lowe
A.B., Clark College, 1952.
Thesis: A Study to Determine the Relationship Between Occupational Choices and Jobs Held by High School Graduates.

Florence Jamerson McCamey
B.S., Clark College, 1958.
Thesis: Role-Playing Experiences to Improve Social Acceptance in a Selected Group of Educable Mentally Retarded Children.

Alfred Tennyson McNair
B.S., Jackson State College, 1956.

Ellen Williams Mack
B.S., Saint Augustine’s College, 1940.

Swaran Lata Manocha
A.B., Panjab University, 1961.

Delores Jefferson Mims
Thesis: Factors of Teaching Effectiveness in Elementary Schools in Georgia.

Martha Goddard Moss
B.S., Morris Brown College, 1949.
CATALOGUE

LUCILE WILLIAMS NEELY
B.S., Morris Brown College, 1949.

M. C. NORMAN
B.S., Morris Brown College, 1959.

ELSIE THOMPSON NORRIS
B.S., Fort Valley State College, 1960.
Thesis: A Content Analysis of Primary Level Social Studies Textbooks.

THOMAS JAMES PALMER
B.S., Fort Valley State College, 1955.

JEWELL ROSE RICHARDSON

JUANITA ROBINSON
Thesis: Certification Requirements for Teachers of the Mentally Retarded.

PRISCILLA ANNE ANDERSON RUCKER
Thesis: Team-Teaching in an Educable Mentally Retarded Class.

EVELYN LAMAR SCOTT
B.S., Miles College, 1962.
Thesis: Two Methods of Teaching Seventh Grade Mathematics.

ALMA LOUISE SENIORS
B.S., Tuskegee Institute, 1963.
Thesis: A Study of the Effectiveness of Teaching as Measured by Student Ratings.

RALPH LAMAR SHAW
A.B., Georgia State College, 1961.
Thesis: A Case Study of a School Dropout Project Administered by the Fulton County Department of Family and Children Services.
DOROTHY GEER SIMS
B.S., Morris Brown College, 1962.

LUCY HUFF SMITH
B.S., Fort Valley State College, 1958.
Thesis: A Content Analysis of First Grade Arithmetic Textbooks.

SYLVIA INEZ SUTTIT

SHIRLEY LEE CROSS TEMPLE
A.B., Southern University, 1956.

OSSIE BANKS THOMAS
A.B., Clark College, 1957.

GRACIE MAE TOLLIVER
B.S., Southern University, 1961.
Thesis: The Mathematical Background of Prospective Elementary School Teachers at Southern University.

WILLIE CECELIA PERRIN TURNER
B.S., West Virginia State College, 1946.
Thesis: The Effectiveness of a Teaching Model Designed on Widely Accepted Principles of Learning.

HARKLES WALKER
B.S., Morehouse College, 1950.

JAMES EDWIN WALKER

LORRAINE HOPSON WALTON
JOYCE ANN WILLIAMS  
A.B., Texas Southern University, 1961.  
Thesis: The Effect of Individual and Group Counseling on Underachievers.

MARY ELLEN B. WILLIAMS  
B.S., Florida Agricultural and Mechanical University, 1953.  

ROY J. WOLFE  
A.B., Clark College, 1951.  
Thesis: An Evaluation of Educational Administration Textbooks for Junior High Schools.

SCHOOL OF BUSINESS ADMINISTRATION  
MASTER OF BUSINESS ADMINISTRATION

APOLABI ADEOLA  

TYRONE ALLEN  
Thesis: The Importance of Packaging in the Cigarette Industry.

MAGGIE JANE BURROUGHS  
B.S., South Carolina State College, 1962.  

ANNIE CLYDE CALHOUN  
B.S., Miles College, 1966.  
Thesis: A Descriptive Analysis of the Management Training and Development Programs in “The Big Five” Commercial Banks in Atlanta, Georgia.

BERNICE CALHOUN  

JEAN LOUISE FARRIS CONYERS  
A.B., LeMoyne College, 1956.  
Thesis: The Negro Businesswoman in Atlanta, Georgia.
Kashmir Singh Dhillon
A.B., Panjab University, 1958.

Robert James Drake

John Shao Hsien-Chang
A.B., National Taiwan University, 1958.

Vankayala Kamalakar Gupta
B.Com., Andhra University, 1961.
Thesis: A Look Into Some Basic Systems and Techniques of Inventory Control.

Mary Florence Hill
B.S., Knoxville College, 1965.

King Solomon Jackson

William Arthur Johnson

Mwangi Karangu
A.B., Mankato State College, 1954.

Timothy Aye Kusi
A.B., Centre College of Kentucky, 1965.
MICHAEL OLABISI LADIPO

MARION FAYE LANUM
A.B., Texas College, 1965.
Insurance Companies.

JAMES FRANKLIN MADDOX
A.B., Morehouse College, 1956.
Thesis: A Selection Problem in Personnel Management: A
Case Report of Lockheed-Georgia Company and Their
“Plan for Progress.”

YVONNE MATILYN MILLER
Thesis: Accounting Services Available to Large Businesses.

SHIRLEY ANN MORRELL
Thesis: Basic Understandings Necessary for the Planning
and Installation of Electronic Data Processing Systems.

RONALD CARVER MOSELEY
Thesis: Some Factors Considered in Selecting Locations
for Successful Branch Banks.

JOSIAH IHEME OGBONNA
B.S., Miles College, 1966.
mmercial Banks’ Loans in Recent Times.

CHIH-KANG PENG
A.B., National Taiwan University, 1953.
Thesis: The Automobile Industry in the United States of
America—A Study of Its Growth and Competitiveness.

FLORENCE MILLICENT RHANEY
B.S., Savannah State College, 1965.
Thesis: An Investigation of Auditing Procedures—Through
a Case Study.

FRANK BENJAMIN ROBINSON
A.B., Dillard University, 1966.
Thesis: A Study of the Reaction of the Negro College Stu­
dent Towards Integrated Magazine Advertisements.
JAMES ROBERT SMITH
B.S., Savannah State College, 1966.

BRENDA DIANE STEWART
B.S., Southern University, 1966.

MARY LEMON WILSON
B.S., Grambling College, 1966.
Thesis: The Role of Women in Advertising.

MILTON WILSON, JR.
B.B.A., Texas Southern University, 1966.
Thesis: A Feasibility Study of Starting an Automobile Dealership Owned by Negroes in Fulton County, Georgia.
SUMMARY OF DEGREES CONFERRED IN 1967

DEGREES IN COURSE

<table>
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HONORARY DEGREES

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ATLANTA UNIVERSITY
REGISTER OF STUDENTS
1967-1968
SCHOOL OF ARTS AND SCIENCES
Biology

Adcox, David ................................... Portageville, Mo.

Atkinson, Carl Dewey ............................ Chester, S. C.
B.S., Morehouse College, 1967.

Austin, Willie Lena ............................. Jacksonville, Florida
B.S., Florida Agricultural and Mechanical University, 1958.

Barr, Mary Catherine ............................ Earle, Arkansas
B.S., Arkansas Agricultural, Mechanical and Normal College,
1964.

Bennett, Jerry* ........................................ Rome
B.S., Fort Valley State College, 1960.

Berry, Mike ........................................... Prentiss, Mississippi
B.S., Alcorn Agricultural and Mechanical College, 1959.

Bethune, Richard* ................................................. Atlanta
B.S., Morehouse College, 1966.

Black, Dan Thomas ................................. Beatrice, Alabama
B.S., Tuskegee Institute, 1963.

Bluford, Shirley Fae* ............................. San Augustine, Texas

Brown, Zack Bernard ............................... Camden, South Carolina
B.S., Morehouse College, 1967.

Cole, Dorothy Whatley ............................ Talladega, Alabama
A.B., Talladega College, 1964.

Cole, Eva Marie ........................................ Marshall, Texas

Crawford, Benjamin Franklin* ..................... Atlanta
B.S., Morehouse College, 1966.

Demons, Samuel Henry ............................. Barnesville
B.S., Morehouse College, 1968.

* First Semester Only.
DIXON, BEVERLY ANN .................................... Tampa, Florida
B.S., Tuskegee Institute, 1963.

DOWDY, DAVID ANDREW .............................. Atlanta
B.S., North Carolina Agricultural and Technical State University, 1965.

DRAYNE, ARTHUR LEWIS 2 .......................... Atlanta
A.B., Morris Brown College, 1952.

EDWARDS, KIAH, JR. ................................ Pritchard, Alabama

GADSDEN, GENEVIEVE ELIZABETH .................... Atlanta
B.S., Bennett College, 1965.

GRIFFITH, EDGAR HENRY 1 ........................... Savannah
B.S., Savannah State College, 1967.

HALL, A. LAURA V. ............................Pendleton, South Carolina

HOGAN, JAMES CARROLL, JR. ...................... Milledgeville

HUDSON, STEPHEN GERALD 2 ....................... Philadelphia, Pennsylvania

JAMES, LAWRENCE .................................. Baton Rouge, Louisiana
B.S., Southern University, 1962.

JOE, CARRIE ........................................ Elliott, South Carolina
B.S., Morris College, 1962.

JONES, MICHAEL PURIFY ............................ Philadelphia, Pennsylvania

KELLY, CECIL JAMES .............................. Quincy, Florida
B.S., Morehouse College, 1967.

KU, CHYUAN-LUN ................................... Taiwan
B.Sc., Taiwan Normal University, 1964.

LAMPELEY, PAUL .................................... Louisville, Mississippi
B.S., Tougaloo College, 1967.

LIN, FENG ........................................ Taiwan
B.S., Taiwan Normal University, 1964.

LOWERY, MARY Jo .................................. Cedartown
B.S., Fort Valley State College, 1957.

1 First Semester Only.
2 Second Semester Only.
McPhail, Johnnie Price 1 ................................ Atlanta

Manigault, Walter William ....................... Georgetown, South Carolina
B.S., Howard University, 1960.

Marshall, Yvonne Jackson ............................. Atlanta

Meyer, John Bryant .............................. Oak Lawn, Illinois
A.B., Calvin College, 1962.

Nixon, Samuel Charles 1 ........................ Sebring, Florida
B.S., Morehouse College, 1967.

Olexa, Thomas Joseph ............................ Luzerne, Pennsylvania
B.S., Kings College, 1964.

Parks, Grady .............................. Griffin
B.S., Fort Valley State College, 1959.

Payne, Mayme ............................ Saint Albans, New York

Peluso, Don Wayne .............................. Atlanta

Philpot, Carlton Gwynn 1 ........................ Tallahassee, Florida
A.B., Talladega College, 1966.

Roberts, James A. ........................ Jacksonville, Florida
B.S., Florida Memorial College, 1966.

Robinson, Kenneth Eugene ........................ Charleston, South Carolina
A.B., Talladega College, 1966.

Sen, Shukdeb ............................. India
B.Sc., City College of Calcutta, 1965.

Stokes, Bettye Ruth ............................ Gary, Indiana

Strait, George Alfred ............................ Naticut, Massachusetts
A.B., Boston University, 1967.

Taylor, Ardran Stanley .......................... Fort Worth, Texas
Special Student

Washington, Pauline Baxter ........................ Ellsworth AFB, South Dakota
B.S., Alabama Agricultural and Mechanical College, 1962.

Watts, Willie C. ............................. Atlanta
B.S., Alcorn Agricultural and Mechanical College, 1961.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

WILSON, ALBERT THOMAS ................................ Atlanta
B.S., Morehouse College, 1966.

CHEMISTRY

ADAMS, HENRIETTA S. .......................... Columbia, South Carolina

ASHLINE, HERBERT .............................. Atlanta
B.S., State University College of Plattsburgh, New York, 1964.

BHATIA, BHARAT M. .......................... India
B.S., Panjab University, 1965.

CAIN, PERCY LEE .............................. Canton, Mississippi

CHIANG, CHIA CHANG .......................... Taiwan
B.S., Chung-Hsing University, 1966.

DAVIS, LATTIE MOORE, JR. .................. Sumter, South Carolina

GIPSON, LOVELACE PRESTON .................. Atlanta
B.S., Agricultural, Mechanical and Normal College (Ark.), 1963.

GOODWIN, PAUL D. ............................ Atlanta
B.S., West Liberty State College, 1964.

HUNG, TU-SHAN ............................... Taiwan
B.S., Tamkang College, 1962.

JOHNSON, GWENDOLYN LORETTA .......................... Demopolis, Alabama
B.S., Tuskegee Institute, 1963.

JOHNSON, JULIA MAE .......................... Atlanta

PARKS, JOHN DAVID .......................... Greensboro, North Carolina
B.S., North Carolina Agricultural and Technical State University, 1958.

PORTNOW, STEPHEN ......................... Huntington, New York
A.B., Adelphi University, 1961.

TURNER, WILLIE J. .......................... Atlanta
A.B., Paine College, 1958.

WALKER, HARKLES ............................ Shaker Heights, Ohio
B.S., Morehouse College, 1950; M.A., Atlanta University, 1967.

WALKER, JOHN JAMES .......................... Atlanta
B.S., University of Nebraska, 1958.

1 First Semester Only.
2 Second Semester Only.
WALKER, MILDRED LOUISE 1 .....................................Yatesville

ECONOMICS

HOLLEY, JOSEPH W.  ........................................Montgomery, Alabama

HOLLOWAY, ALBERT ZEDRIC 2 ..................................Atlanta
B.S., Morehouse College, 1948.

KOUKIDIS, PAUL M. ..................................................Atlanta
A.B., Oglethorpe College, 1967.

MOORE, ALFRED 1 ..............................................Memphis, Tennessee
A.B., Rust College, 1966.

TSAN, JIN-JENG ...................................................Taiwan
A.B., National Taiwan University, 1964.

ENGLISH

CARTHON, ANNIE RELFORD ............................Decatur

COST, BENNIE JEAN ............................................Atlanta

DAVIS, JERRILENE ..............................................Augusta
A.B., Paine College, 1967.

DAVIS, THADIOUS MARIE ...............................New Orleans, Louisiana
B.S., Southern University, 1966.

ELLIS, SYLVIA B. 2 ............................................Atlanta

FAUST, BARBARA ANN 1 ....................................Charlotte, North Carolina

GUY, BEVERLY LYNN ........................................Memphis, Tennessee

HENDERSON, MAURICE MELVIN 2 ....................Charlotte, North Carolina
A.B., Johnson C. Smith University, 1963.

JACKSON, ROSWELL F., Jr. .............................Atlanta

JARROTT, DUDLEY H. ........................................Decatur
B.S., Southwest Texas State College, 1941.

JORDAN, JAMES FRANK 2 ....................................Atlanta
B.S., Jackson State College, 1963.

1 First Semester Only.
2 Second Semester Only.
LAWHORN, PHYLLIS JANE\textsuperscript{1} ............................ Atlanta
A.B., Allen University, 1954.

LAWSON, PATRICIA ANN\textsuperscript{1} .......................... Wilmington, Delaware
A.B., Delaware State College, 1967.

MATHIS, EUGENE LAYBRONZE ............................ St. Petersburg, Florida
A.B., Tuskegee Institute, 1967.

MICKENS, LOIS NAOMI .............................. Baltimore, Maryland

PISHARODY, HEMLATA\textsuperscript{2} ............................ India
A.B., Ravishankar University, 1967.

POWELL, DON LANCE ................................. Cleveland, Ohio
A.B., Miles College, 1967.

ROUSE, GHUSSAN ................................. Orangeburg, South Carolina

RUSSELLE, BILLIE CAROL\textsuperscript{1} ............................ Milledgeville

STEINER, ANNIE DELORES ............................ Montgomery, Alabama

STEWART, GEORGIA LEE\textsuperscript{2} ............................ Monroe, Louisiana
A.B., Southern University, 1967.

VAUGHN, JIMMYE CASSANDRA\textsuperscript{1} ............................ Atlanta
A.B., Clark College, 1967.

WELLS, JULIA EVANS ................................. Sumter, South Carolina
A.B., Morris Brown College, 1957.

WILKER, HATTIE LOUISE ............................. Athens

WU, YUEH-CHOU\textsuperscript{2} ............................ Taiwan
A.B., Tunghai University, 1966.

FRENCH

CALLOWAY, MARY LEE ............................. Grambling, Louisiana
B.S., Grambling College, 1962.

CROMARTIE, BARBARA JEAN ............................ Tallahassee, Florida
A.B., Florida Agricultural and Mechanical University, 1966.

FREEMAN, WILLIE A. HAMMONDS\textsuperscript{2} ............................ Atlanta

\textsuperscript{1} First Semester Only.
\textsuperscript{2} Second Semester Only.
HALL, FLOYD JOHN .................................. Plattsburg, Louisiana
B.S., Southern University, 1967.

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

JAMISON, MAGGIE JENKINS .................................. Orangeburg, South Carolina
A.B., Claflin College, 1940.

LEGGETT, DAVID NAPOLEON .................................. Jacksonville, Florida

SANFORD, BOBBIE KENNEDY .................................. Atlanta

Savage, Grace1 ........................................... Tifton

HISTORY

ADAMS, EVA DORIS ..................................... Waycross
A.B., Fort Valley State College, 1967.

BRINSON, SADIE BELLE .................................... Atlanta

Caldwell, Joe Louis .................................... Ruston, Louisiana
A.B., Grambling College, 1964.

CUMMINGS, HARVEY1 ..................................... Atlanta
A.B., Morris Brown College, 1957.

Dudley, Julius Wayne .................................... Atlanta

Hughey, Harley Williams2 .................................. Atlanta

JENKINS, TAMAH VERONICA .............................. Burton, South Carolina
A.B., South Carolina State College, 1967.

LaFLEUR, GOTHRIEL JAMES1 .............................. West Palm Beach, Florida

MAYS, WALTER ROY III .................................. Atlanta
B.S., Fort Valley State College, 1967.

MOORE, FRANCINE LOURINE .............................. Birmingham, Alabama

Nimmons, Julius Franklin, Jr. .......................... Danville, Virginia

Williams, Joe Anne1 ..................................... Atlanta

1 First Semester Only.
2 Second Semester Only.
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>School</th>
<th>City</th>
<th>State</th>
<th>Year</th>
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<tr>
<td>Burns, Barbara</td>
<td>B.S.</td>
<td>Paine College</td>
<td>Augusta</td>
<td></td>
<td>1967</td>
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<tr>
<td>Garrett, Ester Coward</td>
<td>B.S.</td>
<td>Southern University</td>
<td>Lafayette, Louisiana</td>
<td></td>
<td>1960</td>
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<tr>
<td>Getman, Frederick Wilson</td>
<td>A.B.</td>
<td>Milton College</td>
<td>Beloit, Wisconsin</td>
<td></td>
<td>1964</td>
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<tr>
<td>Hawthorne, Mary Katherine</td>
<td>B.S.</td>
<td>Florida Agricultural and Mechanical University</td>
<td>Marianna, Florida</td>
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<td>1967</td>
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<tr>
<td>Jones, Joan Ealey</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>Atlanta</td>
<td></td>
<td>1954</td>
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<tr>
<td>Kubwalo, Sheila</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>Blantyre, Malawi</td>
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<td>1967</td>
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<tr>
<td>Lamar, Bobbie J.</td>
<td>A.B.</td>
<td>Howard University</td>
<td>Conyers</td>
<td></td>
<td>1965</td>
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<td>Lattimore, Jerlean B.</td>
<td>B.S.</td>
<td>Jackson State College</td>
<td>Jackson, Mississippi</td>
<td></td>
<td>1954</td>
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<td>Lee, Gerald W.</td>
<td>B.S.</td>
<td>East Central State College</td>
<td>Lawton, Oklahoma</td>
<td></td>
<td>1966</td>
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<td>Lee, John Edward</td>
<td>B.S.</td>
<td>Prairie View Agricultural and Mechanical College</td>
<td>Fort Worth, Texas</td>
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<td>1962</td>
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<td>Middleton, Cleon M.</td>
<td>B.S.</td>
<td>Florida Agricultural and Mechanical University</td>
<td>Fort Pierce, Fla.</td>
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<td>Perdue, George, Jr.</td>
<td>A.B.</td>
<td>Morehouse College</td>
<td>Birmingham, Alabama</td>
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<td>Phillips, Ernestine Burks</td>
<td>A.B.</td>
<td>Miles College</td>
<td>Birmingham, Alabama</td>
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<td>Sadr-Ghadar, Jamealedin</td>
<td>B.S.</td>
<td>Arkansas Agricultural, Mechanical and Normal College</td>
<td>Iran</td>
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<td>Short, Jack Edward</td>
<td>B.S.</td>
<td>Murray State University</td>
<td>Atlanta</td>
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<td>Taylor, Albert</td>
<td>A.B.</td>
<td>Miles College</td>
<td>Atlanta</td>
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<td>Tomovich, Nick</td>
<td>B.S.</td>
<td>Ohio State University</td>
<td>Cleveland, Ohio</td>
<td></td>
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1 First Semester Only.
2 Second Semester Only.
### Weatherly, Yvonne Dolores
Scottsboro, Alabama

### Williams, Cassius
Atlanta

### Williams, Walter
Atlanta
B.S., Florida Agricultural and Mechanical University, 1963.

### Wimbush, George Washington
Grambling, Louisiana
B.S., Grambling College, 1959.

### Wimby, Eugene Broughton
Atlanta
A.B., Clark College, 1949.

### Woodson, Johnnie Mae
Indianapolis, Indiana
A.B., Indiana University, 1965.

### Political Science

#### Beckley, David
Okolona, Mississippi
A.B., Rust College, 1967.

#### Blalock, Jesse William
Atlanta

#### Bolden, Richard Lee
Jacksonville, Florida
B.S., Florida Agricultural and Mechanical University, 1964.

#### Boone, William Henry, Jr.
Atlanta

#### Chong, Jeffrey
Manila, P.I.
B.S., University of the Philippines, 1965.

#### Ford, David Lee, Jr.
Atlanta

#### King, Hoyt A.
Baton Rouge, La.
A.B., Southern University, 1964.

#### Lin, Lung Yuan
Taiwan

#### Lomax, Benjamin
Prichard, Ala.

#### McMichael, Wallace
Atlanta
A.B., Clark College, 1966.

#### Wiggins, Nancy Victoria
Pittsburgh, Pa.
A.B., Bennett College, 1964.

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1 First Semester Only.
2 Second Semester Only.
WRIGHT, SANDY .......................................... Atlanta

SOCIETY

ALLEN, TERRY L. ..................................... Fort Valley
A.B., Fort Valley State College, 1967.

BRANTLEY, DANIEL .................................... Savannah
B.S., Savannah State College, 1967.

BROWN, WESLEY ROBERTS 2 .......................... Atlanta

BURTEN, LONNIE L. ................................... Cleveland, Ohio
A.B., Central State University, 1967.

COLLINS, EDDIE LEE, JR. 1 ....................... Spring Hope, N. C.
B.S., North Carolina Agricultural and Technical State Univer-

ity, 1966.

COOK, P. MARTIN ....................................... Newnan

DAVIS, ROBERT 2 ..................................... Atlanta
A.B., Southern University, 1966.

DRIMMER, IRIS 2 ..................................... Atlanta
A.B., Brooklyn College, 1959.

DUFFIELD, TAMSON 1 .................................. Atlanta

EKPO, MONDAY UDOWAH ............................. Nigeria
A.B., Miles College, 1967.

ELLISON, DIANA VIRGINIA 2 ....................... Atlanta
A.B., Emory University, 1964.

FAIRBANKS, PAULETTE MAXINE ...................... Ponsford, Minn.
A.B., University of Minnesota, 1966.

FARMER, J. FORBES ................................. Westboro, Mass.

FERGUSON, BETTY S. 2 ............................. Bennettsville, S. C.
A.B., Clark College, 1958.

1 First Semester Only.
2 Second Semester Only.
GASTON, PATRICIA MAE ........................................ Birmingham, Ala.  
A.B., Miles College, 1965.

GASTON, RACHEL DEAN ........................................ Birmingham, Ala.  
A.B., Miles College, 1964.

GOODWIN, LEONARD VAN .................................... Pittsburgh, Pa.  

GRANT, JUDITH TONIA ........................................ Atlanta  

HALL, HENRY ............................................... Atlanta  

HAMMONS, NORMA JEAN ..................................... Beggs, Okla.  
A.B., Langston University, 1967.

HAMPTON, ANNETTE WEST 1 .................................. Atlanta  
A.B., Clark College, 1944.

HECTOR, FLOYD R. ........................................... Elizabeth, N. J.  
B.S., North Carolina Agricultural and Technical State University, 1967.

HUNT, DERYL GENE .......................................... Madison  
A.B., Fort Valley State College, 1967.

JACKSON, NATHANIEL ROBERT, JR. 2 .................. Atlanta  
A.B., Clark College, 1967.

JOHNSON, DUANE EARL ....................................... Great Falls, Mont.  
A.B., College of Great Falls, 1967.

JONES, WILLIAM H. 1 ........................................ Atlanta  
A.B., Concordia Seminary, 1941.

KING, WILLIAM TROY ........................................ Memphis, Tenn.  
A.B., Dillard University, 1967.

KUYE, MILDRED MARIE ...................................... Wooster, Ark.  

LAWSON, NAOMI D. .......................................... Pine Bluff, Ark.  

MCGLY, TOMMYE ELAINE ................................. Long Island, N.Y.  
B.S., North Carolina Agricultural and Technical State University, 1968.

MOORE, JANE M. ............................................ Atlanta  

1 First Semester Only.
2 Second Semester Only.
MORGAN, ROBERT ........................................ Chattanooga, Tenn.

MORTON, ALBERT W. ................................... Chattanooga, Tenn.
A.B., Lane College, 1963.

MURRAY, HUBERT LEWIS .................................. Atlanta
A.B., Clark College, 1962.

NORRIS, MARY ELIZABETH .................................. Greenville, S. C.
A.B., Allen University, 1966.

PALMER, JOHN ALBERT .................................... Eupora, Miss.
A.B., Rust College, 1967.

PIERCE, JOHN WILLIAM .................................. Little Rock, Ark.

ROBBINS, LILLIE MAE ...................................... Greenville, N. C.
B.S., North Carolina Agricultural and Technical State University, 1966.

RYCE, CHARLES1 ............................................ Atlanta
A.B., Miles College, 1967.

RYSER, KARL SCHANZ ................................... Salt Lake City, Utah
A.B., University of Utah, 1958.

SEARS, JOAN N.1 ........................................ Atlanta
A.B., University of Michigan, 1939.

SHIRLEY, SALLIE HALL1 .................................... Atlanta
A.B., Clark College, 1949.

SMITH, SY OLIVER ....................................... Jamaica, New York

SOMERVILLE, CAROLYN CONWAY1 ............................ Atlanta
A.B., Bennett College, 1966.

SPRINK, BARRY ........................................... Whitehouse, Ohio

STANLEY, INETZ C. ........................................ Atlanta

STEVENSON, SAMUEL ...................................... Richmond, Ind.
B.S., North Carolina Agricultural and Technical State University, 1966.

1 First Semester Only.
SWAN, LLEWELYN ALEX ........................................ Grand Turk, B. W. I.
   B.S., Oakwood College, 1967.

TATE, THEOPIA JOHNSON ........................................ Atlanta
   A.B., Clark College, 1962.

THRASHER, CLARENCE EDWARD .................................. Saint Petersburg, Fla.

WISE, CLARA JONES ............................................. North Augusta, S. C.
   A.B., Tuskegee Institute, 1967.

WRIGHT, MYRTLE LUE ............................................ Tupelo, Miss.
   B.S., Mississippi Valley State College, 1966.

SCHOOL OF SOCIAL WORK

ALLEN, CHARLES COKLEY ........................................ Atlanta

ANDERSON, LILLIE MAE .......................................... Columbia, S. C.
   A.B., Benedict College, 1959.

ANDREWS, JULIA F. ............................................. Decatur

AUSTIN, GENEVA DELORIS ........................................ Richmond, Va.
   A.B., Virginia Union University, 1959.

BAILEY, RUBY NELL ............................................. Atlanta

BARKER, WILLIE LOUISE G. ...................................... Atlanta
   A.B., Spelman College, 1946.

BECK, ERNESTINE ............................................... Atlanta

BELL, VERLYN CLIFTON .......................................... Atlanta
   B.S., Savannah State College, 1963.

BETHEL, JOYCE E. ............................................ Jacksonville, Fla.

BILLINGS, ANN BERTRICH ........................................ Atlanta
   A.B., Wittenberg University, 1966.

HOOKER, JOHNNIE BROOKS ........................................ Atlanta
   B.S., Hampton Institute, 1961.

BOYLE, ELLA B. WEATHERS ...................................... Decatur

BOOZER, JACK STEWART, JR. .................................... Atlanta
   A.B., Emory University, 1967.

1 First Semester Only.
CATALOGUE

BRAZEAL, ERNESTINE WALTON .............................................. Atlanta

BRISBANE, LAVERNE ELLEN ............................................ Charleston, S. C.

BURDEN, HARLEY FREMONT ............................................. Atlanta

BURGESS, GLORIA JEAN ................................................ Morrilton, Ark.
A.B., Philander Smith College, 1965.

BYAR, DAVID* ........................................................................ Atlanta
A.B., Emory University, 1960.

CALDWELL, JANICE BENNETTA ........................................... Los Angeles, California
A.B., University of California in Los Angeles, 1963.

CARTER, JOYCE ELLA ................................................................ Henryetta, Oklahoma
A.B., Langston University, 1966.

COWSER, MARJORIE CAROL .............................................. Memphis, Tennessee
A.B., Fisk University, 1963.

CROOM, ROBERT E. ......................................................... Union City
A.B., Mercer University, 1959.

CUDGER, ROBERT LEWIS .................................................... Atlanta

CUMMINGS, CAROL RiemER .............................................. Atlanta
A.B., College of Wooster, 1960.

DEAN, JAMES EDWARD ..................................................... Atlanta
A.B., Clark College, 1966.

DODD, JAMES LEE ............................................................. LaGrange
A.B., Ouachita University, 1964.

DORE, MARTHA MORRISON .............................................. Stone Mountain
A.B., De Pauw University, 1964.

DOUGLAS, GEMMA .............................................................. Birmingham, Alabama
A.B., Dillard University, 1967.

DOWD, DANIEL FRANCIS .................................................... Atlanta
A.B., Simpson College College, 1966.
DUNNE, IRENE SEWELL ..................................... Atlanta
A.B., Georgia State College, 1957.

DYE, CLINTON ELWORTH ..................................... Atlanta

ENOCHS, RICHARD JARVIS ..................................... Calhoun City, Mississippi

FEAGIN, JACK LAWRENCE ..................................... Tusculumbia, Alabama
B.S., University of Miami, 1947.

FLETCHER, HAZEL L. ..................................... Washington, D. C.
B.S., North Carolina Agricultural and Technical State University, 1952.

FOREMAN, JULIA BARNETT ..................................... Nashville, Tennessee
A.B., Fisk University, 1949.

FOULES, MARY LYNN ..................................... Greenville, Mississippi
A.B., Central State University, 1967.

FREEMAN, DOROTHY EDELSON1 ................................ Coral Gables, Florida
A.B., University of Miami, 1947.

GATES, MARIAN L.2 ..................................... Atlanta

GIBSON, MIRIAM L. ..................................... Charleston, South Carolina
A.B., Dillard University, 1967.

GRAPE, HELEN HAYES ..................................... Atlanta

GREENLEE, RALPH EDWARD ................................ Swannanoa, North Carolina
B.S., North Carolina Agricultural and Technical State University, 1965.

GRESHAM, QUINTEN G. ..................................... Augusta

GROSS, FRANCES R. ..................................... Atlanta
A.B., Georgia State College, 1966.

HARBISON, ODessa AVERY ..................................... Atlanta
B.S., Morris Brown College, 1957.

HARDIN, MARILYN B. ..................................... Philadelphia, Pennsylvania

HARDING, ROSEMARIE1 ..................................... Atlanta
A.B., Goshen College, 1955.

1 First Semester Only.
2 Second Semester Only.
HARRIS, ANNIE RUTH ............................... Fernandina Beach, Florida
B.S., Knoxville College, 1964.

HARRIS, MARIAN ................................. Tallahassee, Florida
A.B., Florida Agricultural and Mechanical University, 1964.

HAVIRD, JOHN ROGERS ..................... Milledgeville

HOOD, CHARLES SAMUEL ..................... Little Rock, Arkansas
B.S., Arkansas Baptist College, 1958.

HOOD, CLARA W. .............................. Atlanta

HOOSMAN, ELIZA JEAN ....................... Waterloo, Iowa

HORTON, WILLIAM J. ........................ Atlanta
B.S., Morris Brown College, 1952.

HOWARD, GEORGE LAMARR ................ Atlanta

HUANG, SHIH-LU ............................... Hong Kong
A.B., Saint John's University, 1947.

IRONS, CAROL JESSIE .................... Montpelier, Vermont
A.B., University of Vermont, 1962.

JACKSON, MYRTLE ADASSA ................ Los Angeles, California

JOHNSON, OTIS SAMUEL ..................... Savannah
A.B., University of Georgia, 1967.

JONES, GWENDOLYN LE VONNE ........... Moultrie
A.B., Fisk University, 1967.

JONES, PAULETTE MAXINE .......... Montrose, Alabama
A.B., Fisk University, 1967.

JONES, WENDELL PHILLIP ................ Little Rock, Arkansas
A.B., Philander Smith College, 1966.

KIELTY, LELIA ................................. Rochester, Minnesota
B.S., College of Saint Teresa, 1962.

KINSEY, MARY LOU ............................ Atlanta

KNIGHT, JOSEPH FRANK .................. Brooklyn, New York
A.B., North Carolina Agricultural and Technical State University, 1958.

1 First Semester Only.
2 Second Semester Only.
LESTER, MARY JANE ...................................... Atlanta

LEVERT, FAYE BURNETT ................................. Birmingham, Alabama
B.S., Tuskegee Institute, 1965.

LEWIS, DOLPHUS GENE .................................. Atlanta
B.S., Savannah State College, 1963.

LEWIS IRWIN, JR. ........................................ Atlanta
A.B., Kentucky State College, 1964.

LEWIS, RENA ELEEN MAHON ............................. Atlanta
A.B., Western Michigan University, 1966.

LINDSEY, MICHAEL FORSYTHE ......................... West Point

LYON, SIGRID LEE1 ...................................... Decatur
A.B., Agnes Scott College, 1967.

MCMULLEN, ALICE LAFRETA ............................. Washington, D. C.
B.S., Hampton Institute, 1962.

MACDOWELL, ANNE B. ..................................... Atlanta
A.B., Duke University, 1950.

MALONE, KEWANEE ........................................ Atlanta
A.B., Miles College, 1967.

MANGHUM, DOLORES W.1 .................................. Atlanta
A.B., Talladega College, 1942.

MANNING, LILLIAN DOROTHY ............................. Waco, Texas
A.B., Texas Southern University, 1957.

MARTIN, BARBARA C. ..................................... Atlanta

MICHETT, ELAINE STUBBS ................................. Decatur
A.B., Agnes Scott College, 1941.

MITCHELL, JACQUELYN ................................. Atlanta
A.B., Trinity College, 1967.

MOORE, PATSY McELWEE2 ................................. Muskogee, Oklahoma
A.B., Langston University, 1965.

MURPHY, MARY EVELYN2 ................................. Roswell
A.B., Georgia Baptist College, 1926.

MURPHY, JO-ANN RANDOLPH .................. Atlanta
A.B., Clark College, 1955.

1 First Semester Only.
2 Second Semester Only.
MURRAY, EVA CLARK ...................................... Atlanta

MYERS, JANE RUTH ...................................... Atlanta
A.B., Clark College, 1967.

O’CONNOR, JAMES M. ..................................... Atlanta
A.B., Georgia State College, 1964.

PACE, JANICE ............................................ Jackson, Mississippi
B.S., Jackson State College, 1959.

PARKER, MARTINA CORRENE .............................. Hackensack, New Jersey

PARKER, MARY BOWEN ................................... Marietta
A.B., Georgia State College, 1960.

PARKMAN, JOHN HENRY ................................. Atlanta
A.B., Clark College, 1950.

PARKS, JOYCE YVONNE WILLIAMS .......................... Atlanta
A.B., Clark College, 1966.

PATTERSON, LOIS ECTOR ................................ Atlanta
A.B., Flora Macdonald College, 1941.

PATTERSON, PEGGY EDITH ................................. Oklahoma City, Oklahoma
A.B., Oklahoma State University, 1966.

PATTERSON, ROBERTA HENDRICKS .......................... Atlanta
B.S., Florida Memorial College, 1965.

PEQUES, BEVERLY JEANNE .............................. New Haven, Connecticut
A.B., Central State University, 1966.

PORTERFIELD, NANCY SLACK .............................. Decatur

POST, HAROLD M. ...................................... Atlanta
B.S., Akron University, 1961.

POTSHIC, ROBERTA KITE .................................. Skokie, Illinois
A.B., University of Illinois, 1966.

REDD, HARRY HAMPTON .................................. Homestead, Pennsylvania
A.B., University of Maryland at Princess, 1966.

REED, ORIEN EDWINA .................................... Atlanta
A.B., Clark College, 1966.

ROBINSON, ERNEST ................................. Atlanta
B.S., Savannah State College, 1962.

1 First Semester Only.
2 Second Semester Only.
RODRIGUES, ERMALENE COFFEY .................... Mobile, Alabama
B.S., Spelman College, 1952.

ROGERS, HENRIETTA .......................... Atlanta
B.S., Alabama State College, 1943.

ROONEY, DONALD JOHN ................ Fort McClellan, Alabama
A.B., American University, 1955.

ROSSELL, MELBA O. ........................ Atlanta

ROWE, EVELYN P. .......................... Atlanta
B.S., Emory University, 1949.

RUCKER, FLORENCE ....................... Decatur
A.B., Queens College, 1952.

RUCKER, SHERIDINE ................ Greensboro, North Carolina

SCHMITZ, M. Loretto .......................... Rochester, Minnesota
A.B., College of Saint Teresa, 1959.

SCHOGEL, DAVID KALMAN ................ Springfield, Massachusetts

SCOTT, PEOLA WRIGHT ...................... Savannah
B.S., Savannah State College, 1958.

SEARLES, WINIFRED VANITA .............. Atlanta

SHANNON, FRANCINE BASSETT .............. Atlanta
A.B., University of Georgia, 1965.

SHERYL, MARY LYNN ...................... Atlanta
B.Mus., Northwestern University, 1946.

SMITH, ERNESTINE LATSON ............... Jacksonville, Florida

SMITH, GLORIA BLYDENA .................... Washington, D.C.
B.S., Wilberforce University, 1946.

SMITH, PATRICIA ROSE .................. Tougaloo, Mississippi
A.B., Tougaloo College, 1966.

SPRUELL, HOYLE JERRY ................. Decatur
A.B., Berry College, 1953.

STEVENSON, MABLE HICKS .............. Oxford, North Carolina

STOCKTON, CARLTON A. ................. Jamaica, New York
B.S., Saint Paul's College, 1962.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE


THOMPSON, ODessa DeAnna ............................. Chicago, Illinois A.B., Roosevelt University, 1965.

TUCKER, TecOah Harner ................................. Atlanta A.B., Women's College of Georgia, 1938.

VAUGHN, Sharon Rose .................................. Aberdeen, Mississippi A.B., Tougaloo College, 1967.

WALLACE, JacqueLYn .................................. Cleveland, Ohio A.B., Tougaloo College, 1966.

WASHINGTON, Joyce Faye .............................. New Orleans, Louisiana A.B., Texas Southern University, 1965.

WATKINS, LAMar HamCOCK ............................ Atlanta A.B., Emory University, 1937.


WHITFIELD, Leon VirgIL .............................. Tyler, Texas A.B., Texas College, 1956.

WILLIAMS, Bertha D .................................... Birmingham, Alabama A.B., Miles College, 1951.


WILLIAMS, Frances Alberta ............................. Springfield, South Carolina B.S., Tuskegee Institute, 1965.

WILLIAMS, ROBERT MADISON ............................ Atlanta A.B., Morehouse College, 1962.

WRIGHT, Walter Graham, Jr ......................... Cincinnati, Ohio B.S., University of Cincinnati, 1949.

YANG, Dorothy C. .......................... Changsha, China A.B., National Wuttan University, 1942.

1 First Semester Only.
YANG, TERESA TUNG ...................................... Taiwan
A.B., Taiwan University, 1965.

SCHOOL OF LIBRARY SERVICE

ADAIR, MARGARET S. 2 ...................................... Atlanta

ADAIR, PATRICIA SPELLEN .................................. Atlanta
A.B., Barber-Scotia College, 1966.

AHMAD, SAIZED ANWAR .................................. Pakistan
A.B., University of Allahabad, 1956.

ALLEN, CATHERINE MINOR 1 ................................ Atlanta

ANDERSON, ALTA MAE .................................... Norfolk, Virginia
B.S., Johnson C. Smith University, 1937.

BARKSDALE, ADRIENNE 1 .................................. Atlanta

BARZEY, RAYMOND .................................... New York, New York
A.B., City College of New York, 1967.

BEMBRY, GLADYS MAE .................................. Hawkinsville
B.S., Fort Valley State College, 1955.

BENNETT, YVONNE SUZETTE ............................. Glen Burnie, Maryland
A.B., University of Maryland, 1966.

BERRYMAN, LOU ELLEN F. H. 2 ............................. Macon
B.S., Albany State College, 1950.

BLACKBURN, JOYCE ...................................... Chicago, Illinois
B.S., New York University, 1962.

BLACKMON, JEANNE BRYANT 2 .............................. Atlanta
A.B., Spelman College, 1953.

BLOUNT, GWENDOLYN CROCKETT .......................... Atlanta
B.S., Morris Brown College, 1956.

BLOUNT, WILLIE MAE .................................... Greenville
B.S., Fort Valley State College, 1965.

BOLTON, WILLIS LLOYD .................................. Atlanta
A.B., Clark College, 1956.

BOWEN, CHARLOTTE JEANETTE .......................... Birmingham, Alabama
A.B., Talladega College, 1967.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

Bowser, Betsy O. ............................................... Atlanta

Boykin, Mary Etta .............................................. Atlanta
   B.S., Morris Brown College, 1962.

Boykin, Sara Francis G. ....................................... Atlanta

Bride, Bennie 1 .............................................. Atlanta

Brown, Luther 2 .............................................. Atlanta

Brown, Mary Louise ............................................ Gadsden, South Carolina
   B.S., South Carolina State College, 1964.

Brown, Vivian Lynell .......................................... Atlanta

Burden, Janice Victoria ........................................ Baton Rouge, Louisiana
   B.S., Southern University, 1966.

Burkett, Anderson Dennison ................................... Trinidad, W. I.
   A.B., Wilberforce University, 1961.

Carroll, James Edward ......................................... Atlanta
   A.B., Oglethorpe University, 1966.

Chambers, Louise Pierce 1 .................................... Atlanta

Chaney, Annease W. 2 .......................................... Atlanta

Chang, Roger Po-che .......................................... Atlanta
   A.B., National Taiwan University, 1964.

Cheatham, Clayton Copeland ................................... Atlanta

Chen, Danny S. H. .............................................. Taipei, Taiwan
   A.B., Taiwan University, 1964.

Chen, Rose Tsao-Fet 1 ........................................ Taiwan
   A.B., Providence College, 1965.

Childs, Louise Church ......................................... Decatur
   B.S., Georgia State College for Women, 1939.

Chow, Fang Ping 1 .............................................. Taiwan
   A.B., Taiwan Normal University, 1963.

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

COLEMAN, ROSA K. ........................................... Charlotte, North Carolina
A.B., Johnson C. Smith University, 1965.

CRAYTON, JAMES EDWARD ............................. Atlanta

CURRY, DORIS HOFFMAN ............................... Thomaston

CUTLIFE, JOHN WILSON ....................... Washington, D. C.
A.B., Southern University, 1945.

DAUGHERTY, THOMASINA COOPER ...................... Atlanta
A.B., Clark College, 1948.

DAVIS, GLENDA GAITHER .............................. Atlanta

DELLOACH, MARVA LAVERNE ......................... Ludowici
B.S., Savannah State College, 1967.

DIGBY, MARY MAGDELENE ............................ Monticello
B.S., Fort Valley State College, 1961.

DIXON, ROSEBUD B. ................................ Atlanta
B.S., Spelman College, 1936.

ELLIS, TERRY SUSAN ............................. New York, New York
A.B., Howard University, 1965.

FEARS, ALICE G. ...................................... Atlanta

FRAZIER, BETTY G. ................................ Zebulon
B.S., Fort Valley State College, 1962.

GIBSON, MARVA L. ................................... Atlanta

GILHAM, ELISE FORTSON .......................... Atlanta
A.B., Spelman College, 1850.

GINN, HENRY ..................................... Savannah
B.S., Savannah State College, 1965.

GOODRICH, EUGENE ............................... Lawrenceville, Virginia
A.B., Hampton Institute, 1967.

HALL, AGNES MAB ................................ Laplace, Louisiana
B.S., Southern University, 1961.

HARRIS, FLORENCE GILL .......................... Atlanta
B.S., Clark College, 1955.

HARRISON, HELENA MONELL .................... Tuskegee Institute, Alabama
A.B., Southern University, 1967.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

Hatton, Marcelle Elaine .................................. Atlanta

Heard, Patricia Annea .................................. Atlanta

Helton, Geraldine Walker ................................ McDonough
B.S., Clark College, 1951.

Hicks, Emma D. ........................................... Union Springs, Alabama

Hitt, Valeria Jean ........................................ Atlanta
B.S., Purdue University, 1947.

Ho, Kang-chaoa .......................................... Taiwan
A.B., Taiwan University, 1961.

Horsley, Constance Harrieta ................................ Orange, New Jersey

Horton, Robert L.b ........................................ Atlanta
A.B., Clark College, 1949.

Howell, Muriel Cauthen .................................. Norfolk, Virginia

Hsieh, Frances Sin-annb ................................... Taiwan
A.B., National Chengchi University, 1964.

Jen, Neil T. H.a ........................................ Taiwan
A.B., Taiwan University, 1963.

Johnson, Doris ........................................... Macon
B.S., Fort Valley State College, 1965.

Jones, Helen Robinson .................................... Macon
B.S., Fort Valley State College, 1956.

Jones, Raymona Altameseb ................................ Salisbury, North Carolina
A.B., Fisk University, 1954.

Kearns, Richard Wilkesb .................................. Danville, Virginia
A.B., Barber-Scotia College, 1967.

Kelly, Mary A.a .......................................... Mobile, Alabama
B.S., Alabama State College, 1957.

Keong, Chen-Hungb ....................................... Taiwan

Kim, Kak-Sue ........................................... Korea
A.B., Yonsei University, 1964.

King, Janie Ruth ........................................ Wartrace, Tennessee
B.S., Southern University, 1967.

1 First Semester Only.
2 Second Semester Only.
<table>
<thead>
<tr>
<th>Name</th>
<th>School/University</th>
<th>Location</th>
<th>Degree(s)</th>
</tr>
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<tbody>
<tr>
<td>Lew, Andy NING</td>
<td>A.B., National Taiwan University, 1964</td>
<td>Atlanta</td>
<td></td>
</tr>
<tr>
<td>Lieberman, Lucile Nan</td>
<td>A.B., University of Vermont, 1943</td>
<td>Atlanta</td>
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<tr>
<td>Lin, James K. C.</td>
<td>A.B., National Chengchi University, 1965</td>
<td>Taiwan</td>
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<td>Lingoold, Carl Dotson</td>
<td>B.S., University of Georgia, 1954</td>
<td>Forest Park</td>
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<td>Lovejoy, Marynette</td>
<td>A.B., Morris Brown College, 1939</td>
<td>Atlanta</td>
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<td>McGuire, Bertha</td>
<td>A.B., Spelman College, 1956</td>
<td>Atlanta</td>
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<td>McIver, Annie R.</td>
<td>B.S., South Carolina State College, 1939</td>
<td>Atlanta</td>
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<td>McKee, Frances Nance</td>
<td>A.B., Johnson C. Smith University, 1967</td>
<td>Charlotte, North Carolina</td>
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<td>MacDonald, Marilyn Ann</td>
<td>B.S., Troy State College, 1964</td>
<td>Atlanta</td>
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<td>Malcolm, Alice Leigh</td>
<td>A.B., Clark College, 1954</td>
<td>Grantville</td>
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<tr>
<td>Mannings, Jeannette D</td>
<td>B.S., Florida Agricultural and Mechanical University, 1967.</td>
<td>Tallahassee, Florida</td>
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<tr>
<td>Manocha, Swaran Lata</td>
<td>B.Ed., Panjab University, 1962; M.A., Atlanta University, 1967</td>
<td>Atlanta</td>
<td></td>
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<tr>
<td>Means, Vivian Washington</td>
<td>B.S., Fort Valley State College, 1966</td>
<td>Atlanta</td>
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<td>Merkerson, Elizabeth Beasley</td>
<td>A.B., Clark College, 1956</td>
<td>Atlanta</td>
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<tr>
<td>Mitchell, Addie Stabler</td>
<td>B.S., Tuskegee Institute, 1939; M.A., Atlanta University, 1954; Ph.D., University of Chicago, 1965</td>
<td>Atlanta</td>
<td></td>
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<tr>
<td>Mohan, Sarla Rani</td>
<td>B.Lib.Sc., University of Delhi, 1962</td>
<td>India</td>
<td></td>
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<tr>
<td>Morris, Mary Belcher</td>
<td>B.S., Morris Brown College, 1960</td>
<td>Atlanta</td>
<td></td>
</tr>
<tr>
<td>Norwood, Edwana</td>
<td>A.B., Morris Brown College, 1960</td>
<td>Atlanta</td>
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</tr>
</tbody>
</table>

1 First Semester Only.
2 Second Semester Only.
O'NEAL, ANITA JACKSON\(^2\) .................................. Atlanta
B.S., Morris Brown College, 1957.

PIERCE, DORIS GWENDOLYN\(^2\) ...................... Hallsboro, North Carolina
B.S., North Carolina Agricultural and Technical State University, 1959.

QUICK, AUDREY ELAYNE ...................... Orangeburg, South Carolina
B.S., South Carolina State College, 1965.

QUIGLESS, HELEN GORDON ............... Tarboro, North Carolina
A.B., Fisk University, 1966.

ROANE, MATTIE MARIE ...................... Norfolk, Virginia

RUFFIN, HELEN\(^1\) ........................................... Macon

SCOTT, BRENDA HUGHES\(^1\) .............. Atlanta

SHAO, JEAN .............................................. Atlanta
A.B., National Taiwan University, 1954.

SHELTON, ELEASE BONITA ...................... Greenville
B.S., Fort Valley State College, 1959.

SIM, YONG SUP\(^1\) ........................................... Korea
A.B., Konkok University, 1962.

SINGFIELD, INEZ JANE SMITH\(^1\) ............. Augusta
B.S., Fort Valley State College, 1956.

SINGLETON, FELMEN HOGGES\(^2\) ............ Macon
B.S., Fort Valley State College, 1956.

SINKFIELD, PAULINE\(^1\) ............... Gay
B.S., Fort Valley State College, 1960.

SKIRNE, BETTYE SIMMONS .................... Covington

SMALL, ANN H.\(^1\) .................................. Atlanta
B.S., Fort Valley State College, 1955.

SMITH, DORIS .......................... Atlanta
A.B., Long Island University, 1951.

SMITH, MILDRED LAURIE ..................... Jacksonville, Florida
B.S., Edward Waters College, 1967.

SMITH, QUEEN ESTHER GRIFFIN .............. Waynesboro

\(^1\) First Semester Only.
\(^2\) Second Semester Only.
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<th>Name</th>
<th>City</th>
<th>Degree</th>
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<td>Spears, Audron Frances</td>
<td>Mound Bayou, Mississippi</td>
<td>A.B.</td>
<td>Philander Smith College</td>
<td>1967</td>
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<td>Spencer, Donald Andrew</td>
<td>Cincinnati, Ohio</td>
<td>A.B.</td>
<td>Syracuse University</td>
<td>1964</td>
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<td>Sprinkle, Sylvia Yvonne</td>
<td>Winston-Salem, North Carolina</td>
<td>B.S.</td>
<td>Winston-Salem State Teachers College</td>
<td>1967</td>
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<td>Stewart, Ernestine Clemons</td>
<td>Eatonton</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>1966</td>
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<td>Sumter, Beatrice</td>
<td>Hopkins, South Carolina</td>
<td>A.B.</td>
<td>Benedict College</td>
<td>1967</td>
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<td>Sun, Chia Yuan</td>
<td>Taiwan</td>
<td>A.B.</td>
<td>National Taiwan University</td>
<td>1961</td>
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<td>Sutton, Clara B.</td>
<td>Washington</td>
<td>B.S.</td>
<td>Albany State College</td>
<td>1963</td>
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<td>Sweeney, Joan Lieder</td>
<td>Atlanta</td>
<td>B.S.</td>
<td>College of Mount Saint Vincent</td>
<td>1950</td>
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<td>Thomas, Dorothy Mae</td>
<td>Meadville, Mississippi</td>
<td>B.S.</td>
<td>Jackson State College</td>
<td>1964</td>
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<td>Thompson, Catherine Edmond</td>
<td>Monroe</td>
<td>B.S.</td>
<td>Albany State College</td>
<td>1954</td>
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<td>Thompson, Ruth Hill</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>1937</td>
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<td>Thurman, Zilla Arnold</td>
<td>Jonesboro</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>1955</td>
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<td>Tutt, Eula M.</td>
<td>Augusta</td>
<td>B.S.</td>
<td>Paine College</td>
<td>1963</td>
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<td>Tyler, John Henry</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>Morehouse College</td>
<td>1952</td>
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<td>Vijay, Girija</td>
<td>India</td>
<td>A.B.</td>
<td>Maharani Girls College</td>
<td>1961</td>
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<td>Walker, Barbara Jean</td>
<td>Cheraw, South Carolina</td>
<td>B.S.</td>
<td>South Carolina State College</td>
<td>1965</td>
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<tr>
<td>Warsi, Rashida</td>
<td>India</td>
<td>A.B.</td>
<td>Muslim University</td>
<td>1965</td>
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<tr>
<td>Wilbon, Geraldyn P.</td>
<td>Atlanta</td>
<td>B.S.</td>
<td>Savannah State College</td>
<td>1957</td>
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</table>

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

WILLIAMS, MARY GEORGE

WORTHEN, JUDITH ANN
B.S., Bethune-Cookman College, 1967.

YARBOROUGH, ALJOSIE BAKER

YOUNG, EVA JEAN

YOUNG, JEAN HENRY
B.S., Florida Agricultural and Mechanical University, 1955.

YOUNG, JUDITH J.
A.B., Bennett College, 1966.

EDUCATION

ADAMS, BAXTER
A.B., Morehouse College, 1957.

ADAMS, GEORGE WASHINGTON

ADAMS, NELLIE RUTH WRIGHT

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

ADKINS, LILLIAN YVONNE

ALEXANDER, GEORGE W.
B.S., Morehouse College, 1968.

ALEXANDER, MATTIE RADNEY
B.S., Fort Valley State College, 1943.

ALEXANDER, MARY WILLENE

ALLEN, MARY
A.B., Clark College, 1966.

ALLEN, WILLENA TORRENCE
A.B., Fisk University, 1954.

ANDERSON, ORA STERLING

ANDREWS, DORIS LOUISE
A.B., Clark College, 1950.

ANDREWS, SAMUEL ALLEN

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

ASKEW, PEARLENA 2 ...................................... Atlanta
B.S., Fort Valley State College, 1960.

ATKINSON, ANNA PEARL 1 .............................. Lithia Springs
A.B., Saint Augustine's College, 1942.

AULT, ALPHA A. ........................................... Bismarck, North Dakota
B.S., Mayville State College, 1962.

AUSTIN, HARRY ROSELL .................................. Atlanta

BACOTE, SAMUEL WILLIAM ............................... Atlanta
B.S., West Virginia State College, 1959.

BAILEY, ALICE WATERS 2 ................................ Atlanta
A.B., Clark College, 1957.

BAKER, JOHN DAVIS ......................................... Decatur
B.S., University of Chattanooga, 1957.

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

BARANSKI, Z. ALEXANDER A. 2 .......................... Atlanta
B.S., Middle Tennessee State College, 1959.

BARBER, BARBARA BURSEY 1 ................................ Atlanta

BARBER, MARY OLIVIA ........................................ Greensboro, North Carolina
B.S., North Carolina Agricultural and Technical State University, 1963.

BARNES, MARTHA WRIGHT 2 ............................... Atlanta
A.B., Clark College, 1957.

BARNES, WILLIAM THOMAS, Jr. 1 ........................ Macon
A.B., Morehouse College, 1957.

BARNES, WILLIE LEE 1 ..................................... Haddock
B.S., Fort Valley State College, 1949.

BARNETT, GLORIA SMITH 1 ............................... Atlanta
A.B., Clark College, 1958.

BARTON, G. DOUGLAS 2 ..................................... Forest Park
B.S., University of Mississippi, 1958.

BARTON, KIMBER LEWIS 2 .................................. College Park
B.S., Sanford University, 1960.

1 First Semester Only.
2 Second Semester Only.
BASS, GWENDOLYN LESTER ........................................ Savannah
B.E., Savannah State College, 1959.

BASSETT, SYLVIA 1 ........................................ Atlanta
A.B., Hunter College, 1934; M.Libr., Emory University, 1961.

BELL, EMMA JEAN 2 ........................................ Atlanta

BELL, JOHNNIE MAE 1 ...................................... Atlanta
A.B., Allen University, 1945.

BELL, JULIAN WRIGHT 2 .................................. Norwood
B.S., Savannah State College, 1950.

BELL, NAOMI JAMISON .................................. Atlanta

BELLAMY, LESSYE MAE 1 .................................. Atlanta
B.S., Albany State College, 1957.

BELL, EVELYN G. 2 ....................................... Atlanta

BELLINO, PAUL EDWARD .................................. Atlanta

BELTON, MAUDIE F. .................................... Jonesboro
B.S., Grambling College, 1952.

BENTON, EUNICE RAE 2 .................................. Atlanta
A.B., Spelman College, 1939; M.A., Atlanta University, 1950.

BERRIEN, IVA ELLEN ...................................... Rome
B.S., Alabama Agricultural and Mechanical College, 1952.

BESSENT, ALLENE DOLORIS 2 ................................ Atlanta
A.B., Paine College, 1959.

BIBBS, WALLACE ANDREW 2 ................................ Atlanta

BIDDY, LOWELL THOMAS .................................. Atlanta

BIGBY, KATHERINE GOODMAN 1 ............................ Atlanta
A.B., Spelman College, 1946.

BLACK, SAM NEWTON 1 .................................. Decatur
B.S., Jacksonville State College, 1957.

BLACKSHEAR, GENEVA MCCRARY .......................... Atlanta
B.S., Fort Valley State College, 1951.

1 First Semester Only.
2 Second Semester Only.
BLACKSHEAR, JOHN SOLOMON ............................. Atlanta
B.S., Fort Valley State College, 1951; M.A., Atlanta University, 1956.

BLACKSHEAR, JOHNIE B. .............................. Covington
A.B., Clark College, 1957.

BLALOCK, EVELYN SMITH .............................. Atlanta
B.S., Morris Brown College, 1954.

BOHANNON, ORA .............................. Atlanta
A.B., Clark College, 1945.

BOLGER, LOUISE A.¹ .............................. Atlanta
A.B., Clark College, 1957.

BOLDEN, MARYNETTE REID ............................. Atlanta
B.S., Morris Brown College, 1962.

BOLLING, SANDRA ANNE .............................. Atlanta
A.B., Emory & Henry College, 1960.

BOLTON, EDNA COUCH ............................. Atlanta
A.B., Paine College, 1946; M.S.W., Atlanta University, 1949.

BOLTON, ETHEL JOHNSON ............................. Atlanta

BONNER, ROBERT¹ ............................. Atlanta

BOOKER, VIVIAN MCLARIN ............................. Atlanta

BOSTIC, JOYCE ELAINE P. ............................. Atlanta
A.B., Clark College, 1962.

BOWEN, JEAN LEE² ............................. Atlanta
B.S., Wilberforce University, 1935.

BRADLEY, ELEANOR MARIE² ............................. Atlanta
A.B., Morris Brown College, 1940.

BRAMLETT, LINDSEY EARL ............................. Atlanta
B.S., University of Tampa, 1963.

BRAZIER, GENEVIEVE LIGHTFOOT¹ ............................. Atlanta

BREWER, BETTY SIMS ............................. Atlanta
A.B., Clark College, 1956.

¹ First Semester Only.
² Second Semester Only.
CATALOGUE

Brooks, Georgia Bishop .................................. Atlanta
  A.B., Clark College, 1933.

Brooks, Marynell ........................................ Atlanta
  A.B., Clark College, 1958.

Brown, Evelyn Diane ..................................... Atlanta
  B.S., Morris Brown College, 1957.

Brown, Josephine E. .................................... Covington
  B.S., Savannah State College, 1952.

Brown, Leony M. ......................................... Atlanta
  B.S., South Carolina State College, 1956.

Brown, Nellie H. ........................................ Atlanta
  B.S., Morris Brown College, 1967.

Brown, Robert Van ....................................... Atlanta

Brown, Ruth J. .......................................... Atlanta

Brown, Sandra Jean ..................................... Birmingham, Ala.

Brown, William .......................................... Atlanta
  B.S., Miles College, 1951.

Brumfield, Louise Crouch\(^1\) ................................ Macon
  B.S., Albany State College, 1947; M.A., Atlanta University, 1951.

Bryant, Deanna Davis\(^2\) ................................ Atlanta
  B.S., Western Illinois University, 1962.

Bryant, Elizabeth Roberson\(^2\) ......................... Atlanta
  B.S., Howard University, 1955.

Bryant, Juanita Gwendolyn .............................. Atlanta
  A.B., Clark College, 1954.

Bryson, Carlton Jerome ................................ Atlanta
  A.B., Clark College, 1959.

Buckens, Hattie Freeman ................................ Atlanta
  A.B., Clark College, 1941.

Bufford, Sara Sanders\(^1\) ............................... Atlanta
  A.B., Miles College, 1964.

Burke, Mary Edith ....................................... Atlanta
  A.B., Clark College, 1954.

\(^1\) First Semester Only.
\(^2\) Second Semester Only.
BURKS, MABEL S. 2 ........................................ Atlanta
B.S., Savannah State College, 1947.

BURNS, MARGARET S. 1 ........................................ Atlanta

BURRELL, SAMUEL T. 1 ........................................ Rome
A.B., Allen University, 1947; M.A., Atlanta University, 1957.

BURSE, MILDRED LEE ........................................ Atlanta

BURTON, DOROTHY GWENDOLYN 1 .................................. Waynesboro
B.S., Barber-Scotia College, 1954.

BUTLER, BERTHEA LA CONYEA .................................. Atlanta

BUTLER, WILLIAM EDWARD 2 .................................. Decatur
B.S., Wake Forest College, 1952.

BYRD, CURTIS RUDOLPH .............................................. Detroit, Mich.
B.S., Lincoln University, 1948.

BYRD, ZEDA JOHNSON 1 ........................................ Atlanta

BYROM, BETTY JOE ........................................ Atlanta

CAMMON, JULIA IONA 2 ........................................ Chattanooga, Tenn.
A.B., Clark College, 1966.

CAMP, CAROLYN LENORA 2 ........................................ Rome
A.B., Miles College, 1967.

CAMP, JOHNNIE RAY 1 ........................................ Columbus
B.S., North Carolina Agricultural and Technical State University, 1954.

CARDELL, BARBARA ROBERTS ........................................ Atlanta
A.B., Clark College, 1962.

CAREY, ALONZA GEORGE, JR. 2 .................................... Atlanta

CARMICHAEL, ALFORD L. 1 ........................................ Atlanta
B.S., Paine College, 1957.

CARTER, DORTS PERRY 2 ........................................ Atlanta

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<td>CARTER, JEANIE MARTIN</td>
<td>B.S., Morris Brown College</td>
<td>1957</td>
<td>Marietta</td>
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<td>CARTER, JEANNETTE TARVER</td>
<td>A.B., Spelman College</td>
<td>1963</td>
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<td>CHAMBLEE, JOYCE B.</td>
<td>A.B., Fisk University</td>
<td>1951</td>
<td>Atlanta</td>
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<td>CHAMBLEE, OPAL GAY</td>
<td>A.B., Clark College</td>
<td>1953</td>
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<td>CHAMPION, LOTTIE MAE</td>
<td>B.S., Morris Brown College</td>
<td>1963</td>
<td>Griffin</td>
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<td>CHANDLER, GENE PAUL</td>
<td>A.B., Morehouse College; M.S., Atlanta University</td>
<td>1958; 1961</td>
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<td>CHASTAIN, DAVID FRANKLIN</td>
<td>A.B., Emory University</td>
<td>1937</td>
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<td>CHATMAN, ROBERT GENE</td>
<td>A.B., Morehouse College</td>
<td>1959</td>
<td>Atlanta</td>
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<td>CHEEK, FRALIL CARTER</td>
<td>B.S., Fort Valley State College</td>
<td>1964</td>
<td>Gainesville</td>
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<td>CHERRY, LOUISE</td>
<td>B.S., Fort Valley State College</td>
<td>1953</td>
<td>Rome</td>
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<td>CHESTER, WILLIE ENGLISH</td>
<td>B.S., Paine College</td>
<td>1961</td>
<td>Greensboro</td>
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<td>CHIVERS, JAMES BORING</td>
<td>B.S., Georgia Southern College</td>
<td>1961</td>
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<td>CHRISTIAN, ELIZABETH JOHNSON</td>
<td>A.B., Clark College</td>
<td>1955</td>
<td>Atlanta</td>
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<td>CHRISTIAN, JOAN SMITH</td>
<td>B.S., Miles College</td>
<td>1962</td>
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<td>CHRISTLER, WORTH R.</td>
<td>A.B., Morehouse College</td>
<td>1952</td>
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<td>CLACK, MARVOLENE H.</td>
<td>B.S., Fort Valley State College</td>
<td>1951</td>
<td>Atlanta</td>
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<td>CLARK, JIMMY E.</td>
<td>B.S., Texas College</td>
<td>1950</td>
<td>Atlanta</td>
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<td>CLAY, RUBY HANDSPIKE</td>
<td>A.B., Spelman College</td>
<td>1957</td>
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Clemmons, Mary Elizabeth\(^2\) ........................................ Atlanta
B.S., Tuskegee Institute, 1963.

Cleveland, William Howard ........................................ Atlanta
B.S., Clark College, 1950.

Cohen, Eula Mae\(^2\) ........................................ Atlanta
A.B., Clark College, 1951; M.A., Atlanta University, 1952.

Coleman, Dorothy Sims ........................................ Atlanta
A.B., Morris Brown College, 1944.

Coleman, Hallie Eugene\(^2\) ........................................ Atlanta
B.S., Delaware State College, 1946.

Collins, Espanola A.\(^3\) ........................................ Atlanta

Collins, Janet Marie ........................................ Gray
A.B., Talladega College, 1966.

Collins, Jean Marie\(^2\) ........................................ Atlanta

Colquitt, Carolyn Holt\(^4\) ........................................ Atlanta

Conley, Gwendolyn Gilley ........................................ Atlanta

Cotton, Robert Louis ........................................ Cartersville
A.B., Tuskegee Institute, 1953; M.A., Atlanta University, 1964.

Coyle, Annamarie P. ........................................ Douglasville
B.S., Bowling Green University, 1947.

Coyle, Robert P. ........................................ Douglasville
A.B., Bucknell University, 1952.

Craig, Rosa Lee\(^2\) ........................................ Atlanta
A.B., Morris Brown College, 1942.

Cranmer, Arlette Bibiane\(^3\) ...................................... Germany
A.B., Institute of Saint Jeanne d'arc Oran-algeria, 1945.

Crowder, Halbert Clarence ........................................ Atlanta
A.B., Texas College, 1949.

Cudger, Martha Jones\(^2\) ........................................ Atlanta
B.S., Fort Valley State College, 1965.

\(^{1}\) First Semester Only.
\(^{2}\) Second Semester Only.
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<td>Culbreath, Frances Terrell</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1951</td>
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<td>Culpepper, Gaines Warren</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1945; M.A., Atlanta University, 1965; M.A., Atlanta University, 1967</td>
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<td>Cureton, Carol J. ²</td>
<td>A.B.</td>
<td>Bryan College</td>
<td>Atlanta</td>
<td>1961</td>
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<td>Curry, Gwendolyn Smith</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>Atlanta</td>
<td>1955</td>
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<tr>
<td>Cushman, Raymond R. ¹</td>
<td>A.B.</td>
<td>Los Angeles State College</td>
<td>Atlanta</td>
<td>1950; M.A., Atlanta University, 1967</td>
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<td>Dancy, Glenda Gordon</td>
<td>A.B.</td>
<td>Talladega College</td>
<td>Atlanta</td>
<td>1962</td>
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<td>Daniel, Anna Jean ³</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Atlanta</td>
<td>1963</td>
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<td>Daniels, Fred Hicks</td>
<td>B.S.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1963</td>
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<td>Davenport, Vivien ¹</td>
<td>B.S.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1957; M.S. in L. S., Atlanta University, 1962</td>
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<td>Davis, Arthur Lamar</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1951</td>
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<td>Davis, Carrie LaVerne²</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>Macon</td>
<td>1964</td>
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<td>Davis, Elaine Janice</td>
<td>B.S.</td>
<td>Saint Augustine's College</td>
<td>Blackville, S. C.</td>
<td>1963</td>
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<td>Day, Sallie Stokes</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Atlanta</td>
<td>1951</td>
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<td>Delaney, Fannie Kendall²</td>
<td>B.S.</td>
<td>Albany State College</td>
<td>Thomaston</td>
<td>1958</td>
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<td>Denson, Theresa</td>
<td>B.S.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1958</td>
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<td>Devine, Patricia Riley²</td>
<td>B.S.</td>
<td>Lynchburg College</td>
<td>Atlanta</td>
<td>1960</td>
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<td>Dews, Phyllis Wheatley</td>
<td>A.B.</td>
<td>Paine College</td>
<td>Atlanta</td>
<td>1944; M. S. W., Atlanta University, 1946</td>
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¹ First Semester Only. 
² Second Semester Only.
ATLANTA UNIVERSITY

Dhillon, Upkar Kaur .............................. Atlanta
A.B., Delhi University, 1967.

Dillard, Oscar George^1 .......................... Atlanta
B.S., Savannah State College, 1954.

Dismuke, Jessie Davis ........................... Houston, Tex.
A.B., Prairie View Agricultural and Mechanical College, 1962.

Dixon, Mattie Kate^1 .............................. Atlanta
B.S., Morris Brown College, 1957.

Dixon, Ola^1 ........................................ Atlanta
B.S., Fort Valley State College, 1959.

Dixon, Pauline Walker^1 .......................... Atlanta

Dollar, Grace P. ................................... Atlanta
A.B., Lincoln Memorial University, 1940.

Draper, Gladys Irene^1 ............................ Atlanta

Dumas, Carrie M. .................................. Atlanta
B.S., Fort Valley State College, 1963.

Dunn, Lillian Mariah^2 ............................ Atlanta
B.S., Clark College, 1944.

Dunnville, Gwendolyn Page^1 ................. Atlanta

Durr, Barbara Ann^1 ............................... Marietta
B.S., Fort Valley State College, 1957.

Durrah, Bettie Jean ............................... Atlanta

Dye, Myrtice Ruth ................................. Atlanta

Eagleson, Clishie Pettigrew^1 ................. Atlanta
A.B., Paine College, 1946; M.A., Atlanta University, 1949.

Edwards, George Logan^1 ........................ Atlanta
A.B., Clark College, 1933; M.S.W., Atlanta University, 1946.

Elcock, Ronald McDonald ........................ Teaneck, N. J.
A.B., Central State University, 1967.

Ellis, Alfred D. .................................. Atlanta
A.B., Clark College, 1957.

^1 First Semester Only.
^2 Second Semester Only.
ELLIS, GRACE F. ¹ ........................................ Duluth
   B.S., Peabody College, 1932.

ELLISON, LAJEANE HICKSON² ................................ Atlanta

EMERSON, HATTIE L. ² .................................... Atlanta
   B.S., North Carolina Agricultural and Technical State University, 1948.

ENUS, WILLIE ¹ ...................................... Social Circle
   B.S., Fort Valley State College, 1966.

EVANS, ALFREDA BRADLEY ¹ ................................ Atlanta
   A.B., Clark College, 1960.

EVANS, ANNETTE VISTER ................................ Atlanta
   A.B., Spelman College, 1946.

EVANS, CONSTANCE BENNET ................................ Augusta
   A.B., Paine College, 1952.

EPPS, DOLLIE MAE ¹ ..................................... Atlanta

FAIN, J. MAURICE ¹ ...................................... Riverdale
   A.B., Florida State University, 1951; M.Ed., University of Georgia, 1963.

FALEK, RHODA ¹ ........................................ Decatur
   B.S., New York University, 1950.

FANNINGS, CHARLES CARLE ¹ ................................ Atlanta
   A.B., Clark College, 1957.

FARMER, HENRY BENNETT, JR. ............................... Atlanta

FERRELL, ETTA RUTH ..................................... Atlanta

FERRELL, MYRTICE BAILEY ¹ ................................ Atlanta
   B.S., Morris Brown College, 1945.

FEW, BETTY BOGAN ¹ ...................................... Atlanta
   A.B., Clark College, 1953.

FEW, JOHN LAMAR .................................... Atlanta
   B.S., Morris Brown College, 1951.

FEW, MATTIE RUTH ..................................... Atlanta
   B.S., Savannah State College, 1952.

¹ First Semester Only.
² Second Semester Only.
FINCH, JOHN FREDERICK ........................................... Fremont, Calif.
A.B., Knoxville College, 1953.

FITZGERALD, DAVID, JR. 2 ................................... Atlanta

FITZGERALD, HELEN D. 2 ................................... Atlanta
B.S., Jackson State College, 1963.

FLINT, LOUISE THOMAS .................................... Atlanta

FLOYD, FRANCES OLIVER .................................... Evergreen, Ala.

FLOYD, MARY ELIZABETH ................................... Montgomery, Ala.

FLYNT, JAMES THOMAS ............................................ Atlanta
B.S., Berry College, 1965.

FORCE, MIRIAM 2 ............................................ Atlanta
B.S., Fort Valley State College, 1952.

FORD, JOHNNIE LEE ........................................ Sylvester

FORTSON, CARVER JACKSON 1 ................................... Atlanta
B.S., Morehouse College, 1957; M.S., Atlanta University, 1965.

FORTSON, NANNELL B. 1 .................................... Gainesville
Special Student

FOUCH, JOHN RUFUS 1 ........................................ Atlanta
B.S., Fort Valley State College, 1954.

FOWLER, ELINOR ATKINS .................................... Atlanta

FRANCOIS, NEAR LEE ......................................... New Orleans, La.
B.S., Grambling College, 1962.

FREEMAN, JUANITA BLAYLOCK ................................ Rome
B.S., Fort Valley State College, 1950.

FREEMAN, NANCY LUCILLE .................................... Hot Springs, Ark.
A.B., Philander Smith College, 1940.

1 First Semester Only.
2 Second Semester Only.
FUNDERBURK, EUGENE MEMMON ........................................... Marietta
B.S., Newberry College, 1951.

FUSSELL, JUANITA WATKINS ............................................. Atlanta
B.S., Morris Brown College, 1959.

GAILLARD, REBECCA OLGA ............................................. Atlanta
B.S., Morris Brown College, 1951.

GAINES, WILLIAM GEORGE ........................................ Decatur
A.B., University of Alabama, 1965.

GAITHER, MILDRED TUGGLE ........................................... Atlanta

GALLOWAY, JOAN ELLIOTT ............................................ Atlanta
A.B., Wake Forest College, 1947.

GARLINGTON, CATHERINE GHOOLSTON ................................ Atlanta

GARTRELL, CLARENCE LEONARD .................................... Macon
A.B., Johnson C. Smith University, 1949.

GARTRELL, GLADYS MALOY ............................................ Macon

GEORGE, LOUISE YELVERTON ........................................ Atlanta
B.S., Tuskegee Institute, 1949.

GEORGE, MATTIE R. ..................................................... Atlanta

GIVENS, JOHN M. ....................................................... Forest Park
B.S., University of Southern Mississippi, 1962.

GLASS, CORNELIA S. .................................................... Atlanta

GLASS, KATHERINE TIBBS ............................................ Atlanta

1 First Semester Only.
2 Second Semester Only.
GLOVER, BARBARA ANN ........................................ Atlanta

GLOVER, GWENDOLYN WILLIAMS ........................................ Atlanta
                         A.B., Morris Brown College, 1953.

GLOVER, HILLIARD DANIEL ........................................ Atlanta

GOODEN, EMMA PARKS ........................................ Atlanta
                         B.S., Albany State College, 1946.

GOODLETT, DORIS J. ........................................ Atlanta

GOODLETT, JOHN ANDREW ........................................ Atlanta

GOUDELOCK, JOHN ARTHUR ........................................ Atlanta
                         A.B., Morris Brown College, 1956; M.S., Atlanta University, 1964.

GREEN, ISAAC ........................................ Montgomery, Ala.

GREENE, ARCOLA ........................................ Rome
                         B.S., Miles College, 1967.

GREENE, OLIVER N. ........................................ LaGrange
                         A.B., Morris Brown College, 1953.

GRESHAM, JENNIE HILL ........................................ Marietta
                         A.B., Clark College, 1953.

GRIGGS, BETTIE LOCKHART ........................................ Atlanta
                         B.S., Fort Valley State College, 1960.

GUDGE, BONITA SIMS ........................................ Atlanta
                         B.S., Fort Valley State College, 1964.

HADLEY, ROSA RICE ........................................ Atlanta

HAINES, CARLEATHA MODEST ........................................ Atlanta
                         A.B., Spelman College, 1943.

HAIRSTON, JOYCE C. ........................................ Stone Mountain
                         A.B., Oglethorpe University, 1957.

HALL, VERONIS BOLDEN ........................................ Columbus
                         B.S., Albany State College, 1953.

HAMBRIGHT, LUCILE ........................................ Atlanta
                         B.S., Fort Valley State College, 1951.

1 First Semester Only.
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<th>Name</th>
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<td>Hamilton, Irvin A.</td>
<td>B.S.</td>
<td>Eastman</td>
<td>1953</td>
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<td>Hammonds, Alberta V.</td>
<td>A.B.</td>
<td>Atlanta</td>
<td>1948</td>
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<td>Hammonds, Evelyn B.</td>
<td>B.S.</td>
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<td>1952</td>
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<td>Harmon, Rufus</td>
<td>B.S.</td>
<td>Oglethorpe</td>
<td>1959</td>
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<td>Hardeman, Wilhelmina</td>
<td>B.S.</td>
<td>Athens</td>
<td>1957</td>
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<td>Hargrove, Beatrice A.</td>
<td>A.B.</td>
<td>Atlanta</td>
<td>1963</td>
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<td>Harmon, Rufus</td>
<td>B.S.</td>
<td>Savannah State College</td>
<td>1959</td>
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<td>Harper, Grace Nevell</td>
<td>B.S.</td>
<td>Atlanta</td>
<td>1947</td>
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<td>Harper, Lincoln</td>
<td>B.S.</td>
<td>Atlanta</td>
<td>1950</td>
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<td>B.S.</td>
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<td>1960</td>
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<td>Harris, Betty H.</td>
<td>B.S.</td>
<td>Savannah State College</td>
<td>1954</td>
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<td>Harris, Charles E.</td>
<td>B.S.</td>
<td>Decatur</td>
<td>1957</td>
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<td>Harris, Christine B.</td>
<td>A.B.</td>
<td>Atlanta</td>
<td>1946</td>
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<td>Harris, Eloise L.</td>
<td>A.B.</td>
<td>Atlanta</td>
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<td>Harris, Irving B.</td>
<td>A.B.</td>
<td>Atlanta</td>
<td>1950</td>
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<td>Harris, Jennie</td>
<td>B.S.</td>
<td>Gainesville</td>
<td>1942</td>
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<td>Harris, Louise M.</td>
<td>B.S., M.S.</td>
<td>Atlanta</td>
<td>1963</td>
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<td>Harris, Robert R.</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>1963</td>
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<td>Harris, Theretha D.</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>1954</td>
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1 First Semester Only.
2 Second Semester Only.
HARRIS, WILLIAM OWEN ........................................... College Park
B.S., North Georgia College, 1952.

HARRIS, WILLIE SAMUEL ........................................... Atlanta
A.B., Morehouse College, 1952.

HARVEY, JANETTE GRIMES .......................................... Atlanta
A.B., Morris Brown College, 1957.

HAWES, HORACE LEE3 ............................................. Macon
B.S., Fort Valley State College, 1946; M.A., Atlanta University, 1954.

HAYGOOD, MAURICE1 .............................................. Birmingham, Alabama
A.B., Talladega College, 1966.

HAYWARD, ALBERT W.2 ............................................. Atlanta
A.B., Clark College, 1956; M.B.A., Atlanta University, 1966.

HENDERSON, BETTIE MEADOWS .................................... Atlanta
B.S., Morris Brown College, 1957.

HENDERSON, DOROTHY CARITHERS ................................ Atlanta

HENDERSON, GEORGE T. ............................................. Toccoa
A.B., Allen University, 1946.

HENDERSON, JOSPEH WALLACE .................................... Roswell

HENDRICKS, NETTIE SHAW1 ....................................... Atlanta
A.B., Clark College, 1948.

HENDRICKS, THOMAS J.1 ........................................... Atlanta
A.B., Morehouse College, 1948; M.A., Atlanta University, 1960.

HENRY, CLARA PEARL2 ............................................ Atlanta
B.S., Rust College, 1964.

HICKS, BARBARA NEAL2 ........................................... Atlanta

HILL, BARBARA JEAN2 ............................................. Atlanta

HILL, DOROTHY ELOISE1 ........................................... Atlanta
B.S., Morris Brown College, 1959; M.A., Atlanta University, 1966.

HILL, EDWINA WOODARD2 ......................................... Atlanta
A.B., Morris Brown College, 1953.

1 First Semester Only.
2 Second Semester Only.
HILL, HARVENIA MAMIE 1 ................................ Atlanta

HILL, JAMES LEE 1 ....................................... Sparta
B.S., Fort Valley State College, 1963.

HILL, JONNIE TUGGLE ..................................... Atlanta
B.S., Spelman College, 1950.

HILL, MALCOM LANSDEN 1 ............................... Forest Park

HILSON, RUTH SHIRLEY 1 ................................ Atlanta

HIMMELBRAND, ADRIEN BERT ............................... New York
B.S., Franklin College, 1966.

HITCHCOCK, GLENN LAMAR 2 ............................... East Point
B.S., Georgia Southwestern College, 1952.

HODGES, JUANITA M. .............................. Atlanta

HOFFMAN, GEE GEE MALCAHY 2 ............................ Atlanta
B.M.E., American Conservatory of Music, 1939; M.A., Northwestern University, 1941.

HOGAN, ROSETTA CARTER ........................ Jacksonville, Florida
B.S., Benedict College, 1959.

HOGANS, NORRIS LEO ........................ Atlanta

HOLSEY, NILLIE BELL ............................ Fort Valley
B.S., Fort Valley State College, 1949; M.S., Fort Valley State College, 1967.

HORNE, REBECCA HARRINGTON 2 ........................ Vidalia
B.S., Albany State College, 1954.

HORNE, WALTER OSTELL 2 ........................ Atlanta
B.S., Savannah State College, 1947.

HOUSTON, EDNA BAKER 2 .............................. Atlanta
B.S., Savannah State College, 1964.

HOWARD, HENRIETTA ........................... Atlanta
B.S., Morris Brown College, 1954.

HOWARD, IDA WRIGHT ........................ Atlanta
A.B., Paine College, 1946.

1 First Semester Only.
2 Second Semester Only.
HOWARD, JOHN ALLEN\(^2\) ............................................. Forest Park  

HUBERT, GERTRUDE B.\(^2\) .............................................. Atlanta  
A.B., Morris Brown College, 1936; M.A., Atlanta University, 1955.

HUFFMAN, ANNETTE YVONNE ............................................. Atlanta  

HUGULEY, MARY BURGE .................................................. Atlanta  

HUNTER, DANIEL, Jr.\(^1\) ........................................... Thomaston  
B.S., Savannah State College, 1966.

HURLEY, FREDERICKA FLACK\(^2\) ..................................... Atlanta  
B.S., Livingstone College, 1943; M.A., Atlanta University, 1963.

INGRAM, BARBARA EVERETTE ............................................. Atlanta  
B.S., Morris Brown College, 1956.

INGRAM, CZAR ANTHONY\(^1\) ........................................ Atlanta  
A.B., Wiley College, 1942; M.A., Atlanta University, 1967.

IVERS, GLADYS .......................................................... Alapaha  
B.S., Albany State College, 1957.

JACKSON, CAROLYN JEAN\(^2\) .............................................. Atlanta  
B.S., Morris Brown College, 1966.

JACKSON, CONSTANCE SCOTT ............................................. Atlanta  

JACKSON, DELORES W.\(^2\) ............................................ Atlanta  

JACKSON, DOROTHY J. ................................................... Atlanta  

JACKSON, EARL FREDERICK III\(^1\) .................................... Atlanta  

JACKSON, EMMA LOIS ..................................................... Atlanta  

JACKSON, FLORENCE ELIZABETH\(^2\) ......................................... College Park  

JACKSON, JOSEPHINE W.\(^1\) ........................................ Atlanta  
B.S., Fort Valley State College, 1963.

JACOBS, BARBARA HARVEY ............................................. Atlanta  
B.S., Morris Brown College, 1962.

\(^1\) First Semester Only.
\(^2\) Second Semester Only.
JAMES, ELEANOR HINES\(^1\) .................................. Atlanta

JAMES, HATTIE LAURA .................................. Atlanta
A.B., Clark College, 1957.

JAMES, JUANITA JENNIFER\(^1\) .................................. Atlanta

JEFFERSON, EARL THOMAS .................................. Atlanta

JEFFERSON, YVONNE DECARLO ............................... Pineville, South Carolina
B.S., South Carolina State College, 1967.

JENKINS, DOREATHA CHISHOLM ............................... Atlanta

JENKINS, ORA BELL .................................. Atlanta
A.B., Clark College, 1942.

JENKINS, VICTORIA WILLIAMS .................. Atlanta
B.S., Morris Brown College, 1951.

JOHNSON, CATHERINE .................................. Atlanta
B.S., Fort Valley State College, 1963.

JOHNSON, CHARLOTTE MIZE\(^2\) .................................. Atlanta

JOHNSON, HARRETT ROBINSON\(^3\) .................................. Atlanta
B.S., Spelman College, 1941.

JOHNSON, HORACE .................................. Covington
A.B., Clark College, 1951; M.A., Atlanta University, 1960.

JOHNSON, LAWRENCE LEWIS ............................... Atlanta

JOHNSON, LILLIAN\(^2\) .................................. Madison
B.S., Fort Valley State College, 1966.

JOHNSON, MATTIE FLORENCE\(^1\) .................................. Atlanta
A.B., Morris Brown College, 1942.

JOHNSON, THURBER .......................... Macon
B.S., Savannah State College, 1960.

JOHNSON, WILDA G. .................................. Atlanta

JOHNSTON, BERTRAM FREDERICK .......................... Decatur
B.S., Wake Forest University, 1951.

JONES, AGNES M.\(^2\) .................................. Atlanta

JONES, ALPHONSO GEORGE, JR.\(^1\) .................. Atlanta
B.S., Florida Agricultural and Mechanical University, 1937.

\(^1\) First Semester Only.
\(^2\) Second Semester Only.
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<th>Name</th>
<th>Degree</th>
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<td>Jones, Bobby</td>
<td>A.B.</td>
<td>Morehouse College</td>
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<td>JONES, BOBBY</td>
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<td>A.B., Morehouse College, 1953.</td>
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<td>JONES, Brenda Jean</td>
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<td>Clark College</td>
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<td>A.B., Clark College, 1962.</td>
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<td>JONES, Doris Elizabeth</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>Atlanta</td>
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<td>JONES, Doris Elizabeth</td>
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<td>B.S., Savannah State College, 1960.</td>
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<td>JONES, Faye Margrezelle</td>
<td>B.S.</td>
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<td>B.S., Savannah State College, 1956.</td>
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<td>JONES, Grace Pyron</td>
<td>B.S.</td>
<td>Albany State College</td>
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<td>JONES, J. L</td>
<td>B.S.</td>
<td>East Tennessee University</td>
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<td>JONES, J. L</td>
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<td>B.S., East Tennessee University, 1955.</td>
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<td>JONES, Leonard Floyd</td>
<td>B.S.</td>
<td>Troy State College</td>
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<td>JONES, Ludmilla</td>
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<td>JONES, Rosa Emma</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>Sparta</td>
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<td>Tuskegee Institute</td>
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<td>JORDAN, Obadiah Jr.</td>
<td>A.B.</td>
<td>Morris Brown College</td>
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<td>JUPITER, Del Eagan</td>
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<td>Spelman College</td>
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<td>JUPITER, Del Eagan</td>
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<td>A.B., Spelman College, 1944; B.S. in L.S., Atlanta University, 1949.</td>
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1 First Semester Only.
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JUST, HIGHWARDEN\(^2\) .................................................. Cordele
A.B., Howard University, 1940.

KELLY, EMOCINE CLARK .............................................. Atlanta

KIDD, MILTON L. ....................................................... Morrow
B.S., Jacksonville University, 1952; M.A., George Peabody College, 1952.

KIERAN, RICHARD ANDREW\(^1\) ....................................... Chamblee

KIMBROUGH, THOMAS RAY .............................................. Fairburn
A.B., University of Georgia, 1932.

KING, JOYCE BLACK .................................................. Hogansville

KINSEY, NORMA S.\(^2\) ............................................... Atlanta
B.S., Fort Valley State College, 1947; M.S., Atlanta University, 1956.

KIRK, OSCAR\(^2\) .................................................. Atlanta
A.B., Jackson College, 1949; M.A., Atlanta University, 1957.

KITTLER, EARNESTINE RENCHER\(^1\) ................................ Atlanta
B.S., Miles College, 1963.

KNOWLES, JULIETTE VIRGINIA\(^1\) .................................. Atlanta
A.B., Clark College, 1954.

LAMAR, JAMES FRANKLIN ............................................. Atlanta

LAMPKIN, DELORIS HILL .............................................. Atlanta

LANDERS, JESSE WILLARD\(^2\) ........................................ Milledgeville
B.S., Morris Brown College, 1951.

LANIER, JESSIE ROBERTA YOUNG\(^1\) ................................ Atlanta
A.B., Bishop College, 1943.

LANGE, LOWELL WILLIAM ........................................... Atlanta
A.B., Cornell University, 1950.

LATIMORE, VASHTI REID\(^2\) ........................................ Atlanta
B.S., Morris Brown College, 1952.

\(^1\) First Semester Only.
\(^2\) Second Semester Only.
LEE, COLLINS P..............................................Milledgeville
    A.B., Morehouse College, 1959.

LEE, EVA M..................................................Toccoa
    B.S., Allen University, 1951.

LEE, GERALD JAMES ....................................Toccoa
    B.S., Allen University, 1951.

LEE, JAMES ISIAH 2 ................................Saint Stephen, South Carolina
    B.S., Claflin College, 1957.

LESTER, BURNEY GEORGE 1 ................................Macon
    A.B., Paine College, 1952.

LEWIS, FRANK ROSS 2 .....................................LaGrange

LEWIS, GEORGE, JR. 1 ....................................Thomasville

LEWIS, LIZZIE MAE ........................................Macon
    A.B., Paine College, 1950.

LEWIS, MARTHA H..........................................College Park
    B.S., Georgia State College, 1945.

LEWIS, RANNIE J. II 2 ....................................Columbus
    A.B., Texas Southern University, 1967.

LEWIS, VIRGINIA TUCKER ..................................Atlanta
    B.S., Clark College, 1953.

LINDSAY, MARY LOUISE 1 ......................................Atlanta

LOCKE, CHARLIE ENNIS 2 ......................................Atlanta
    B.S., Savannah State College, 1954.

LOCKHART, BARBARA JEAN 2 ......................................Atlanta

LOGAN, HATTIE MAUDESTA 1 ......................................Atlanta

LOMBARD, ROSAMOND LITTLEFIELD 2 ......................................Atlanta

LOWE, BENNIE O. 2 ..........................................Atlanta
    A.B., Clark College, 1955; M.A., Atlanta University, 1967.

1 First Semester Only.
2 Second Semester Only.
LOWE, MILDRED G. 2 ....................................... Atlanta
B.A., Morris Brown College, 1953.

LOWERY, ELLAWEEN CELESTE ................................... Sparta
A.B., Clark College, 1953.

LUCAS, RUBY MIMS 2 ..................................... Atlanta
B.S., Florida Agricultural and Mechanical University, 1957.

LYDE, DEBORAH CLARICE 1 .................................. Atlanta

MCBRIDE, WILLIE HOWARD 2 ................................ Athens
B.S., Savannah State College, 1949.

MCCAMEY, CHARLIE JACK ................................. Atlanta
A.B., Clark College, 1960.

MCCARTHY, MARION ELLIS .................................. Macon
B.S., Fort Valley State College, 1956.

MCCLENDON, RUBY DURDEN .............................. Atlanta
A.B., Clark College, 1949.

MCCLENDON, W. OLIVER 2 ................................ Atlanta
A.B., Clark College, 1950.

MCCORMICK, ALLEN CLARK .............................. Atlanta
A.B., Clark College, 1961; M.A., Atlanta University, 1963.

MCCREARY, YVONNE LOUISE 2 ..................... Mobile, Alabama
B.S., Rust College, 1967.

MCCULLOUGH, PINEABRIM 1 .............................. Atlanta

MCDAVID, MARIE MOSS .................................. Decatur
A.B., Agnes Scott College, 1933.

MCDONALD, R. TIMOTHY ................................ Huntsville, Alabama
B.S., Oakwood College, 1967.

MCDORMAN, MARY B. .................................. Atlanta
A.B., University of Georgia, 1952.

MCFARLAND, DOROTHY K. H. 1 ........................ Decatur
B.S., Tuskegee Institute, 1943.

MCGUIRE, MERCEDES FULLER 2 ..................... Atlanta

MCKISIC, ROY ........................................ Atlanta

1 First Semester Only.
2 Second Semester Only.
McLemore, Carolyn D. 2 ........................................................................ Atlanta
Mabry, Olive Jackson 2 ........................................................................ Macon
  B.S., Savannah State College, 1947.
Mack, Ellen Williams 1 ........................................................................ Tifton
  B.S., Saint Augustine's College, 1940.
Mack, Jessie Mims .................................................................................. Jeffersonville
  B.S., Fort Valley State College, 1946.
Mahone, Gwendolyn 1 ........................................................................... Atlanta
  A.B., Clark College, 1964.
Malcolm, Caressa Tatum ......................................................................... Atlanta
Malcolm, John Andrews, Jr. .................................................................... Grantville
  B.S., Fort Valley State College, 1956.
Mallery, Mildred Louvienia Smith .............................................................. Atlanta
  B.S., Morris Brown College, 1950.
Manuel, Mary Philip 1 ........................................................................... Atlanta
  B.S., Tennessee Agricultural and Industrial University, 1952.
Marchman, Richard Russell ...................................................................... Decatur
  B.S., Berry College, 1958.
Marett, John Kenneth ................................................................................ Bellville, Ohio
  B.S., Ashland College, 1960.
Martin, Catherine F. ............................................................................... Sandersville
  B.S., Morris Brown College, 1949.
Martin, Clara Howell ............................................................................... Atlanta
  B.S., Clark College, 1951.
Martin, Jamie Gaither 1 ........................................................................... Atlanta
  A.B., Spelman College, 1932; M.A., Atlanta University, 1950.
Mason, Ruby Fielder 2 ........................................................................... Lincolnton
  A.B., Paine College, 1950.
Mathis, Helen Jones .................................................................................. Atlanta
Matthews, Cary Duncan 1 ...................................................................... Atlanta
Matthews, John Willie 2 .......................................................................... Luthersville
Mattox, Felix George ............................................................................... Atlanta
  A.B., Clark College, 1937.
  1 First Semester Only.
  2 Second Semester Only.
MAXWELL, HARVEY WELBONE\textsuperscript{1} ................................... Smyrna

MAY, EMMANUEL CURTIS\textsuperscript{2} ................................... Atlanta

MAY, MAUDESTINE\textsuperscript{1} ................................... Atlanta
B.S., Morris Brown College, 1967.

MAYES, REBECCA ELAINE .................................. Atlanta
A.B., Fisk University, 1962.

MAYS, MAGE JUANITA .................................. Atlanta
A.B., Clark College, 1939.

MECHALS, JAMES LEONARD .................................. Atlanta

MENIFEE, HATTIE SHEPHERD\textsuperscript{1} .................................. Rome
B.S., Fort Valley State College, 1958.

MERRIT, BERTHA JUANITA\textsuperscript{2} .................................. Atlanta

MILNER, ETHEL MINOR\textsuperscript{2} .................................. Atlanta

MILTON, OCTAVIA W. .................................. Atlanta
B.S., Hampton Institute, 1954.

MIMS, JAMES RUDOLPH .................................. Miami, Florida

MIMS, LARRY JOE\textsuperscript{2} .................................. Atlanta

MINNICK, EMILY LAVERNE\textsuperscript{2} .................................. Atlanta
B.S., Morris Brown College, 1954.

MITCHELL, CARRIE THOMAS\textsuperscript{1} .................................. Atlanta
A.B., North Carolina College at Durham, 1952.

MITCHELL, LAUTA KATE\textsuperscript{1} .................................. Atlanta

MONROE, ALBERT .................................. Covington
B.S., Fayetteville State College, 1959.

\textsuperscript{1} First Semester Only.
\textsuperscript{2} Second Semester Only.
MONTGOMERY, ELLE E. JACKSON  
A.B., Clark College, 1953; M.S., Atlanta University, 1958.

MONTGOMERY, FLOYD CLAYTON, JR.  
Oregon, Illinois  
B.S., Northern Illinois University, 1958.

MOORE, DORIS MARTIN  
B.S., Morris Brown College, 1949.

MOORE, NORMA HELEN  

MOORE, RUBY SMITH  
B.S., Morris Brown College, 1958.

MORELAND, CURTIS W.  
Rome  
B.S., South Carolina State College, 1950.

MORGAN, CRAIG ORLANDO  
A.B., Clark College, 1966.

MORGAN, LAVERNA C.  
Cartersville  
A.B., Morris Brown College, 1944.

MORGAN, MARJorie Lee  
A.B., Athens College, 1940.

MORRIS, MARY ANN WILDER  
B.S., Clark College, 1952.

MORRIS, PHENECIA CANNON  
A.B., Clark College, 1950; M.A., Atlanta University, 1956.

MORROW, CHARLES RICHARD  
A.B., Morehouse College, 1950.

MOSBY, GENEVA G.  
B.S., Oakwood College, 1958.

MOSELY, H. LOVELL  
Oakland, California  
B.S., Morehouse College, 1966.

MOSES, STANLEY DEAN  
B.S., Florence State College, 1957.

MOSS, RETICE JONES  
A.B., Clark College, 1953.

NAPIER, LONNIE  
Vienna  
A.B., Paine College, 1959.

NEAL, BETTY MARIE  
B.S., Albany State College, 1957.

1 First Semester Only.
2 Second Semester Only.
NEAL, CHARLES HIRAM ........................................ Atlanta

NEAL, JAMES FREDERICK 2 .................................. Atlanta
B.S., Savannah State College, 1965.

NELSON, ROBERT EDWARD ................................... Eatonton

NEWBY, MARY SHERFIELD 1 .................................... Atlanta
A.B., Clark College, 1960.

NICHOLS, ROSA LEE ........................................ Atlanta

NICHOLS, WILMA ABBOTT .................................... Atlanta

NORMAN, M. C. 1 .......................................... Decatur
B.S., Morris Brown College, 1959; M.A., Atlanta University, 1957.

O'BRYANT, ALBERT 2 ....................................... Fort Valley
B.S., Fort Valley State College, 1952; M.A., Atlanta University, 1965.

ODUM, IRENE WARE 2 ...................................... Atlanta
A.B., Clark College, 1966.

OSBY, GWENDOLYN ELAINE 2 ................................ Atlanta

OUZTS, TRAVIS JAMES, JR. 2 ................................ Tucker
B.S., Valdosta State College, 1957; M.S., Florida State University, 1961.

OWENS, VERA YOUNG 1 ...................................... Cedartown
B.S., Fort Valley State College, 1952.

PACE, PATRICIA PERRIA 1 .................................. Atlanta

PARHAM, DAISY BENITA .................................... Atlanta
B.S., Savannah State College, 1954.

PARKER, MARIE LOIS ........................................ Atlanta

PARKS, JOHN T. 2 ........................................... Atlanta
A.B., Morehouse College, 1949; M.A., Atlanta University, 1955.

PARSONS, ADOLPH ........................................... Forsyth
A.B., Morehouse College, 1940.

1 First Semester Only.
2 Second Semester Only.
PEARSON, GERALDINE R. ................................... Atlanta
A.B., Morris Brown College, 1951.

PERRINO, LUCILLE P.1 .................................... Atlanta

PERRY, MAGDALENE T.2 .................................... Atlanta

PHILLIPS, FRANCES KEELS .................................. Atlanta
B.S., South Carolina State College, 1957.

PHILLIPS, MARY H. ..................................
B.S., Clark College, 1957.

PINKSTON, FRANCES W.1 .................................. Atlanta
A.B., Clark College, 1958.

PINKSTON, GERTRUDE CHANEY1 ................................ Atlanta
A.B., Clark College, 1947.

PORTER, LAURA JEANNETTE ................................ .Atlanta
B.S., Fort Valley State College, 1963.

POST, GORDON J.2 ........................................ Decatur
B.S., Toccoa Falls Bible College, 1960.

PROCTOR, EMMETT LA COSTE, JR. .......................... Atlanta

PUGH, VANESTER ........................................ Atlanta

QUARTERMAN, MILDRED WILSON .............................. Atlanta
A.B., Clark College, 1944; M.A., Atlanta University, 1964.

RAINEY, JOHNIE UPSHAW1 ................................ Atlanta
A.B., Clark College, 1960; M.A., Atlanta University, 1963.

RAMSEY, KATIE PURSLEY .................................... .Chickamauga

RATCHFORD, SELIE REED .................................... Atlanta

RAWLES, CLIFTON ........................................ Atlanta
A.B., Clark College, 1966.

REDDING, DORIS BANKS1 .................................... Atlanta
B.S., Fort Valley State College, 1951.

1 First Semester Only
2 Second Semester Only.
CATALOGUE

REED, GEORGIA ANN\(^2\) ........................................ Woodstock
B.S., Savannah State College, 1956.

REED, RONALD EUGENE ........................................ Atlanta
B.S., North Carolina Agricultural and Technical State University, 1968.

REVERE, BIRDLIE LEE P.\(^1\) ................................ Glenville
B.S., Savannah State College, 1950.

RHODES, ROBERT III ........................................ Sandersville

RICHARDS, JOSEPHINE ........................................ Atlanta

RICHARDSON, ROBERT LOUIS\(^2\) ............................ Atlanta

RICHARDSON, SARAH WASHINGTON .......................... Atlanta
A.B., Spelman College, 1949; M.A., Atlanta University, 1959.

RICHARDSON, CHARLES HOWARD\(^1\) ......................... Elberton
A.B., Morehouse College, 1928.

RICKS, MARJORIE ARMENIA ..................................... Atlanta
B.S., Spelman College, 1949.

ROBERTS, LEVITICUS\(^2\) ........................................ Atlanta

ROBERTS, THERESA D. ........................................ Atlanta
B.S., Morris Brown College, 1952.

ROBERTS, THOMAS HERBERT, Jr. .................... East Point
A.B., Peabody College, 1955.

ROBERTS, VIDA GOULD ........................................ Atlanta

ROBINSON, BETTYE WHITED ................................ Atlanta
B.S., Spelman College, 1957.

ROBINSON, CLAUDE\(^2\) ........................................ Atlanta

ROBINSON, MARLE M.\(^2\) ..................................... Atlanta
A.B., Philander Smith College, 1944.

ROBINSON, WILLIE LOUISE\(^2\) ................................ Atlanta

ROGERS, GEORGE ............................................... Atlanta

\(^1\) First Semester Only.
\(^2\) Second Semester Only.
<table>
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<th>Name</th>
<th>Degree</th>
<th>Institution</th>
<th>Location</th>
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<tr>
<td>Ross, Ernest Bernard</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1953</td>
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<tr>
<td>Ross, Gwendolyn M.</td>
<td>B.S.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1959</td>
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<td>Rowe, Bessie Hester</td>
<td>A.B.</td>
<td>Paine College</td>
<td>Atlanta</td>
<td>1946</td>
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<td>Rowe, Janie</td>
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<td></td>
<td>Chattanooga, TN</td>
<td>1966</td>
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<td>Rowe, Leonard Louis</td>
<td>A.B.</td>
<td>Lane College</td>
<td>Chattanooga, TN</td>
<td>1967</td>
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<td>Rowlett, Roy D.</td>
<td>B.S.</td>
<td>Central State College</td>
<td>Atlanta</td>
<td>1943</td>
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<td>Rudolph, Thomas Edwin</td>
<td>B.S.</td>
<td>University of Georgia</td>
<td>Decatur</td>
<td>1950</td>
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<td>Ruth, Frances Delores</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>Atlanta</td>
<td>1957</td>
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<td>Ryan, Winston Churchill</td>
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<td>Lebanon, NH</td>
<td>1962</td>
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<td>Sain, Bettye Leake</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>Atlanta</td>
<td>1952</td>
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<td>Salter, Jean L.</td>
<td>B.S.</td>
<td>Miles College</td>
<td>Atlanta</td>
<td>1959</td>
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<td>Salters, Armstead Leon</td>
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<td>Claflin College</td>
<td>Atlanta</td>
<td>1961</td>
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<td>Salters, Charles Robert</td>
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<td>B.S.</td>
<td>South Carolina</td>
<td>1965</td>
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<td>Sampson, Ida Watkins</td>
<td>B.S.</td>
<td>Florida Agricultural and Mechanical University</td>
<td>Atlanta</td>
<td>1962</td>
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<td>Sampson, Katie Williams</td>
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<td>A.B.</td>
<td>Columbus</td>
<td>1958</td>
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<td>Sanders, Janice Delores</td>
<td></td>
<td>Montgomery, Alabama</td>
<td>B.S. Alabama State College</td>
<td>1954</td>
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<td>Sanford, Thomas Michael</td>
<td></td>
<td>B.S.</td>
<td>Toccoa Falls</td>
<td>1966</td>
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<td>Saulsbury, Juanita Gerolene</td>
<td></td>
<td>B.S.</td>
<td>Milledgeville</td>
<td>1953</td>
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</table>

1 First Semester Only.
2 Second Semester Only.
SAUNDERS, DELORIS MULBROW ........................................... Atlanta
B.S., Morris Brown College, 1959.

SCALES, GRACIE ............................................ Chicago, Illinois
B.S., Rust College, 1967.

SCHLEY, MERLYNE ROBINSON1 .................................. Decatur

SCHROEDER, WILLIAM ........................................... Denver, Colorado
A.B., University of Denver, 1948.

SCOTT, ALFRED ............................................. Atlanta
A.B., Clark College, 1950.

SCOTT, MARY SHY2 ........................................ Atlanta

SCOTT, VIRGIL M.1 ......................................... Atlanta
A.B., Clark College, 1949.

SCRETCHIN, WILHELMINA H. .................................. Atlanta
A.B., Spelman College, 1934.

SEARCY, NELLIE RUTH2 ....................................... Griffin
B.S., Fort Valley State College, 1967.

SHAKESPEARE, KATIE JOHNSON ................................ Macon
B.S., Fort Valley State College, 1947; M.A., Atlanta University, 1951.

SHANNON, LARRY ROLAND ........................................ Atlanta
B.S., Florida Agricultural and Mechanical University, 1959.

SHEA, DONALD PATRICK2 ..................................... Atlanta
B.B.A., University of Georgia, 1956.

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

SHEPHERD, NETTIE TUCKER1 ..................................... Atlanta
B.S., Alabama State College, 1951.

SHERARD, DORIS ELIZABETH .................................. Atlanta
A.B., Clark College, 1951.

SHERWOOD, JUNIUS P.1 ........................................ Atlanta

SHIELDS, HAL CLINE2 ......................................... Fairburn
B.S., University of Georgia, 1956.

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

SHELDON, HELEN FANNIE MAE ................................. Cartersville
B.S., Albany State College, 1950.

SIMMONS, GLADYS C. D. ................................... Sparta
B.S., Shaw University, 1944.

SIMMONS, LOUISE QUEEN .................................. Atlanta

Sims, Frank .................................................. Atlanta
A.B., Clark College, 1957.

Sims, Wardell .............................................. Atlanta
A.B., Morehouse College, 1959; M.A., Atlanta University, 1962.

Sinclair, Katie Louise .................................... Atlanta
B.S., Albany State College, 1950.

Skirne, Lucius L. ......................................... Covington
B.S., Fort Valley State College, 1954.

Smith, Anna L. Martin .................................... Atlanta

Smith, Charles Leigh ...................................... Sayreton, Alabama
A.B., Miles College, 1964.

Smith, Edolya Marshall .................................... Atlanta

Smith, Helen Mae Brewster ................................ Atlanta
A.B., Morris Brown College, 1933.

Smith, Julian K. .......................................... Atlanta

Smith, Lauretta Ann ...................................... Denver, Colorado

Smith, Leo Grant .......................................... Atlanta

Smith, Roger Carroll ...................................... Atlanta
A.B., Occidental College, 1959.

Snygg, Winifred Vaughn ................................... Atlanta
A.B., State University College at Oswego, 1966.

Somerville, Bertha Ogletree ............................. Atlanta
B.S., Morris Brown College, 1967.

Sorrow, Marian H. Eickey ................................. Jonesboro

1 First Semester Only.
2 Second Semester Only.
SOUDER, ANNIE L. .............................. Jonesboro
B.S., Bethune-Cookman College, 1966.

SQUIRE, MADELYN CAROL .......................... Miami, Florida
B.S., Bethune-Cookman College, 1966.

STAMPS, MILDRED LOUISE P. ........................ Atlanta
B.S., Fort Valley State College, 1951.

STEPHENS, JACQUELINE L. .......................... Atlanta
A.B., Clark College, 1953.

STEPHENS, JOSEPH AARON .......................... Atlanta
A.B., Clark College, 1951.

STEPHENS, RYBURN GLOVER ........................ Mobile, Alabama
A.B., Morris Brown College, 1949; M.A., Atlanta University, 1953.

STEWART, ANNIE D. ............................... Dry Branch
B.S., Fort Valley State College, 1948; M.A., Atlanta University, 1956.

STILL, ROBERT JAMES ............................. Atlanta
B.S., Morris Brown College, 1951.

STOCKS, VIVIEN SHIVERS ......................... Atlanta
A.B., Spelman College, 1962; M.S., Atlanta University, 1966.

STOKES, ESSIMENA W. ............................. Griffin

STOKES, OSCAR, JR. .............................. Mobile, Alabama
B.S., Mississippi Valley State College, 1964.

STOKES, SALLIE EMILY JONES ..................... Atlanta
B.S., Fort Valley State College, 1948.

STRANGE, JANICE IRENE ........................... Toledo, Ohio

STRICKLAND, BETTY EALEY ........................ Atlanta

STRONG, EUNICE BARKSDALE ....................... Atlanta

STRONG, VELMA GILSTRAP ........................ Atlanta

SULLEN, MENZIE SCRUGGS .......................... Atlanta
B.S., Morris Brown College, 1953.

SULLIVAN, MATTYE LEATHERWOOD ................... Atlanta
A.B., Clark College, 1959.

1 First Semester Only.
2 Second Semester Only.
SULLIVAN, THOMAS ...................................... Atlanta
A.B., Clark College, 1960.

SUMMERS, LOUISE WRIGHT .............................. Atlanta
B.S., Morris Brown College, 1956.

SUTTLES, SARAH ........................................ atlanta
B.S., University of Georgia, 1938.

SUTTON, CATHERINE FARLEY 2 ............................. Atlanta
A.B., Clark College, 1947.

SWINTON, ALLEN C. 1 .................................. Atlanta
A.B., Morris College, 1946.

SYKES, EARL LESTER .................................. Plant City, Florida
B.S., Bethune-Cookman College, 1960.

TATE, VIRGINIA BARNETT 1 ............................. Atlanta
B.S., West Virginia State College, 1946.

TATUM, VADA COULTER 1 ............................... Atlanta
B.S., Bennett College, 1954.

TAYLOR, CHARTER CURTIS .............................. Atlanta
B.S., Morris Brown College, 1951; M.A., Atlanta University, 1965.

TAYLOR, DOROTHY LOUISE 1 ............................. Atlanta

TAYLOR, JESSIE MAE .................................. Kennesaw
B.S., Morris Brown College, 1966.

TERRY, CATHERINE D. COLLINS 2 .......................... Atlanta

TERRY, LEILA MILLFORD .............................. Atlanta

THOMAS, HEYWARD MOON 2 .............................. Atlanta
A.B., Morehouse College, 1951.

THOMAS, LEE, JR. .................................. Oxford, Mississippi
A.B., Rust College, 1956.

THOMAS, MAMIE JACKSON .............................. Atlanta
A.B., Clark College, 1941; M.A., Atlanta University, 1960.

THOMAS, MAMIE PETERSON .............................. Atlanta
B.S., Benedict College, 1940; M.S.W., Atlanta University, 1946.

THOMAS, MARY NELL 2 .............................. Decatur
A.B., Miles College, 1965.

1 First Semester Only.
2 Second Semester Only.
THOMAS, PINKIE RUTH ..................................... Rome
B.S., Miles College, 1967.

THOMPSON, ANDREW C.¹ .................................... Monticello
B.S., Fort Valley State College, 1951.

THOMPSON, BEATRICE RICE ............................... Anderson, South Carolina
A.B., South Carolina State College, 1953.

THOMPSON, BERNICE FARLEY ............................ Atlanta
B.S., Morris Brown College, 1952; M.A., Atlanta University, 1966.

THOMPSON, HUBERT WENDELL ............................ Atlanta

THOMPSON, THOMAS M.² .................................. Monroe
B.S., Albany State College, 1954.

TINCH, JOE ELLA² ........................................ Atlanta
A.B., Clark College, 1952.

TOBIN, ISABELLA¹ ......................................... Atlanta
A.B., Spelman College, 1945; M.S.W., Atlanta University, 1947.

TOWNS, MICHAEL LEROY¹ ................................. Orlando, Florida

TRAVIS, PATRICIA LYNN ................................. Atlanta

TRIPLETT, VELMA OWENS ................................. Atlanta
B.S., Spelman College, 1948.

TUKES, SARAH IRENE² .................................... Atlanta
B.S., Clark College, 1946; M.A., Atlanta University, 1964.

TURNER, AARON WILBURN² .............................. College Park
A.B., Furman University, 1958; M.A., Furman University, 1963.

TURNER, ERMODINE LANELLE¹ ............................ Atlanta
B.S., Prairie View Agricultural and Mechanical College, 1952.

USHERY, MARJORIE WOLFE .............................. Atlanta
B.S., Clark College, 1948.

VEDROS, RALPH G. ...................................... Atlanta
A.B., Marist College, 1953.

VERNON, HARRY LOUIS¹ ................................ Columbus
B.S., Alabama Agricultural and Mechanical College, 1950.

VICKERS, LELIA LOUISE¹ ................................. Attalla, Alabama
A.B., Miles College, 1966.

¹ First Semester Only.
² Second Semester Only.
VINES, ALBERT FREDDO ............................. Atlanta  
A.B., Clark College, 1950.

WALKER, JAMES EDWIN ............................. Atlanta  

WALLS, ROBERT, JR. ................................. Sparta  
B.S., Savannah State College, 1966.

WALLS, ROBERT LAWRENCE .......................... Atlanta  
B.S., University of Georgia, 1960.

WALTHALL, EVELYN P. .............................. Atlanta  
A.B., Clark College, 1934.

WALTON, Borah W. .................................. Atlanta  
A.B., Clark College, 1949.

WALTON, JAMES HARRY .............................. Atlanta  
A.B., Clark College, 1954.

WALTON, JESSE ISAAC .............................. Atlanta  
B.S., Fort Valley State College, 1956.

WALTON, LORRAINE HOPSON .......................... Atlanta  

WARE, MARY AGNES ................................. Atlanta  

WARE, MARY LOU ................................... Atlanta  

WARREN, DOROTHY ALEXANDER ....................... Atlanta  
B.S., Morris Brown College, 1956.

WARREN, JOHNNY ................................... Sparta  
B.S., Savannah State College, 1963.

WARREN, MARY JENKINS ............................ Atlanta  

WASHINGTON, NEEKA LOUISE ......................... Atlanta  

WATERS, JUANITA GENEVA ......................... Dublin  

WEBB, BARBARA M. ................................. Atlanta 

WEBB, MELVIN RICHARD ............................. Atlanta  

1 First Semester Only.  
2 Second Semester Only.
WELLMINGTON, LEONARD E. ........................................ S. Pittsburg, Tennessee
B.S., Tennessee State University, 1954.

WEST, NATHANIEL CHARLES ........................................ Columbus
B.S., Morris Brown College, 1966.

WHATLEY, FRANCES DAVIS1 ........................................ Atlanta
B.S., Tuskegee Institute, 1938.

WHEAT, GEORGIA DELAIS ........................................ Montgomery, Alabama

WHELCHIL, LAURA M.1 ........................................ Gainesville
B.S., Savannah State College, 1947.

WHISENHUNT, MABEL LOGAN1 .................................. Montgomery, Ala.
B.S., Tuskegee Institute, 1940.

WHITE, MINNIE JOHNSON ........................................ Atlanta
B.S., Morris Brown College, 1962.

WHITE, OTIS, Jr.1 ........................................ Atlanta
B.S., Morehouse College, 1944; M.S., Atlanta University, 1946.

WHITE, PEGGY L. ........................................ Milton, Delaware
B.S., Hampton Institute, 1960.

WHITE, RICHARD T. ........................................ Atlanta

WHITE, SARA CYRUS ........................................ Itta Bena, Miss.
B.S., Jackson State College, 1955.

WHITE, WILLIAM HENDERSON ................................ Columbus
A.B., Morehouse College, 1943.

WICKER, AZALEE ........................................ Newberry, S. C.

WIDEMAN, REBECCA FLORENCE .............................. Atlanta
A.B., Clark College, 1960.

WILBORN, BRENTA LEWIS ..................................... Atlanta
A.B., University of Tennessee, 1964.

WILBORN, EMILY MAPP1 ........................................ Macon
B.S., Fort Valley State College, 1949.

WILCHER, MILDRED DELAIS1 ................................ Sandersville
B.S., Savannah State College, 1956.

WILKINSON, ELLEN RUTH ........................................ Newnan
B.S., Savannah State College, 1946.

1 First Semester Only.
2 Second Semester Only.
WILKERSON, ROBERT L. ........................................ Grantville
A.B., Clark College, 1959.

WILKERSON, ROSA BROWN ........................................ Grantville

WILLIAMS, ANNIE KEELEY2 ........................................ Atlanta
B.S., Morris Brown College, 1962.

WILLIAMS, ANNIE LONEY2 ........................................ Atlanta

WILLIAMS, BENJAMIN FRANKLIN ................................ Atlanta
A.B., Morris Brown College, 1938.

WILLIAMS, DWYNEIL HORTENSE1 ................................ Atlanta

WILLIAMS, GERTRUDE BLOSSOM2 ................................ Atlanta
B.S., Tuskegee Institute, 1943.

WILLIAMS, HARRIET ANN ........................................ Prichard, Ala.

WILLIAMS, JANICE HELEN1 ........................................ Atlanta
B.S., Boston University, 1957.

WILLIAMS, JOHNNIE MAE1 ........................................ Atlanta
B.S., Savannah State College, 1952.

WILLIAMS, JUANITA CONNALLY2 ................................ Atlanta
A.B., Clark College, 1950.

WILLIAMS, MAGGIE BALLOW2 ........................................ Atlanta
B.S., Morris Brown College, 1954.

WILLIAMS, MAURICE MITCHELL1 ................................ Atlanta
A.B., Spelman College, 1950; M.A., Atlanta University, 1958.

WILLIAMS, ODIE RUTH ........................................ Atlanta
A.B., Morehouse College, 1943.

WILLIAMS, ROBERT JENKINS1 ........................................ Macon
A.B., Morehouse College, 1948; M.A., Atlanta University, 1954.

WILLIAMS, W. CLYDE ........................................ Atlanta
A.B., Paine College, 1955; B.D., Howard University, 1959; STM.,
Interdenominational Theological Seminary, 1961.

WILLINGHAM, JEMMIE LEE ........................................ Atlanta
B.S., Clark College, 1947.

1 First Semester Only.
2 Second Semester Only.
WILSON, CHARLES EDWARD\textsuperscript{2} ................................ Atlanta
B.S., North Carolina Agricultural and Technical State University, 1953.
M.S., North Carolina Agricultural and Technical State University, 1963.

WILSON, DIANNE DE JACQUELYN .............................. Winston-Salem, N. C.

WILSON, JEANNETTE BOWMAN\textsuperscript{1} .............................. Atlanta

WILSON, JOYCELYN VERONA .................................... Atlanta

WILSON, LESTER .......................................... Atlanta
B.S., Savannah State College, 1962.

WILSON, MARJORIE \textsuperscript{2} .................................. Atlanta

WILSON, THURMON B.\textsuperscript{1} ................................... Atlanta
A.B., Clark College, 1948.

WILSON, WOODROW, JR. .................................. Atlanta

WISE, DOROTHY IVORY\textsuperscript{1} ................................ Atlanta
A.B., Morris Brown College, 1952.

WOOD, JACK DEMPSEY ..................................... Atlanta
B.S., University of Georgia, 1949.

WOODS, THOMAS EDWARD, JR.\textsuperscript{1} ..................... Atlanta
A.B., Tennessee State University, 1949.

WOODS, RUBY MAE\textsuperscript{2} ................................ Atlanta

WOOSTER, KENNETH WAYNE ................................. Atlanta
B.S., Toccoa Falls College, 1966.

WRENN, MARGARET DENNIS ................................. Atlanta
B.S., Benedict College, 1957.

WRIGHT, JAMES LEO\textsuperscript{2} ............................ Jonesboro

WRIGHT, MILLCENT ELIZABETH\textsuperscript{2} ...................... Atlanta

\textsuperscript{1} First Semester Only.
\textsuperscript{2} Second Semester Only.
Wright, Samuel 2 ................................. Atlanta
A.B., Clark College, 1962.

Wyatt, Gwendolyn West 2 .......................... Atlanta
A.B., Morris Brown College, 1952.

Wyatt, Jesse Lewis 1 .................................. Atlanta

Wyatt, Joyce Porter .................................... Atlanta
B.S., Morris Brown College, 1954.

Wynn, Carey ............................................ Atlanta

Wynn, Master Julius 2 .............................. Atlanta
A.B., Clark College, 1939; M.A., Atlanta University, 1957.

Young, Estelle M. 1 .................................. Gainesville
B.S., Savannah State College, 1948.

Young, Gwendolyn 1 .................................. Atlanta
A.B., Clark College, 1962.

Young, Jessye C. 2 .................................... Atlanta
B.S., Spelman College, 1944.

Zachary, James Luther 2 .............................. Atlanta
B.S., Savannah State College, 1953.

BUSINESS ADMINISTRATION

Acharya, Mukund 2 ........................................ India
A.B., Bombay University, 1965.

Acquit, Joseph Kollie 2 .............................. Liberia
B.S., Shaw University, 1968.

Adair, Frank ............................................. Atlanta

Ainsworth, Walter James .............................. Atlanta

Akor, Martin Fru ....................................... Cameroun
A.B., Lawrence University, 1967.

Akpan, Phillip David .................................. Nigeria
B.S., Lane College, 1967.
AMADI, BERNARD CHIAGORO\(^1\) .............................................. Nigeria

ANDERSON, OSCAR\(^2\) ..................................................... Atlanta

ARNOLD, J. BERNARD III ............................................... Atlanta

BELAY, LEUL\(^1\) .................................................................. Ethiopia
A.B., Lincoln University (Pa.), 1966.

BHATTA, RAJINDER PARSHAL ........................................ India
A.B., Punjab University, 1952; M.A., Punjab University, 1957.

BHATIA, RAMESH V. .................................................... India

BOLDEN, CLARENCE, JR.\(^2\) ............................................. Atlanta
B.S., Morehouse College, 1968.

BOOKER, JEROME KINDLE ............................................ Houston, Texas
B.B.A., Texas Southern University, 1967.

BRYSON, CALVIN\(^2\) ......................................................... Atlanta

CALHOUN, JOHN HENRY ............................................... Atlanta
A.B., Morehouse College, 1937.

CANTY, CLARENCE\(^2\) ....................................................... Atlanta
B.S., Morehouse College, 1951.

CHANEY, WILBUR\(^2\) ....................................................... Delray Beach, Florida

CHARLES, NORRIS ALPHONZO .......................................... Tampa, Florida

CHAUDHARI, DHARMI CHANDRA\(^2\) ................................... India

CHAUHAN, RANJIT L. ...................................................... India

CHEN, PING-KUN\(^1\) ....................................................... Taiwan
A.B., Taiwan Chung Hsing University, 1961.

CHEN, SON-NAN\(^1\) ......................................................... Taiwan
A.B., National Taiwan University, 1964.

CHHEDA, ARVINDKUMAR SHAMJI\(^1\) ................................... India
A.B., University of Bombay, 1964.

\(^1\) First Semester Only.
\(^2\) Second Semester Only.
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1 First Semester Only.
2 Second Semester Only.
FOGARTY, WILLIAM THOMAS ........................................ Newburgh, New York
B.S., Rider College, 1967.

FRANKLIN, ABRAHAM2 ........................................ Atlanta
B.S., Clark College, 1963.

FRANKLIN, ALFREDA L. SCOTT .......................... Atlanta
A.B., Clark College, 1966.

FRITZ, RAYMOND M. ........................................ New Orleans, Louisiana
B.S., St. Benedict's College, 1967.

FULLER, WILLIAM L. ........................................ Springfield, Massachusetts
B.S., Hampton Institute, 1966.

FYE, MARION FRANKLIN1 .................................. Atlanta

GARY, EMERY IRVING2 .................................. Atlanta

GAY, CAROLINE ELAINE ........................................... Albany

GUPTA, GOPAL LAL ........................................... India
B.Com., Jodhpur University, 1963.

HARRIGAN, ALPHEUS* ........................................ New York, New York

HARRIS, JAMES PRESTON2 .................................. Atlanta

HENDERSON, DENNIS AUGUSTUS .......................... Clarksdale, Mississippi

HOYT, DAVID COLUMBUS2 .................................. Atlanta

HUGHSON, SAMUEL J. ........................................... Clifton Forge, Virginia
B.S., Hampton Institute, 1967.

HUNG, TIMOTHY JUI-DUEN1 ................................ Taiwan

HUONG, ALAN YUEN-SUN1 ................................ Taiwan

IHEDIoha, AJAERO ESONU ........................................... Nigeria

1 First Semester Only.
2 Second Semester Only.
JACOBS, LAWRENCE ........................... Huntsville, Alabama
B.S., Oakwood College, 1958.

JAIN, KANTILAL1 ........................................... India
B.Com., Vikram University, 1963.

JAIN, VINOD KUMAR2 ................................. India
A.B., Agra University, 1965.

JEFFERSON, DONALD EDWIN2 .......................... Camden, Arkansas
B.S., Agricultural, Mechanical and Normal College, (Ark.) 1952.

JOHNSON, ABRAHAM, JR. .............................. Savannah
B.S., Savannah State College, 1962.

JOHNSON, ARTHUR DAVID .......................... Bryant, Florida
B.S., Bethune-Cookman College, 1966.

JOHNSON, JAMES A.4 ............................. Hartford, Conn.
B.S., Curry College, 1965.

JOHNSON, RONNIE .............................. Atlanta
B.S., Tennessee Agricultural and Industrial University, 1967.

JOHNSON, RUTH KING2 ............................ Forsyth
A.B., Spelman College, 1944.

JOHNSON, THEODORE LLOYD .......................... Trenton, N. J.
B.S., Delaware State College, 1967.

JOHNSON, WALLER L. ............................. Uniontown, Ala.

JONES, CHEVIENE2 ................................. Atlanta

JONES, MAURICE HAYGOOD ............................. Atlanta
A.B., Talladega College, 1966.

JONES, PAUL EVERETT ........................ Dillon, S. C.

JORDAN, WYVETTE O. DURR ........................ Jackson, Miss.
B.S., Alcorn Agricultural and Mechanical College, 1964.

KAPOOR, VINOD ........................... India
B.S., Panjab University, 1966.

KARANGU, MWANGI ................................. Kenya

1 First Semester Only.
2 Second Semester Only.
KENERSON, DOROTHY\textsuperscript{2} ................................................. Winnsboro, La.
B.S., Southern University, 1967.

KILPATRICK, ROBERT PAUL .................................................. Newton

KU, SHI-CHI .......................................................... Taiwan

LAMAR, JOSEPHINE ....................................................... Conyers

LEE, PATRICIA ADAMS ..................................................... Hastings-on-Hudson, N. Y.

LEE, TEH-CHIH .......................................................... Taiwan
B.Com., Soochow University, 1961.

LIU, CHAO-MU\textsuperscript{2} ............................................. Taiwan
B.B.A., National Taiwan University, 1964.

LOGAN, ELMO REDMOND, JR. .......................................... Memphis, Tenn.
B.S., Tennessee Agricultural and Industrial University, 1967.

LOTWALA, BHUPENDRA TULSIDAS\textsuperscript{2} ......................... India

MCCOURT, DAVIS JEROME ............................................... Waterford, Conn.
B.S., University of Hartford, 1966.

MCNEIL, MARY JOYCE ................................................... Charlotte, N. C.

MACHHAR, ANIL ............................................................. India
A.B., University of Rajasthan, 1966.

MEADOWS, ROBERT LEE\textsuperscript{2} .................................. Atlanta

MEHTA, HASMUKH C.\textsuperscript{2} ....................................... India
A.B., University of Bombay, 1965.

MEHTA, JAGDISH RATILAL ................................................ India
A.B., University of Bombay, 1965.

MEHTA, KANWAR J. SINGH .............................................. India
A.B., Panjab University, 1959.

MERRITT, THOMAS LOUIS\textsuperscript{2} .................................. Atlanta
B.S., Clark College, 1963.

\textsuperscript{1} First Semester Only.
\textsuperscript{2} Second Semester Only.
METTS, ROBERT ALVIN
B.S., Fort Valley State College, 1948.

MUKHERJEE, RAMENDRA NATH
B.Com., Banaras H. University, 1957; M.Com., Banaras H. University, 1963.

MURRELL, JEROME CARTHEW
B.S., Hampton Institute, 1966.

MURTHY, NATESAN KRISHNA

NELSON, SHIRLEY Y.
B.S., Grambling College, 1964.

NWAGWUGWU, NICHOLAS CHINEKEZI

OKPAH, AUGUSTINE OAKWUNYELUM
B.B.A., University of Houston, 1966.

ONYACH, ALBERT OBUYA
A.B., Tougaloo College, 1966.

PAGE, JOHN WILLIE
B.S., Southern University, 1967.

PAPAS, ANTONIOS

PAREKH, JASHAVANT TAPIDAS

PATELIA, KAHANJI K.

PATNAIK, PRADIP KUMAR
B.Com., Utkal University, 1964.

PEPPERS, MICHAEL

PITTMAN, MARGARET L.

POPE, JOHN ARTHUR
B.S., Fort Valley State College, 1949.

---

2 Second Semester Only.
1 First Semester Only.
PORTER, ALBERT .......................................... Atlanta
B.S., Talladega College, 1966.

POWELL, JOHN H., Jr. 2 .................................... Atlanta
B.S., Savannah State College, 1965.

RACHEL, GEORGE, Jr. 2 .................................... Atlanta

RAI, CHIMANLAL ........................................... India
A.B., Rajasthan University, 1962.

RAMBHIYA, HARAKHCHAND M. ................................ India
A.B., Bombay University, 1965.

RICE, LEANDER .................................. Birmingham, Ala.
B.S., Miles College, 1967.

RICHARDS, DAN A. J. S. ......................... Jamaica, W. I.

RICHARDSON, WILLIAM HENRY .............. Memphis, Tenn.

ROUSE, WARREN 2 ......................................... Atlanta
B.S., Clark College, 1956.

RUIA, RAMAN LAL FATECHAND .................. India

SAMPAT, NIRANJAN D. ........................ Marietta

SAWYER, JOHN MATTHEW 2 ................................ Atlanta
B.S., Claflin College, 1962.

SETHI, MANMOHAN SINGH ...................... Marietta
A.B., Bombay University, 1964.

SHAM, RAJEN TARACHAND ........................ India

SHAH, SHASHIRANT R. 2 ........................... India

SHEATS, TOMMY .......................................... Athens

SHEFTALL, WILLIS B., JR. ........................ Macon

1 First Semester Only.
2 Second Semester Only.
SHETH, RESHAVLA 2 ........................................ India
A.B., Bombay University, 1964.

SHIH, TING-CHUN ........................................ Taiwan
B.B.A., National Taiwan University, 1959.

SIMPSON, VERNON JOHNSON ............................ Sheffield, Ala.
A.B., Dillard University, 1967.

SIMS, WAYMON, Jr. 2 .................................. Atlanta

SINGFIELD, RALPH ....................................... Augusta

SMITH, CARL DOUGLAS .................................. Atlanta

STEWART, TOBIAS, Jr. 2 ................................ Gray

STINSON, JOHN LUCIOUS ............................... Atlanta
B.S., Florida Agricultural and Mechanical University, 1965.

STOVALL, SANDRA ALLEN ............................ Holly Springs, Miss.
B.S., Rust College, 1966.

STRIKLAND, WILLIAM LORENZO .......................... Atlanta

TAYLOR, LEON ........................................... Atlanta

TERRY, ROY DALE 1 .................................... Roanoke, Ala.

THAKKAR, HARIBHAI KANJI ............................ India
A.B., Bombay University, 1965.

THOMAS, MATTHEW, Jr. ................................. Atlanta

TILLMAN, ALEX STANLEY .............................. Houston, Tex.

TOKHI, MOHAMMED NABI 1 ................................ Afghanistan
A.B., Kabul University, 1962.

TOMPKINS, THERESIA ..................................... Henryetta, Okla.
B.S., Langston University, 1967.

1 First Semester Only.
2 Second Semester Only.
Umoh, James Joseph .............................. Nigeria
B.S., West Virginia State College, 1967.

Uzomah, Ralph Uwabike 1 .............................. Nigeria
B.S., Southern University, 1965.

Vaden, Elizabeth Anne .............................. Hazen, Ark.
A.B., Philander Smith College, 1967.

Vyas, Chand B. 1 ....................................... India
B.Com., Bombay University, 1966.

Wade, Peggy Delores .............................. Atlanta
A.B., Clark College, 1959.

Walker, John W. 1 ..................................... Atlanta

Waller, Lizzie ........................................ Chattanooga, Tenn.
B.S., Tennessee Agricultural and Industrial University, 1967.

Watson, Henry Lincoln, Jr. ............................. Atlanta

Welch, Arthur Lee ......................................... Bessemer, Ala.
A.B., Miles College, 1967.

Welch, James Aravian 1 ................................ Nashville, Tenn.

West, Charles Alexander .............................. Atlanta

White, Sammy L. 2 ...................................... Atlanta
B.S., Savannah State College, 1959.

Wilkerson, Prentiss ........................................ Shreveport, La.
B.S., Southern University, 1968.

Williams, Michael Edward .............................. Atlanta
B.S., Florida Agricultural and Mechanical University, 1966.

Williams, Nathaniel Andrew ............................. Atlanta
B.S., West Virginia State College, 1966.

Williams, Robert Anderson 2 ........................... Brooklyn, N.Y.
B.S., Hampton Institute, 1968.

Williams, Robert Chester .............................. Atlanta
B.S., Clark College, 1963.

1 First Semester Only.
2 Second Semester Only.

WILLIAMSON, ERNEST ROGERS .......................... Covington, Tenn. B.S., Tennessee Agricultural and Industrial State University, 1967.


YOUNG, CHI-SHENG ....................................... Taiwan A.B., Taiwan Normal University, 1957.

1 First Semester Only.
2 Second Semester Only.
SUMMARY OF ENROLLMENT — 1967-1968

GRADUATE AND PROFESSIONAL SCHOOLS

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<td>School of Education</td>
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SUMMER SCHOOL — 1967

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Grand Total

(June 1, 1967 to June 1, 1968) ....1,382 | 2,118 | 3,500 |
## ATLANTA UNIVERSITY

### GEOGRAPHICAL DISTRIBUTION OF ENROLLMENT

**1967-1968**

**ARTS AND SCIENCES, SOCIAL WORK, LIBRARY SERVICE, EDUCATION, BUSINESS ADMINISTRATION**

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<td><strong>TOTAL</strong></td>
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