4-1-1969

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Atlanta University

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

The 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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<td>June 9</td>
<td>Monday</td>
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<tr>
<td>June 10</td>
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<td>June 11</td>
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<tr>
<td>Date</td>
<td>Day</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
</tr>
<tr>
<td>30 Tuesday</td>
<td>Examination in foreign languages; required for the master's degree in arts and sciences, and library service.</td>
</tr>
<tr>
<td>October</td>
<td>4 Saturday</td>
</tr>
<tr>
<td>13 Monday</td>
<td>Last day to file candidacy for work to be completed in January, 1970.</td>
</tr>
<tr>
<td>15 Wednesday</td>
<td>Charter Day.</td>
</tr>
<tr>
<td>November</td>
<td>26 Wednesday</td>
</tr>
<tr>
<td>December</td>
<td>1 Monday</td>
</tr>
<tr>
<td>20 Saturday</td>
<td>Christmas recess begins at end of scheduled classes.</td>
</tr>
<tr>
<td>January</td>
<td>5 Monday</td>
</tr>
<tr>
<td>15 Thursday</td>
<td>Birthday of Martin Luther King, Jr.—a holiday.</td>
</tr>
<tr>
<td>19 Monday</td>
<td>Semester examinations begin.</td>
</tr>
<tr>
<td>24 Saturday</td>
<td>First semester closes. Last day to file theses for work completed in January, 1970.</td>
</tr>
<tr>
<td>28 Wednesday</td>
<td>Registration for second semester (undergraduate students).</td>
</tr>
<tr>
<td>29 Thursday</td>
<td>Registration for second semester (graduate and undergraduate students).</td>
</tr>
<tr>
<td>30 Friday</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>31 Saturday</td>
<td>Registration for in-service teachers and other regularly employed individuals.</td>
</tr>
<tr>
<td>31 Saturday</td>
<td>Preliminary Examination in Education—National Teacher Examinations.</td>
</tr>
<tr>
<td>February</td>
<td>1 Sunday</td>
</tr>
<tr>
<td>2 Monday</td>
<td>Examination in English Fundamentals; required of all students in the University.</td>
</tr>
<tr>
<td>3 Tuesday</td>
<td>Last day to register for credit for second semester.</td>
</tr>
<tr>
<td>4 Wednesday</td>
<td>Examination in foreign languages; required for the master's degree in arts and sciences, and library service.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>------------</td>
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<tr>
<td>March 7</td>
<td>Saturday Graduate Record Examination.</td>
</tr>
<tr>
<td>April 20</td>
<td>Friday Last day to file candidacy for degrees to be conferred in June, 1970.</td>
</tr>
<tr>
<td>March 26</td>
<td>Thursday Spring recess begins at end of scheduled classes.</td>
</tr>
<tr>
<td>April 6</td>
<td>Monday Spring recess ends at 8:00 a.m.</td>
</tr>
<tr>
<td>May 17</td>
<td>Sunday Commencement Day—Interdenominational Theological Center.</td>
</tr>
<tr>
<td>May 18</td>
<td>Monday Last day to file theses for master's degrees to be conferred in June, 1970.</td>
</tr>
<tr>
<td>May 21</td>
<td>Thursday Semester examinations begin.</td>
</tr>
<tr>
<td>May 21</td>
<td>Thursday Final examinations for candidates for master's degrees to be conferred in June.</td>
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<tr>
<td>May 30</td>
<td>Saturday Semester examinations end. Semester ends.</td>
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<tr>
<td>June 1</td>
<td>Monday Commencement Day—Atlanta University, Clark College, and Spelman College.</td>
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<td>June 2</td>
<td>Tuesday Commencement Day—Morehouse College.</td>
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<td>June 3</td>
<td>Wednesday Commencement Day—Morris Brown College.</td>
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<td>June 8</td>
<td>Monday Registration for Summer School.</td>
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<td>June 9</td>
<td>Tuesday Registration for Summer School.</td>
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<tr>
<td>June 10</td>
<td>Wednesday Summer School Classes begin.</td>
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<td>August 6</td>
<td>Thursday Summer School Convocation.</td>
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<td>August 7</td>
<td>Friday Summer School closes.</td>
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**FOUNDER'S DAY CELEBRATIONS**

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<td>1970</td>
<td>February 18</td>
<td>Wednesday Morehouse College</td>
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<td></td>
<td>March 11</td>
<td>Wednesday Interdenominational Theological</td>
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<td></td>
<td>March 12</td>
<td>Thursday Morris Brown College</td>
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<td></td>
<td>April 11</td>
<td>Saturday Spelman College</td>
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BOAD OF TRUSTEES

1967-1970

J. CURTIS DIXON ................................ Atlanta, Georgia
SIDIY A. JONES .................................... Chicago, Illinois
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

1968-1971

ROBERT B. BOURNE .......................... Summit, New Jersey
CHARLES K. BRUMLEY, JR. .................... New York, New York
THOMAS D. JARRETT .......................... Atlanta, Georgia
CHARLES E. MERRILL, JR. .................... Boston, Massachusetts
IRVING SALOMON .......................... Escondido, California
ELBERT P. TUTTLE .............................. Atlanta, Georgia
JOHN HERVEY WHEELER ....................... Durham, North Carolina
CLAYTON R. YATES ............................... Atlanta, Georgia

1969-1972

GRACE TOWNS HAMILTON ........................ Atlanta, Georgia
BISHOP ERNEST L. HICKMAN ...................... Atlanta, Georgia
MARTIN LUTHER KING, Sr. ..................... Atlanta, Georgia
GARFIELD D. MERNER ......................... San Francisco, California
HENRY M. MINTON ................................ New York, New York
JOHN SPENCER .................................. New York, New York
CHAUNCEY L. WADDELL ........................ New York, New York

TRUSTEES EMERITI

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

EXECUTIVE COMMITTEE

LAWRENCE J. MACGREGOR .......................... Lawrence J. MacGregor
ROBERT B. BOURNE .................................. Albert E. Manley
J. CURTIS DIXON .................................. Charles E. Merrill, Jr.
THOMAS D. JARRETT .............................. Hughes Spalding, Jr.

FINANCE COMMITTEE

CHARLES K. BRUMLEY, JR. .......................... Lawrence J. MacGregor
HENRY M. MINTON .............................. Lawrence J. MacGregor

OFFICERS

LAWRENCE J. MACGREGOR .......................... Chairman
CHARLES K. BRUMLEY, JR. .......................... Treasurer
THOMAS D. JARRETT ................................ President
ERNESTINE M. COMER .............................. Secretary
CLAYTON R. YATES .............................. Secretary to the Corporation
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THOMAS D. JARRETT, A.B., A.M., Ph.D.
President

CHARLES K. BRUMLEY, JR.
Treasurer

G. CLETUS BIRCHETTE, A.B., A.M.
Director of Business Affairs

GERONE HENDALE TAYLOR, A.B.
Registrar

RICHARD K. BARKSDALE, A.B., A.M., Ph.D.
Dean of the Graduate School

GENEVIEVE T. HILL, A.B., M.S.S.
Dean, School of Social Work

VIRGINIA LACY JONES, B.S. in L.S., B.S. in Ed.,
M.S. in L.S., Ph.D.
Dean, School of Library Service

EDWARD K. WEAVER, B.S., M.S., Ed.D.*
Dean, School of Education

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

MILES M. JACKSON, JR., A.B., M.S. in L.S.**
Librarian

LINWOOD D. GRAVES, A.B., A.M., Ed.D.
Director of Summer Session

---

UNIVERSITY STAFF

OFFICE OF THE PRESIDENT

THOMAS D. JARRETT, Ph.D. .................................. President
ERNESTINE MORELAND COMER, B.S. .. Administrative Assistant
LUCY WHITE MILLINES, B.S. .......................... Secretary

GRADUATE PROGRAM

CARRIE WASHINGTON BELL, A.B. ............Secretary to the Dean,
The Graduate School
IRA ROGERS BENTON .................................. Secretary to the Dean,
School of Business Administration
ANN B. BROWN .................................... Secretary for Student Records,
School of Social Work
BERTHA BROWN ................................... Secretary to the Faculty,
School of Social Work
CHARLESTINA B. CHARLTON, B.S. ............... Secretary,
School of Education
ELEANOR C. DEAN .................................. Secretary to the Dean,
School of Social Work
ANTOINETTE R. FREDERICK .................. Secretary, National
Science Foundation Institute
JULIE V. HUNTER, M.S. in L.S. ............ Assistant to the Dean,
School of Library Service
MAUREEN ROSYN JONES .................. Secretary to the Faculty,
School of Education
BERTHA F. LEDBETTER* .................. Secretary to the Dean,
School of Education
DEBORAH ANN MILLER, A.B. ............ Secretary to the Dean,
School of Library Service
GLORIA MORRIS* ......................... Secretary, School
of Library Service
BARBARA LOUISE MULLINS .................. Secretary, Field Work
Department, School of Social Work
EARLENE L. OWENS .................. Secretary to the Faculty,
School of Education
CLAUDETTE RIVERS .......................... Secretary,
School of Social Work
GRACE M. SANDERS .................. Secretary for the Child Welfare
Program, School of Social Work
SUSAN ALBORO SCHILLER, B.S.** ............ Secretary,
School of Library Service
FRANCES FOUCHE SPENCER, A.B. ............ Secretary to the Faculty,
School of Library Service

*Part of the Year.
**Part-time.
BOBBIE GASTON TRIMIER, A.B. .......... Secretarial Assistant, School of Education
ROSIK PINKSTON TRIMIER .......... Secretary for the Children’s Bureau-Child Welfare Program, School of Social Work
LOUVELLA WASHINGTON* ............... Secretary, The Reading Center
EVELYN U. WIDEMAN* .................. Secretary to the Dean, School of Education
MARY ANN WILLIAMS .................. Secretary, School of Social Work
COLEVIA WILSON ...................... Secretary to the Faculty, School of Arts and Sciences

OFFICE OF THE REGISTRAR
GERONE HENDALE TAYLOR, A.B. ........ Registrar
GRACE M. BICKERS .................... Assistant Registrar
OLLIE CLAYTON BETTON ............... Secretarial Assistant
GENEVA E. HARRELL .................. Secretary to the Registrar
JULIETTE KENDRICK .................. Secretarial Assistant
BOBBIE B. OGLETREE .................. Secretarial Assistant
MARY P. PARRISH* ................... Secretarial Assistant
JOHNNIE MAE ROBINSON ............... Secretarial Assistant
JANEVIAL TRIPLETT* ................. Secretarial Assistant
DELORES TUCKER ..................... Secretarial Assistant

BUSINESS OFFICE
G. CLETUS BIRCHETTE, M.A. .... Director of Business Affairs
LESTER E. WALKER, JR. M.B.A. ........ Comptroller
BETTY J. BENTLEY ................... Cashier
VIRGINIA RUTH BOOKER .......... Bookkeeper
NAVINCHANDRA M. JARECHA, M.B.A. .. Accountant
GWENDOLYN PHILLIPS LEE ........... IBM Assistant
LOVEREE L. McCRARY, B.S. .......... Secretary
PINKIE E. PORTER .................... Secretary
MARY P. PRESTON .................. Secretary to the Director of Business Affairs
FREDDYE LAVERNE TRUITT, A.B. .. Secretary
VIRGINIA L. WALKER ............... Assistant

*Part of the year.
PERSONNEL DEPARTMENT

MARIE REGINA VERNON, M.A. .............. Dean of Students
MALCOLM J. DEAN, M.A. ............... Director of Financial Aid
FRANCES B. FOUCHE ......................... Secretary to the Dean of Students
MARY E. WALKER, A.B. ............ Secretary to the Director of Financial Aid

OFFICE OF DEVELOPMENT AND PLACEMENT

WILLIAM KIRK JACKSON, A.B. ...... Director of Development and Placement
RUBYE D. NEAL ......................... Secretary to the Director of Development and Placement

OFFICE OF PUBLICITY AND PUBLIC RELATIONS

NORAH McNIVEN ......................... Director of Publicity and Public Relations
YVONNE ARNOLD KING* ................... Assistant
DOROTHY C. WHITE* ...................... Assistant

PHYLON OFFICE

TILMAN C. COTHRAN, Ph.D. ............. Editor of PHYLON
DOROTHY B. REED, B.S. ................ Secretary
MARY JOYCE McNEil, B.S.C. ........... Secretary

UNIVERSITY BOOK SHOP, POST OFFICE AND SWITCHBOARD

JULIA P. McCRARY ....................... Manager, University Book Shop
VALERIA SYLVAIN* ...................... Assistant, University Book Shop
THEOLIA J. HAMMONDS, A.B. ............ Postmistress
SANDRA SINGLETON MCDONALD ........... Switchboard Operator
JUNE FAYE WHITE ....................... Switchboard Relief Operator and Assistant to the Postmistress

LIBRARY STAFF

MILES M. JACKSON, Jr., M.S. in L.S.** ................ Librarian

*Part of the Year.
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting Librarian</td>
<td>Gaynelle Wright Barksdale, A.M. in L.S.*</td>
</tr>
<tr>
<td>Assistant Cataloger</td>
<td>Myrtle C. Bennett, M.S. in L.S.</td>
</tr>
<tr>
<td>Assistant in Acquisitions</td>
<td>Louise H. Birchette, A.B.</td>
</tr>
<tr>
<td>Circulation Librarian, Readers’ Services</td>
<td>Julia W. Bond, M.S. in L.S.</td>
</tr>
<tr>
<td>Catalog Librarian and Head, Technical Services</td>
<td>Bessie Drewery Briscoe, M.S. in L.S.</td>
</tr>
<tr>
<td>Clerical Assistant Cataloging Department</td>
<td>Annie Kate Brown</td>
</tr>
<tr>
<td>Acquisition Librarian</td>
<td>Lucius Fears, Jr., M.S. in L.S.</td>
</tr>
<tr>
<td>Secretary to the Librarian, Librarian in Charge of the Curriculum Center</td>
<td>Mary J. Glover</td>
</tr>
<tr>
<td>Assistant in Readers’ Services</td>
<td>Ethel Bowden Hawkins, B.S. in L.S.</td>
</tr>
<tr>
<td>Library Assistant, School of Library Service</td>
<td>Julio J. Hernandez, M.S. in L.S.</td>
</tr>
<tr>
<td>Library Assistant</td>
<td>Margaret Catchings Kirk, M.S. in L.S.</td>
</tr>
<tr>
<td>Assistant in Readers’ Services</td>
<td>Nancy E. Leathers, B.S.**</td>
</tr>
<tr>
<td>Head Special Services, in Charge of Negro Collection</td>
<td>Lillian Miles Lewis, M.S. in L.S.</td>
</tr>
<tr>
<td>Circulation Assistant</td>
<td>Sarah K. Middlebrooks</td>
</tr>
<tr>
<td>Clerk-Typist, Acquisitions Department</td>
<td>Beverly Jean Smith</td>
</tr>
<tr>
<td>Assistant Cataloger</td>
<td>Beatrice Sumter, M.S. in L.S.</td>
</tr>
<tr>
<td>Library Assistant</td>
<td>Girija Vijay, M.S. in L.S.</td>
</tr>
<tr>
<td>Director of Food Service</td>
<td>Harold Lewis Johnson, B.S.</td>
</tr>
<tr>
<td>Hostess</td>
<td>Gertrude E. Anderson, A.B.</td>
</tr>
<tr>
<td>Grounds</td>
<td>Benjamin Franklin Bullock, A.M.</td>
</tr>
<tr>
<td>Buildings</td>
<td>Harold W. Johnston</td>
</tr>
<tr>
<td>Library Assistant</td>
<td>John Baffin Shepherd</td>
</tr>
<tr>
<td>Engineer</td>
<td>Howard Lee Ray</td>
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<tr>
<td>Engineer</td>
<td>Howard L. Wilson</td>
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</tbody>
</table>


**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.

GAYLE E. ALEXANDER  Instructor of Social Work
A.B., Texas Southern University, 1962; M.S.W., Atlanta University, 1966; Further Study, University of Chicago, 1968.

WILLIAM DAUGHEY AMIS*  Lecturer, School of Social Work
A.B., Swarthmore College, 1949; Ph.D., University of North Carolina, 1959.

GRADY LEE ANDERSON  Lecturer, School of Education

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

JUDITH F. ARRTINGTON  Assistant Professor of Social Work
A.B., Spelman College, 1957; M.S.W., Atlanta University, 1961.

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.

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

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

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  

JOHN SOLOMON BLACKSHEAR  
Lecturer, School of Education  

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  

EDWARD JAMES BRANTLEY  
Professor of Guidance and Counseling  

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

HALLIE BEACHEM BROOKS  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

NICHOLAS R. CASTRICONE*  Lecturer, School of Education

HUEY EDWARD CHARLTON  Professor of Education

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  

COOPER C. CLEMENTS*  
Lecturer, School of Social Work  
A.B., Millsaps College, 1951; Ph.D., Indiana University, 1958.

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

MARY LOUISE CLEVELAND  
Assistant Professor of Library Service  

EARLE DAGUERRE CLOWNEY  
Assistant Professor of French  
A.B., Livingstone College, 1957; M.A., Atlanta University, 1963; Ph.D., University of Missouri at Columbia, 1968.

SHELDON BRADLEY COHEN*  
Lecturer, School of Social Work  
M.D., Medical College of Georgia, 1951; Further Study, Tulane University School of Medicine, 1955-1957; Menninger School of Psychiatry, 1952-1953; Topeka State Hospital, 1952-1953.

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

TILMAN C. COTHrán  
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.

JOHN W. COX  
Lecturer, School of Social Work  
A.B., Morehouse College, 1953; M.S.W., Atlanta University, 1957.

ATLANTA UNIVERSITY

FRANK EDSON CUMMINGS
Instructor of Chemistry

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 L. DAVENPORT, JR.
Lecturer, School of Business Administration
B.S., Southern Methodist University, 1941; M.B.A., Harvard Business School, 1946.

WILLIAM H. DENTON
Associate Professor of Education

WILLIAM J. DONALDSON, JR.
Lecturer, School of Education

LAWRENCE M. DOUGLAS*
Instructor of Education
B.S., Indiana University, 1949; Ed.D., 1968.

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.

JAMES FRANCIS DOYLE
Professor of Educational Psychology

*Joint Appointment with Emory University, 1968-1969.
CATALOGUE

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.

EMMANUEL U. ENI Assistant Professor of Biology

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

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

LINWOOD D. GRAVES Professor of Education

LUCY CLEMMONS GRIGSBY Associate Professor of English and Chairman of the Department

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

JOHN HALL Assistant Professor of Mathematics
B.S., Clark College, 1955; M.S., Atlanta University, 1959;
MARGARET S. HALL
Unit Field Instructor,
School of Social Work

JUDITH AGNES HARAK*
Instructor of Education
A.B., College of Saint Teresa, 1962; M.S., Saint Mary's College, 1968.

WINFRED HARRIS**
Associate Professor of Biology
B.S., Clark College, 1955; M.S., Atlanta University, 1957; Ph.D., West Virginia University, 1965; Further Study, University of Pennsylvania, 1965-1967. Department of Biology, Clark College.

ROBERT HERMAN HATCH
Professor of Education

JAMES A. HEFNER
Associate Professor of Economics

WILLIAM A. HENDERSON
Lecturer, School of Business Administration

STEPHEN C. HERRMANN***
Professor of Education

ELIZABETH JEAN HIGGINS
Assistant Professor of English

GENEVIEVE T. HILL

Professor of 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

CHARLES E. HUBERT

Associate Professor of Biology
B.S., Savannah State College, 1941; M.S., Atlanta University, 1948; M.A., Atlanta University, 1956; Ph.D., University of Illinois, 1967. Department of Biology, Clark College.

BENJAMIN F. HUDSON, JR.

Professor of French and Chairman of the Department
A.B., Fisk University, 1946; M.A., University of Michigan, 1947; Certificat, L'Institut de Phonétique, Université de Paris, 1952; Certificat, Ecole Supérieure de Préparation et de Perfectionnement des Professeurs de Français à l'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; Further Study, Medical College of Virginia, 1947-1948; Boston University School of Medicine, 1950-1954.

LUCILLE P. JACKSON**

Lecturer, School of Education


ATLANTA UNIVERSITY

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

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

MIRIAM H. JELLINS  Assistant Professor
of Education
B.S., Spelman College, 1947; M.A., Atlanta University,
1961; Certificate for Advanced Study, University of Chi­

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

CRAWFORD W. JOHNSON  Instructor
of French
B.S., Fort Valley State College, 1963; M.A., Atlanta Uni­
versity, 1964; Certificats de lettres, Sorbonne, University
of Paris, 1966; Further Study, l'Institut de Phonetique,
Yale University, Summer, 1967.

THESBA NATALIE JOHNSTON  Professor of Education
B.Ed., Lyndon Teachers College, 1948; M.Ed., University of

BARBARA ANN JONES  Instructor
of Economics
A.B., University of Oklahoma, 1963; A.M., University of

MACK HENRY JONES**  Associate Professor of
Political Science and
Chairman of the Department
A.B., Texas Southern University, 1962; M.A., University of

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.

CASPER LEROY JORDAN  Assistant Professor
of Library Service
A.B., Case Western Reserve University, 1947; M.S. in L.S.,
Atlanta University, 1951.

CATALOGUE

HARLON ERIC JOYE
Assistant Professor of Sociology

MARION HELENA KEELER*
Instructor of Education

JOHN PAYSON KENNEDY**
Lecturer, School of Library Service

ALICE ELTHA KIDDER***
Assistant Professor of Business Administration
A.B., Swarthmore College, 1963; Ph.D., Massachusetts Institute of Technology, 1967.

THEODORE KOPKIN**
Lecturer, School of Library Service

BARBARA JEAN LEBLANC
Assistant Professor of Biology
B.S., Southern University, 1960; M.S., Ohio University, 1963; Further Study, University of Washington, Summer, 1964; Texas A. & M. University, Summer, 1966; Temple University, 1967; North Carolina College at Durham, Summer, 1968.

CARSON LEE****
Associate Professor of Education and Psychology

LUCILLE NAN LIEBERMAN
Instructor of Library Service
A.B., University of Vermont, 1943; M.S. in L.S., Atlanta University, 1968.

RICHARD A. LONG
Professor of English

*Part of the Year.
CLARA S. LOWE  
Instructor of Social Work  
B.R.E., Gammon Theological Seminary, 1940; M.S.W., Atlanta University, 1962.

CLYDE OLIVER McDaniel, JR.  
Lecturer, Department of Sociology  

JOAN FARRIS McTeer  
Assistant Professor of Social Work  
A.B., Spelman College, 1955; M.S.W., Atlanta University, 1957; Further Study, University of Chicago, Summer, 1966.

MERLISSIE R. MIDDLETON  
Associate Professor of Sociology  
B.S., Schuffler College, 1941; A.M., Atlanta University, 1953; Further Study, Boston University, Summers 1956, 1957; Williams College, Summer, 1967. Department of Sociology, Morris Brown College.

ADDIE S. MITCHELL  
Professor of English  

LAWRENCE E. NOBLE, JR.  
Associate Professor of Political Science  

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

LORRAINE G. PARKER  
Assistant Professor of Social Work  
A.B., Dillard University, 1944; M.A., University of Chicago School of Social Service Administration, 1946; Further Study, Atlanta University, 1957; University of Chicago, Summer, 1967.

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

ROSALYN MITCHELL PATTENSON  
Assistant Professor of Biology  
A.B., Spelman College, 1958; M.S., Atlanta University, 1960; Ph.D., Emory University, 1967. Department of Biology, Spelman College.
VERA COOPER PENN  
Assistant Professor of Education

MARGARET FLOYD PERRITT  
Associate Professor of Education

ANNETTE HOAGE PHINAZEE  
Professor 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, 1948; D.S.W., 1963.

NANCY S. PORTERFIELD*  
Instructor of Social Work
A.B., Maryville College, 1962; M.S.W., Atlanta University, 1969.

ROBERT THOMAS PRICE**  
Assistant Professor of Business Administration

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.

FREDERIC MURRAY ROBINSON  
Lecturer, School of Business Administration

CARLTON CHARLES ROCHELL***  
School of Library Service
B.S., Peabody College, 1959; M.S. in L.S., Florida State University, 1961.

FREDERIC BRUCE ROSEN  Assistant Professor of Education

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

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

ELEANOR CALLON ROWE  Assistant Professor of Education

MAURICE CLAYTON SALVANT, JR.  Assistant Professor of Social Work
B.S., Mississippi Southern University, 1956; M.S.W., Florida State University, 1964.

JAMES J. SCHILLER  Instructor of Economics and Acting Chairman of the Department
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 Education
B.S.S., City University of New York, 1938; 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.

JAMES CARROLL SIMMS*  Lecturer, School of Social Work
A.B., University of Maryland, 1956; M.A., 1957; Ph.D., Emory University, 1962.

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.

ALFRED S. SPRIGGS  
**Professor of Chemistry**
A.B., Dillard University, 1942; M.S., Howard University, 1944; Ph.D., Washington University (St. Louis), 1954. Chairman, Department of Chemistry, Clark College.

ENOLA L. STEVENSON  
**Assistant Professor of Biology**
B.S., Southern University, 1960; M.S., University of New Hampshire, 1962; Ph.D., 1968.

EDWARD FORREST SWEAT*  
**Professor of History**
A.B., Allen University, 1933; M.A., Indiana University, 1948; Ph.D., 1957. Chairman, Department of Social Science, Clark College.

CHARLES P. TAUBER  
**Lecturer, School of Social Work**

JOSEPHINE FAWCETT THOMPSON  
**Associate Professor of Library Service**
A.B., West Virginia State College, 1932; A.M., Atlanta University, 1938; B.S. in L.S., Atlanta University School of Library Service, 1944; M.S. in L.S., University of Illinois, 1954.

RUBY LEE THOMPSON  
**Instructor in Reading**

BENJAMIN M. TROOBOFF  
**Associate Professor of Business Administration**

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

ALTHEA J. TRUITT  
Field Work Instructor, School of Social Work  
A.B., North Carolina College at Durham, 1954; M.S.W., University of Iowa, 1956.

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

GLENN A. VERGASON  
Lecturer, School of Education  
B.S., Florida State University, 1953; M.S., 1954; Ed.D., George Peabody College, 1962.

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

HORACE T. WARD  
Lecturer, School of Business Administration  
A.B., Morehouse College, 1949; M.A., Atlanta University, 1950; J.D., Northwestern University School of Law, 1959.

CLINTON WARNER  
Lecturer, School of Social Work  
M.D., Meharry Medical College, 1951; B.S., Morehouse College, 1957.

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  
A.B., Langston University, 1941; M.S.W., Atlanta University School of Social Work, 1947.

ROBERT W. WAYMER***  
Instructor of Social Work  
A.B., Morris Brown College, 1961; M.S.W., Atlanta University, 1968.

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

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

MARYMAL B. WILLIAMS** Instructor of Social Work  
A.B., Spelman College, 1949; M.S.W., Atlanta University, 1951; Further Study, Case Western Reserve University, 1963.

ROBERT VIRGIL WILLIAMS Lecturer, School of Library Service  

SAMUEL W. WILLIAMS*** Professor of Philosophy  

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

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 Associate Professor of Social Work  

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

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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.
1937-1967 PRESIDENCY OF RUFUS E. CLEMENT.
1967-1968 INTERIM ADMINISTRATIVE COMMITTEE.
1968-1968 ACTING PRESIDENCY OF THOMAS D. JARRETT
1968 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. In cooperation with the colleges, it 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 offers courses for graduate students, only, in biology, chemistry, economics and business admin-
istration, 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. . . .” 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 School of Arts and Sciences. There is also an air-conditioned auditorium with seating capacity of approximately 300 for audiovisual 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.
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 227,906 bound volumes, of which 27,200 are periodicals. Current periodicals received, numbering 1,057, 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 Chrattendon 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 class-
rooms 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 Wood-
ruff, 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 indi-
vidual cubicles for students and faculty who may require
private access to the closed collections. Located in the base-
ment are: the Curriculum Materials Center, an art gallery,
housing the Atlanta University Permanent Art Collection, a
library staff room, storage and delivery rooms, and lavo-
tories.

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 curricu-
lum materials, useful to persons interested in teacher edu-
cation, are also in the collection.

All of these materials and facilities, both on graduate and
undergraduate levels, are made available through the serv-
ices 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 rela-
tionship 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 OGLETORPE 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

The new School of Business Administration building, which is yet to be named, is a modern two-story plus basement, brick, fireproof structure. It was occupied in January, 1969. Located on the east side of the campus, bordering Chestnut Street and facing the Library Quadrangle, the building has enhanced greatly the program of the School of Business Administration. It has its own library and reading room with carrels for individual study and research, and, in addition to classrooms and faculty offices, provides space for a Computer Center.

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.
ATLANTA UNIVERSITY

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. Whitney of the Atlanta University School of Education and published by Atlanta University, a series of three stories taken from Negro life entitled "Negro Folk Tales," "African Folk Lore," and "Ten Stories of Slave Adventure."

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

A Centennial History of Atlanta University, written by Clarence A. Bacote, was published by the Princeton University Press for Atlanta University in June, 1969.
CATALOGUE

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.

THE FULLER E. CALLAWAY
CHAIR OF CHEMISTRY

It was announced in September, 1968, by Fuller E. Callaway of LaGrange, Georgia, that the Callaway Foundation was making the largest private contribution ever given to education in Georgia by establishing a $10,000,000 trust fund that provided senior Georgia colleges and universities with a means of retaining and adding faculty members. Atlanta University, together with the undergraduate colleges in the Center, was included in the list of recipients, and a professorial chair has been established at the University which will be known as the Fuller E. Callaway Chair of Chemistry, thereby providing a supplement to a professor who occupies the chair.
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

Minnie Wilform Anderson ..................... Secretary

Dorothy Louise Foster ..................... Secretary
Rosemary Graham ..................... Resources and Information Specialist
B.S., Knoxville College, 1965; M.B.A., Atlanta University, 1967.

Donald Edwin Jefferson .......... Neighborhood Coordinator
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.

NIRANJAN D. SAMPAT ......................... Accountant
B.C., University of Bombay, 1966; Further Study, Atlanta University, 1968-1969.

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 cooperating 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* ....................... Executive Director

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

*Part of the Year.
LOUISE YELVERTON GEORGE ............ AAAs Coordinator
B.S., Tuskegee Institute, 1949; M.A., Atlanta University, 1968.

ARTHUR D. JOHNSON ....................... Fiscal Officer

ELIZABETH MARIE PERRY .................. Research Assistant
B.S., Tuskegee Institute, 1964.

GERALDINE WALLER ....................... Secretary

CHRISTINE WHITE ....................... Senior Stenographer

ATLANTA UNIVERSITY
COUNSELOR EDUCATION PROGRAM

The University sponsors a training program for counselor educators leading to teacher certification and/or the master of arts degree. Participating in this program are the following public school principals and counselors:

PUBLIC SCHOOL, PRINCIPALS AND SUPERVISING COUNSELORS PARTICIPATING IN THE ATLANTA UNIVERSITY COUNSELOR EDUCATION PROGRAM 1968-69

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

JOSEPH E. BROWN HIGH SCHOOL
Mr. E. A. Mathis .......................... Principal
Mrs. Patricia Griffin ..................... Counselor

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

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

SAMMY E. COAN SCHOOL
Mr. Ralph A. Long ....................... Principal
Mr. Willie Dancey ....................... Counselor
Mrs. Nancy Young ....................... Counselor
CATALOGUE

FREDERICK A. DOUGLASS HIGH SCHOOL
Mr. Lester W. Butts .................................... Principal
Mrs. Elizabeth Bolden .................................. Counselor

WEST FULTON HIGH SCHOOL
Mr. James J. Krivich .................................. Principal
Mrs. G. T. Hoffman .................................... Counselor

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

M. AGNES JONES ELEMENTARY SCHOOL
Mrs. E. M. Estes .................................... Principal
Mrs. Margaret H. Penn ................................ Counselor

J. C. MURPHY HIGH SCHOOL
Mr. William A. Russell ................................ Principal
Mrs. Johnnie Rainey .................................. Counselor
Mr. Carl H. Strickland ................................ Counselor

D. C. O'KEEFE HIGH SCHOOL
Mr. Frank B. Jernigan ................................ Principal
Mrs. Ann A. Blackstone ................................ Counselor
Mr. B. Sidney Bonner .................................. Counselor

W. L. PARKS JUNIOR HIGH SCHOOL
Mr. James L. Anderson ................................ Principal
Mr. Everett Barksdale, Jr. ................................ Counselor

LUTHER JUDSON PRICE HIGH SCHOOL
Mr. Raymonde B. Odum ................................ Principal
Mrs. Eula J. Cohen .................................... Counselor
Mrs. Arthur L. Cooke .................................. Counselor

FRANKLIN D. ROOSEVELT HIGH SCHOOL
Mr. Neil Ferguson .................................... Principal
Mr. Lamar Hamric .................................... Counselor
Miss Marion Houston .................................. Counselor

THOMAS H. SLATER ELEMENTARY SCHOOL
Mr. Andrew Lewis .................................... Principal
Mrs. Helen Carroll .................................... Counselor

SMITH HIGH SCHOOL
Mr. Bennie E. Davis .................................. Principal
Mrs. Frances Pinkston ................................ Counselor
SOUTHWEST HIGH SCHOOL

Mr. Claude C. Wills ................................ Principal
Miss Dorothy Brazeale ............................... Counselor
Mrs. Elizabeth M. Seigler ............................ Counselor

D. M. THERRELL HIGH SCHOOL

Mr. Lloyd H. Kimmel ................................ Principal
Mrs. Evangeline Winkfield .......................... Counselor

HENRY McNEAL TURNER HIGH SCHOOL

Mr. Daniel F. Davis ................................ Principal
Mr. Israel Taylor .................................... Counselor
Mrs. Birdie G. Tyler ................................ Counselor

BOOKER T. WASHINGTON HIGH SCHOOL

Mr. Alvin Dawson .................................... Principal
Miss Doris L. Andrews .............................. Counselor
Mr. Claude George .................................. Counselor
Mrs. Mary Griggs ................................... Counselor

CLAYTON COUNTY SCHOOL
LAKE HARBIN ELEMENTARY SCHOOL

Mr. William M. McGarrah ............................ Principal
Mrs. Aileen Warren ................................. 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.
CATALOGUE

OFFICERS AND PERSONNEL OF THE MULTI-PURPOSE TRAINING CENTER

ALONZO KENNETH ALSTON .................... Fiscal Officer

CLARENCE ST. ARNAUD ..................... Training Specialist (ICAP)

EUGENE BOWENS ............................. Training Officer

ARTIE C. BROWN ............................. Training Officer

KARRIE P. DALTON ......................... Secretary

GEORGIA ANN DILL ......................... Stenographer

OMIE LEE DLXON ....................... Senior Training Officer
B.A., Morris Brown College, 1960; M.S.W., Atlanta University, 1962.

ROBERT E. DOYLE* .................. Assistant Director for Short-Term Training
B.S., Canisius College, 1951; Further Study, University of Delaware, 1945; University of Southern Mississippi, 1962-1964.

SANDRA E. EGLAND ......................... Training Officer

PAULETTE FAIRBANKS ..................... Training Officer

J. FORBES FARMER ......................... Training Officer

JOSEPHINE FRANCES FRIED ............... Assistant Material Aids Developer
Baccalaureate, Gymnase, Lausanne, Switzerland, 1940; B.A., Queens College, 1942.

SADIE B. GAINES ......................... Material Aids Developer
B.S., Howard University, 1945; M.A., Atlanta University, 1962.

DOROTHY M. GATES ....................... Secretary

*Part of the Year.
ATLANTA UNIVERSITY

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.

SHEILA VAUGHN GORMAN .................................. Stenographer

EDWARD E. GRANT .................................. Trainee

LILLIE MURPHY HARPER .................................. Stenographer

SISTER MARY ROSARIA HUGHES ....................... Senior Training Officer
B.A., St. Bonaventure University, 1946.

HELMON JOHNSON* .................................. Training Officer
B.A., Jackson State College.

RUTH H. JORDAN .................................. Secretary

MARY REGINA LAING* .................................. Training Officer
B.S., University of Virginia, 1964; Further Study, Emory University.

LARRY CRAIG LINKER .................................. Training Officer

ANN LAUREN MCCLANAHAN .................................. Training Officer
A.B., University of Georgia, 1967.

ROSIE B. McCoy .................................. Secretary

PATRICIA Y. McGROR .................................. Secretary
A.B., University of South Carolina, 1965.

JAMES RUSSELL MCKAY ....................... Senior Training Officer

R. EUGENE MELTON* .................................. Assistant Material Aids Developer

CAROLYN M. MONTFORD .................................. Stenographer

LOUISE S. MORGAN .................................. Trainee

ROSILYN PELLER* .................................. Training Officer

MARIE C. RATAGICK* .................................. Trainee

EDWARD A. TAYLOR ....................... Senior Training Officer
LL.B., Blackstone College of Law, 1951.

DEBORAH LYONS THOMPSON .................................. Stenographer

*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, 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 Founda-
tion, $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 Merill 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.
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 1969-1970. 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 or the summer session. 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 Business Office, 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.

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 $1,600.00 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.
CATALOGUE

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 must have the approval of his dean and will be charged an additional tuition fee of fifty-six dollars for each hour in excess of fifteen. Any student carrying less than nine semester hours will be charged as indicated in following itemized listing of Tuition and Fees.
ATLANTA UNIVERSITY

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 ........................................ $1,000.00
Fees for single courses—totaling fewer than 9 credit hours per semester—per credit hour for one semester ........................................ 56.00
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)
   Single room—per semester ........................................ $200.00 $400.00
   Double room—per semester ........................................ 165.00 330.00
Tuition and fees, including laboratory fees, are due and payable at the beginning of each semester.
Room will be charged by the semester and is due to be paid at time of registration.
In exceptional cases, the Business Officer 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 20, 1969 to January 5, 1970. 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.

* 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 the Business Office, Atlanta University, 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 .............................................. $1,000.00
Room .................................................. $330.00- 400.00
Fees (Matriculation, Health Service, Activities) .. 33.00
Laundry, pressing and incidentals .................. 75.00
Textbooks and supplies ................................. 75.00

Total .............................................................. $1,583.00

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 consi-
erable 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. A complete physical examination is required before admission to the University. Examinations and advice will be given when necessary to maintain the health of the students.

A medical fee of $5.00 which is payable each year at registration, is automatically charged to each student registered in the University. The University offers the students the following benefits and medical services: (1) consultation, examination and treatment by the physician at the Infirmary, (2) two days care in the College Infirmary per semester with consultation by the physician, nursing care and general medication. Students will be charged for board while in the Infirmary. Non-boarding students will be charged for room and board at a minimum cost, (3) first aid treatment will be available to the students at any time.

The medical fee does not provide for home visits by the Infirmary staff, surgery, outside infirmary care, or the service of a dentist or other medical specialist.

The University provides, in addition, a hospitalization insurance for sickness and accident which is available to all students, but mandatory for all dormitory students and all students from foreign countries. The cost of this is $6.50 per semester, or $13.00 for the academic year and $4.50 for the summer session. Complete details on the student accident
and sickness insurance coverage are printed in a brochure which you may obtain from the Dean of Students’ Office, Room 205, Harkness Hall.

The Student Mental Health Clinic of the Atlanta University Center is available to all students registered for courses in the Center, including those attending summer school.

The clinic offers help with personal problems which may be causing concern to students. It is located in the Morehouse Infirmary Building, between Archer and Graves Halls on Fair Street, and is open Monday through Friday. Appointments may be made in person or by calling 577-2345 between 9:00 a.m. and 5:00 p.m.

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 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 Financial Aids Officer of Atlanta University in order to make application for a loan under Title II of Public Law 85-864.

STATEMENT OF STUDENT RIGHTS AND FREEDOMS

The institutions of the Atlanta University Center endorse academic freedom—freedom to teach and freedom to learn; freedom to think, freedom to speak, freedom to write, and freedom to publish. These institutions also endorse our citizenship freedoms including freedom of peaceful assembly, freedom of the press, and freedom to petition for redress of grievances.

The institutions of the Atlanta University Center seek constructive changes and will work with faculties and student government associations in order to make necessary revisions in the programs and procedures of our schools. They respect the right of students to criticize, dissent, and protest.

But academic freedom is not academic license. Therefore, in the interest of insuring the education which teachers are here to give and which students are here to receive, the Atlanta University Center institutions will tolerate the use of neither physical force nor physical obstruction which infringes upon the freedom of others, denies the opportunity for teachers to teach and for students to learn, and interferes with the right of speakers to speak and listeners to listen. These institutions maintain that the rights and freedoms of students do not include the right to hamper and restrain the movements of others; to interfere with school operations including the conduct of classes and the performance of office work; to obstruct movement into, through, and out of school buildings; to disrupt school operations; to seize and occupy school buildings; and to injure persons or to damage or destroy property.

The Atlanta University Center institutions affirm that there is no place in our schools—dedicated, as they are, to support the basic principle that free inquiry and free expression are fundamental and indispensable rights which should be enjoyed by all members of the academic community—for dissent which expresses itself through the use of physical force and/or physical obstruction. Therefore, students who use physical force and/or physical obstruction in an attempt to force their wills upon others will be held fully responsible; and discipline for such action will be prompt and sufficient to the cause.
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 arrangement 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 fundamentals1 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.

It should be clearly understood that the required examinations must have been PASSED prior to the date in the

1Students working toward the master’s degree must take the examination in English fundamentals during the first semester or summer of residence.
University Calendar for filing for candidacy during any semester or summer session.

In order to become a candidate for a degree during any semester, including the summer, application for admission to candidacy must have been received by the end of the third week of the semester or summer session in which the requirements will be completed. The Registrar will certify all candidates to their respective schools. 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.
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 are open to undergraduate students of senior rank. Courses numbered in the 500 series are primarily intended for graduate students; however, with the consent of the instructor, senior undergraduate students may be admitted. All courses numbered 600 and above are open to graduate students only.

**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 Zoological Problems. Individual work dealing with advanced phases of zoology not taken up in regular courses. Prerequisite: conferences and two three-hour laboratory periods each week. Approval of instructor. 3 credits.

473. Insect Biology. A course dealing with the morphology, 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 be discussed. General effects of hormones and metabolism will also be included. Prerequisites: organic chemistry, physics. 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 of laboratory per week. (Offered at Clark College).

490. **Chemistry of Living Systems.** A comprehensive study of the nature, synthesis, and utilization of carbohydrates, lipids, proteins, and enzymes involved in the varied metabolic processes occurring in living systems. Two one-hour lectures and two two-hour laboratory periods per week. Prerequisite: organic chemistry. 4 credits.

498-499. **Institute Seminar.** A seminar for participants in the Academic Year Institute. This seminar provides an opportunity for participants to engage in a common discussion of problems encountered in science teaching at the secondary level, and acquaints participants with new curricular trends and current modifications of new teaching programs in biology. 1 credit.

500. **Modern Topics in Botany** (formerly 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.

501. **Topics in Modern Biology.** A lecture-discussion course on topics in cell structure, development, genetics, evolutionary theory and ecology. (Available to students in science education programs only.) 3 credits.
502. MODERN TOPICS IN ZOOLOGY (formerly 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. MODERN TOPICS IN MICROBIOLOGY (Formerly 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.

517. ADVANCED MICROBIOLOGY. A lecture-laboratory course that involves a general survey of microbial organisms, with emphasis on genetic load, gene expression, evolution, mutations and their biochemical consequences on DNA replication, RNA transcription, and protein synthesis. The laboratory will involve the isolation of bacterial mutants, genetic and nutritional screening of biochemical lesions, culture techniques, and general growth studies. Two one-hour lectures and two two-hour laboratories per week. 4 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. 1/2 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 1968-69 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. Prerequisite: 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. Prerequisite: organic chemistry. 4 credits.

601. **Cytology.** The general objectives of the course are to introduce the student to some of the aspects of cellular structure and function as revealed by some of the methods used to ap-
proach 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. Alternate year course. 4 credits.

630. **Analysis of Development I (formerly Morphogenesis).** The objective of this course will be to present a synthesis of information relating to problems of development in the broadest sense: embryonic, postembryonic, growth, regeneration, and tissue repair, of both plants and animals. Two lectures and one four-hour laboratory period. 4 credits.

631. **Analysis of Development II.** A continuation of 630. 4 credits.

633. **Neuroembryology.** A lecture course dealing with the origin and development of the nervous system in the prechordates and chordates. The role played by induction in the formation of the neural plate; the pattern of differentiation of the various centers and ganglia; the influence of the peripheral field, and theories concerning the out-growth of fibers will be emphasized. Two lectures and one discussion period each week. 3 credits.

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

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

655. **Comparative Animal Physiology.** A course designed to show the diverse ways by which various animals are able to cope with
different environments in maintaining their functional integrity. Two lectures and two two-hour laboratory periods a week. Prerequisites: Biology 475 or 476. 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. Prerequisites: Biology 475 or 476. 4 credits.

660. MICROBIAL BIOCHEMISTRY. A lecture course dealing with a comprehensive study of the chemical structure of DNA, mRNA, tRNA, and rRNA, along with a study of the mechanisms of duplication or replication of DNA, synthesis of RNA and the synthesis of proteins in relation to the capacity of cells to effect cell division. Prerequisites: Biology 490, or equivalent, and Biology 517. 3 credits.

662. BIOCHEMISTRY OF ENZYMES. A study of the structure, action and specificity of enzyme proteins, along with a complete study of how the regulatory processes of repression, induction and allosteric inhibition of enzyme synthesis and activity are integrated in the maintenance of cellular energy and economy of carbon. The laboratory will involve a study of rates, activity, specificity and synthesis of enzymes as well as general studies on the structural components of enzyme protein molecules. Two one-hour lectures and two two-hour laboratories a week. Prerequisite: biochemistry. 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 490 and 575, or approval of the instructor. Two lectures and two 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. Prerequisite: Biology 575. 4 credits.

673. GROWTH AND METABOLISM IN PLANTS. A lecture course dealing with the most recent development in biochemical and physiological 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. 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. Cellu-
lar respiration, determinations of membrane potentials and other bioelectrical phenomena, colorimetry and spectrophotometry, computer programming, and instrumentation are included.

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<th>Course</th>
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<tr>
<td>671-672. Research Problems in Entomology</td>
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<td>675-676. Research Problems in Ecology</td>
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<td>677-678. Research Problems in Microbiology</td>
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<td>679-680. Research Problems in Parasitology</td>
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<td>683-684. Research Problems in Plant Systematics</td>
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<td>685-686. Research Problems in Developmental Botany</td>
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<td>687-688. Research Problems in Plant Physiology</td>
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<td>689-690. Research Problems in Cryptogamic Botany</td>
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<td>691-692. Research Problems in Cell Biology</td>
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<td>693-694. Research Problems in Animal Physiology</td>
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<td>695-696. Research Problems in Animal Morphogenesis</td>
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<td>697-698. Research Problems in Cell Ultrastructure</td>
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**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 chemistry. 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. 6 credits.

505. Chemical Thermodynamics. Fundamental principles of thermodynamics and their applications to the interpretation of chemical phenomena. 3 credits.

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. 3 credits.
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. 4 credits.

508. **INTRODUCTORY QUANTUM MECHANICS.** An introduction to the concepts and general principles of wave mechanics. A rigorous mathematical discussion of the hydrogen atom and harmonic oscillator. An introduction to matrix mechanics, angular momentum operators. Applications to small molecules. Variational and perturbation techniques. 3 credits.

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. 3 credits.

510. **MOLECULAR STRUCTURE.** The quantum mechanics of energy levels, group theory with application to Huckel theory and hybrid orbitals, electric and magnetic properties of molecules including dipole moments, refractive index, Raman effect, magnetic susceptibility. 3 credits.

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. 4 credits.

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 ORGANOMETALLIC 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.

ECONOMICS

For admission to the Department of Economics, a student should have completed a minimum of twenty-four semester hours in undergraduate economics and related fields. Students who do not meet this requirement may be admitted conditionally.

To complete the requirements 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. Econ. 602 Economic Analysis, either Econ. 502-503 Economic Doctrines or Econ. 470 Economic History, Econ. 505 National Income and Monetary Policy, Econ. 512 and Statistics.

400. PUBLIC FINANCE AND FISCAL POLICY. This is a study of the nature and economic effects of government expenditures. Attention
is also given to the federal budget process, the national debt and fiscal policy. 3 credits.

403. ECONOMICS OF TAXATION. This is a study of the structure and economic effects of the major forms of taxation in the United States including the personal and corporate income taxes, the sales tax, and the property tax. 3 credits.

470. ECONOMIC HISTORY OF EUROPE. Examination of the different modes of production that have existed in Europe historically. Particular emphasis is placed upon the growth of capitalist production and the conditions that enabled it to take place. 3 credits.

480. LABOR ECONOMICS AND INDUSTRIAL RELATIONS. The first part of the course treats the labor movement in the U.S.; rise of trade unionism, structure and objectives of unions, role of minority groups in the labor movement, statistical analysis of the labor market, regulatory activities of the government in the labor market; legal, political, and social aspects of collective bargaining. The second part of the course is concerned with the economics of income and employment and through the case method treats the wage and non-wage aspects of collective bargaining. 3 credits.

489. RELATIONS OF GOVERNMENT AND BUSINESS. This course is a study of the relationship between government and the corporate structure. It is also concerned with the effect of gigantic corporate enterprises on prices and the allocation of resources in the American economic system. 3 credits.

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

502-503. ECONOMIC DOCTRINES. An analysis of the philosophical assumptions of various schools of economic thought including ancient Greece, feudalistic, mercantilistic, classical, socialistic, subjectivistic, neo-classical, and Keynesian. 3 credits each semester.

505. NATIONAL INCOME AND MONETARY POLICY. This course is given in three parts: (1) National Income Theory and Analysis, (2) National Income Accounting and (3) Monetary Policy appropriate for a minimum rate of increase of net investment. 3 credits.

509. ECONOMIC DEVELOPMENT. Economic development is defined in terms of investment, production and distribution. The history of economic growth in selected countries is studied. Policy of development and processes of development are the main parts of
512. STATISTICS. The logic, reasoning and methods used in economic research are the main contents. Course 492 is normally a prerequisite, but may be taken at the same time. 3 credits.

602. ECONOMIC 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. Prerequisites: Course 492 or 512, or both. 3 credits.

ENGLISH

The Department of English grants unconditional admission to graduates of fully accredited four-year colleges who have completed twenty-four semester hours of undergraduate English above the sophomore level with an average of B or better. Applicants for admission with less than twenty-four 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 English-Reading program in which students pursue courses in English and American literature and language on the one hand and in reading on the other, and, in addition, serve an apprenticeship in reading in one of the Center colleges; (3) the English-Education program in which students pursue a major in English and American literature and a minor in language and methods and materials of language arts instruction at the secondary school level.

The following are requirements in all three programs: English 405 or 495, and 545; a written comprehensive examination, and a thesis. In addition, all students must complete a minimum of thirty semester hours with an average of B and spend at least one year in residence.

Requirements in the conventional Master's program include, in addition, the following: either English 522, 544, 561 or 562, and 685.

The English-Reading program is administered jointly by the department and the School of Education. In addition to those listed above, departmental requirements for this purpose include: English 400 and 477-478. School of Education requirements are listed below.

Requirements in the English-Education program, in addition to
The department, in cooperation with the School of Education, offers courses leading to the Master of Arts degree and the T-5 and T-6 Certificates in English. Specific description of these programs may be found in the section of the catalogue devoted to the School of Education.

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

405. MODERN ENGLISH GRAMMAR. An introduction to modern descriptive linguistics and to the principles of generative grammar. 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, Rossetti, 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 is 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 Puritan 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.

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.

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.

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 is given to the artistic aspects of the drama 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. A study of the non-dramatic literature of the latter half of the eighteenth century. 3 credits second semester.

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, speaking, and listening. Course offers teachers the opportunity of working on their specific problems. Conducted in the summer for in-service school personnel only. 6 hours.

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.


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, exclusive of the novel. 3 credits.

590. Seminar in African-American Literature. Varying topics in writings by and about persons of African descent in the New World are investigated. 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.

PROGRAM FOR GRADUATE ASSISTANTS IN THE AREA OF READING

Requirements for Students Pursuing the Master of Arts Degree in English*

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

The courses in reading are:

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

*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.

431. THE LITERATURE OF NEGRITUDE. A study of the French writings of African and Caribbean authors. 3 credits.

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.
453. FRENCH LITERATURE 1800-1850. A study of the origins, development and triumph of the romantic movement in France. Special attention will be given to the literary theories and manifestos which contributed to and influenced the literary production of this period. 3 credits.

454. FRENCH PROSE 1850-1900. A study of the prose literature, 1850-1900. Special attention will be given to the influence of science on literary production and literary criticism, and also to the literary reactions to the influence of positivism and naturalism. 3 credits.

455. ROMANTIC POETRY AND DRAMA. A detailed study of the poets and dramatists of the first half of the nineteenth century. 3 credits.

456. FRENCH POETRY AND DRAMA, 1850-1900. A detailed study of the poets and dramatists of the second half of the nineteenth 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.

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

501. OLD FRENCH LANGUAGE AND LITERATURE. An intensive study of the development of the old French language and literature in the various literary genres from the Serments de Strasbourg to François Villon and the Grands Chroniqueurs of the fifteenth century. 3 credits.

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

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 pro-
ceed 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.

**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.
CATALOGUE

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.

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 sev-
eral 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.


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


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.

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. Prerequisite: Advanced Calculus or equivalent.

521. Real Variables II. Measurable and non-measurable sets, measurable functions. Legesgue integral, Legesgue-Stieltje's integral; the relation between the Legesgue and the Riemann integral. Function spaces. Prerequisite: Foundations of Modern Analysis or equivalent.

513-514. Complex Variables. Complex numbers, analytic functions.

515. BOUNDARY VALUE PROBLEMS AND POTENTIAL THEORY. Study of advanced level ordinary and partial differential equations. Applications to potential theory, forced oscillations, electrical circuit theory, electromagnetic inductions, elasticity, heat conductivity, fluid mechanics and other related subjects of physical sciences.


3 credits.


3 credits.


3 credits.

601-602. MATHEMATICAL LOGIC. Classical calculi of propositions and classes together with their principal applications. Tracing of the main lines of Whitehead and Russell's derivation of classical analysis from logic, emphasizing the marked resemblance between its intermediate stages and various developments in modern algebra.

An account of the general theory of logical and mathematical systems, according central places to the theorems of Goedel on incompleteness and the axiom of choice, and to the theory of constructive decidability.

6 credits.

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


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.


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 plato nics discussion; and the course is highlighted by a minute mathematics convention, and extensive study of the latest reports of SMSG, CUP, and other similar related organizations. 2 credits.
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 student is required.

Students whose records suggest that they are capable of successfully pursuing the M.A. degree in political science may be admitted to the Department. In general, an applicant should have earned twenty-four (24) semester hours in Political Science and related areas in his undergraduate college.

The political science curriculum is structured to give adequate attention to the problems of Black people in the American political system. Two courses, 452 and 453, deal exclusively with the Black political experience. The remaining courses, wherever appropriate, incorporate the Black experience.

440. 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.

450. AMERICAN CONSTITUTIONAL DEVELOPMENT. A study of American experience in the field of constitutional interpretation; judicial review of legislation; separation and delegation of powers; powers of the President; limitations on the powers of government; separation and delegation of powers and the functioning of the judicial process. 3 credits.

451. 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.

452. THE CONSTITUTION AND RACISM IN THE UNITED STATES. A study of the efforts of Black Americans to achieve equal status in the American political system, using the decisions of the United States courts, and including an analysis of the Federal judicial process. 3 credits.
453. **Blacks and the American Political System.** The course is designed to describe the position occupied by Blacks in the American system by making use of functional analysis and whole systems theory. Special attention is given to the political socialization and recruitment of Blacks in the American system and the impact of Blacks on the policy output of governments, national, state, and local. 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. 3 credits.

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. 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.

593. 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.

594. METHODOLOGY AND RESEARCH. An inquiry into the concepts and methods of social science in general and of political science in particular; the philosophy of science; presuppositions, aims, history of procedures and methods; research techniques, sources, bibliography, and the presentation and publication of investigative results. Required of all majors. 3 credits.

595. 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.
SOCIOLOGY AND ANTHROPOLOGY

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

The departmental objectives are fourfold:

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

To prepare for research in the field.

To provide training for academic positions.

To provide training for research positions.

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

The passing of an English Fundamentals examination.

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

Residence for at least one academic year.

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

The passing of a comprehensive written examination.

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

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

THEORY

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

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

607. SEMINAR IN SOCIOLOGICAL AND ANTHROPOLOGICAL THEORY. A critical examination of the major controversial issues in contemporary American sociological and anthropological theory and methods. 3 credits either semester.
647-648. **Seminar in Sociology.** Required of all graduate students in sociology. No credit.

### Social Research

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

545. **Methods in Social Research.** Steps in the research process: the problem of research design; the methods of data collection, analysis, interpretation, and presentation; the relation of theory to research. 3 credits first semester.

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

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

649. **Seminars: Methods in Intergroup Relations.** Evaluation of racial theories and concepts; the methods of study and interpretation of intergroup relations. 2 credits either semester.

### Social Psychology

510. **Advanced Social Psychology.** (Identical with Education 510). A critical review of the theories of personality and attitudes and methods of studying the individual in society. 3 credits first semester.

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

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

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

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

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

POPULATION AND HUMAN ECOLOGY

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

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

ANTHROPOLOGY

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

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

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

509. CULTURE AND PERSONALITY. Cross cultural description and analysis of cultural-social institutions and personality. 3 credits either semester.

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

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

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

573. PEOPLES OF AFRICA. A survey of the societies and cultures of African peoples primarily as they functioned prior to the establishment of European control in the continent. The impact of European culture upon African ways of life will be examined in terms of problems of change and development. 3 credits second semester.

574. RELIGION AND ART OF PRELITERATE PEOPLES. A course presenting the religious beliefs and practices of societies other than our own, with special emphasis on the secular theories of religion. 3 credits first semester.

SOCIAL ORGANIZATION

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

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 uti-
lization, 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. 3 credits second semester.

Social Sciences

The Social Sciences program is organized to coordinate graduate course offerings in economics, history, political science, and sociology and anthropology. The program is especially designed to prepare persons for a variety of professional roles through comprehensive and integrated experiences in social study and empirical research. As such, the program attempts to relate (1) theories and propositions about man in his social milieu, (2) the nature of competing ideologies and values and (3) the application of social science knowledge to social policy.

Students who look forward to careers in such fields as high school and junior college teaching, labor and industrial relations, journalism, community organization and social planning, the ministry, and civil service will find the program to be especially appropriate. However, complete preparation for these fields requires additional
specialized study. A student entering Social Sciences may pursue a program leading to the Master of Arts degree with a major in social science.

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

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

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

2. The passing of the English Fundamentals examination.

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

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

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

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

7. The acceptance of a thesis.

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

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

3 credits first semester.

534. **Social Studies in Secondary School** (Identical with Education 534). This course will deal with the functions of social studies in secondary education and with the selection and use of appropriate instructional materials.

3 credits second semester.
620. **The Essentials of Geography** (Identical with Education 620). The experiences in this course are primarily concerned with the study of human beings and their economic activities in a real environmental setting: a study of terrestrial unities. 3 credits.

621. **The Geography of Africa** (Identical with Education 621). 3 credits.

637-638. **Seminar in the Foundations of Social Science.** Basic seminar course required of all students majoring in social science and the several related departments of the Division. Special emphasis upon the history and the philosophy of science in general and the social sciences in particular and the interrelatedness of knowledge of several separate disciplines of the social sciences. 0 to 6 hours of credit.
Social work as a profession, operating primarily within the social welfare field, is concerned with helping man achieve greater social adequacy. Social adequacy is manifested through role performance, and social work utilizes its knowledge and skills to help people fulfill these roles.

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

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

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

Atlanta University School of Social Work is one of five schools that make up Atlanta University, a privately endowed institution. It was organized in 1920 as an independent professional school, and became affiliated with the University in 1947.

The School of Social Work offers a two-year graduate program of study, accredited by the Council on Social Work
Education, leading to the degree of Master of Social Work. It is open to all qualified persons regardless of race, color, or creed.

The objectives of the school are:

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

**EDUCATIONAL PROGRAM**

The educational program of the school is structured both to prepare qualified persons for the practice of social work and to provide a base for their further professional development. The curriculum through both classroom and field work instruction provides opportunity for students to acquire the knowledge, attitudes, and skills essential for beginning competence as social workers. Three content areas (Human Behavior and the Social Environment, Social Welfare Policy and Services, and Methods of Social Work Practice) serve as the base for instruction. As part of his educational program the student selects, in consultation with the School, the direct service method of case work, group work, or community organization for concentration of his learning in class and field. Opportunity is provided, however, for him to acquire some knowledge of methods other than the one in which he is concentrating.

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

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

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

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

**PROGRAM OF STUDY**

**FIRST UNIT**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Case Work</th>
<th>Group Work</th>
<th>Community Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>600</td>
<td>Human Behavior and the Social Environment I</td>
<td>3</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>
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<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>585</td>
<td>Social Research I</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>500</td>
<td>Social Case Work I</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>550</td>
<td>Social Group Work I</td>
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<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>576</td>
<td>Community Organization I</td>
<td>2</td>
<td>X</td>
<td></td>
<td>X</td>
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<td>593</td>
<td>Field Instruction I</td>
<td>4</td>
<td>X</td>
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Total Credit Hours 13
### SECOND UNIT

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<tr>
<th>Course Number</th>
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<tr>
<td>601</td>
<td>Human Behavior and the Social Environment II</td>
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<tr>
<td>701</td>
<td>Social Welfare Policy and Services II</td>
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<td>X</td>
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<td>586</td>
<td>Social Research II</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>501</td>
<td>Social Case Work II</td>
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<tr>
<td></td>
<td>) or</td>
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<td></td>
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<tr>
<td>551</td>
<td>Social Group Work II</td>
<td>2)</td>
<td></td>
<td>X</td>
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<td></td>
<td>) or</td>
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<td></td>
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<td></td>
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<tr>
<td>577</td>
<td>Community Organization II</td>
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<td>X</td>
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<td>579</td>
<td>Social Work Administration</td>
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<td>594</td>
<td>Field Instruction II</td>
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### THIRD UNIT

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<th>Course Number</th>
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<th>Credit Hours</th>
<th>Case Work</th>
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<tbody>
<tr>
<td>602</td>
<td>Human Behavior and the Social Environment III</td>
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<tr>
<td></td>
<td>Elective</td>
<td>2)</td>
<td>X</td>
<td>X</td>
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<tr>
<td></td>
<td>) or</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>702</td>
<td>Social Welfare Policy and Services III</td>
<td>2)</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td></td>
<td>) or</td>
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<td></td>
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<tr>
<td></td>
<td>Electives</td>
<td>3)</td>
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<td>X</td>
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<tr>
<td>587</td>
<td>Research Seminar</td>
<td>N.C.</td>
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<td>502</td>
<td>Social Case Work III</td>
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<td></td>
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<tr>
<td>555</td>
<td>Social Group Work III</td>
<td>2</td>
<td></td>
<td>X</td>
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<tr>
<td></td>
<td>) or</td>
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<td></td>
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<tr>
<td>578</td>
<td>Community Organization III</td>
<td>2</td>
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<td>Social Statistics</td>
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<td>(see course description)</td>
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### Third Unit (Cont.)

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<tr>
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<tr>
<td>503</td>
<td>Introduction to Social Case Work</td>
<td>1)</td>
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<tr>
<td></td>
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<td>X or X</td>
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<tr>
<td>556</td>
<td>Introduction to Social Group Work</td>
<td>1)</td>
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<td></td>
<td></td>
<td>X</td>
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<tr>
<td>580</td>
<td>Introduction to Community Organization</td>
<td>1)</td>
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<td></td>
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Total Credit Hours 7, 8, or 9

### Fourth Unit

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<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Case Work</th>
<th>Group Work</th>
<th>Community Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>595</td>
<td>Field Instruction</td>
<td>12</td>
<td>X</td>
<td>X</td>
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</tr>
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<td>588</td>
<td>Thesis</td>
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Total Credit Hours 18

### Fifth Unit

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<th>Title</th>
<th>Credit Hours</th>
<th>Case Work</th>
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<th>Community Organization</th>
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</thead>
<tbody>
<tr>
<td>588</td>
<td>Thesis</td>
<td>6*</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>603</td>
<td>Human Behavior and the Social Environment IV</td>
<td>2)</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td></td>
<td>Electives</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>607</td>
<td>Cultural Differences and Individual Growth</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>2)</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>706</td>
<td>Vocational Rehabilitation—Programs and Issues</td>
<td>2)</td>
<td>X</td>
<td>X</td>
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<tr>
<td>704</td>
<td>Social Welfare Policy and Services IV</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</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. 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.

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 the 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 ....................... 1,000
Fees for single courses—totaling less than nine credit hours per semester—per credit hour for one semester ................................................................. 56.00
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 20, 1969 to January 5, 1970. 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

*This fee is charged each semester or summer session in which the student receives consultation from his thesis advisers, or uses the facilities of the University in the execution of his research, provided no other tuition fees are paid to the University by the student during that semester or summer session.
CATALOGUE

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

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

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
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.

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 an average of B or higher 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 ACTTRAINEESHIPS**

**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.

**REHABILITATION SERVICES ADMINISTRATION TRAINEESHIPS**

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

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 1968-69. This list varies from year to year depending upon student needs and the availability of qualified instructors in agencies selected for field instruction.

Beck, Duane, Community Council of the Atlanta Area, Inc., Atlanta, Georgia—1964.
   B.A., Western Michigan University, 1949; M.S.W., Michigan State University, 1955.
Blackford, (Miss) Penny, West End Neighborhood (EOA) Service Center, Atlanta, Georgia—1968.

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.


Butler, Taylor, Veterans Administration Hospital, Atlanta, Georgia—1968.

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

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

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

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

Geer, (Miss) Jean, Veterans Administration Hospital, Atlanta, Georgia.
   M.S.W.,

Giddings, (Miss) Margaret, Veterans Administration Hospital, Atlanta, Georgia.
   M.S.S.W., University of Tennessee, 1963.

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

Groth, (Mrs.) Mardell, Children's Center of Metropolitan Atlanta, Inc., Atlanta, Georgia—1968.
   M.S.S.W., University of Wisconsin, 1963.

Hall, (Mrs.) Margaret, Pittsburg Neighborhood (EOA) Service Center, Atlanta, Georgia—1967.
   M.A., University of Chicago, School of Social Service Administration, 1947.
Handler, (Mrs) Margaret, Alcohol Rehabilitation Project, Atlanta, Georgia—1968.
M.S.W.,

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.
M.S.S.W., University of Louisville, 1962.

M.S.W., Atlanta University School of Social Work, 1968.

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

M.S.W., Catholic University of America, 1965.

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.

M.S.W., University of Pennsylvania, 1967.

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

Jackson, (Miss) Linda, E. A. Ware Elementary School, Atlanta, Georgia.
M.S.W., Atlanta University School of Social Work, 1965.

Jenkins, Jerome, Seven Hills Neighborhood Center, Cincinnati, Ohio—1966.
M.S.W., Atlanta University School of Social Work, 1964.
Lemon, James, Atlanta Urban League, Atlanta, Georgia—1968.
M.S.W., Atlanta University School of Social Work, 1966.

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

Lomas, (Mrs.) Suzanne, Grady Memorial Hospital, Atlanta, Georgia—1968.
M.S.W., Florida State University, 1962.

M.S.W., George Warren Brown, School of Social Work, 1949.

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

Morrill, (Mrs.) Sarah, Leon County Mental Health Center, Tallahassee, Florida—1968.
M.S.W., Florida State University, 1955.

Negangard, Frank, Veterans Administration Hospital, Indianapolis, Indiana—1968.

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

Phelps, (Miss) Bernice, Veterans Administration Hospital, Atlanta, Georgia—1968.

Poole, (Mrs.) Jurella M., Grady Memorial Hospital, Atlanta, Georgia—1968.
M.S.W., Atlanta University School of Social Work, 1965.

Price, Lorenzo, Alcohol Rehabilitation Project, Atlanta, Georgia—1968.

M.S.W., Buffalo, 1950.

Quelle, Gerrit, Veterans Administration Hospital, Marion, Indiana—1968.
M.A., Indiana University School of Social Service Administration, 1965.

Roberts, (Mrs.) Frances, Alcohol Rehabilitation Project, Atlanta, Georgia.
Robinson, (Miss) Ann, Veterans Administration Hospital, Atlanta, Georgia—1968.

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

Scott, Victoria, Fulton County Juvenile Court, Atlanta, Georgia.
M.S.W., Adelphi College, Graduate School of Social Work, 1957.

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

Truitt, (Mrs.) Althea, Atlanta University Social Service Center, Atlanta, Georgia—1968.
M.S.W., University of Iowa, 1956.

Vines, (Miss) Mary, West End Neighborhood (EOA) Service Center, Atlanta, Georgia—1967.

Waymer, Robert, Summerville-Mechanicsville Neighborhood Service Center, Atlanta, Georgia—1968.
M.S.W., Atlanta University School of Social Work, 1963.

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

Williams, (Mrs.) Eleanor, Community Chest of Metropolitan Atlanta, Inc., Atlanta, Georgia—1968.
M.S.W., Atlanta University School of Social Work, 1965.

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. 3 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. 3 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.

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 on 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 practice. It places emphasis upon the utilization of understanding of the individual, the socio-cultural factors effecting his problem situation, agency and community resources, in the client-worker
relationship. Also considered are techniques in communication helpful in working with clients.  3 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 understanding 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 achieve-
ment of desirable social goals. Case materials from the student's concurrent field work assignments with appropriate reference materials from 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 cooperation with special consideration to theories of leadership. Roles of the professional worker and interagency relationships are considered. Particular attention is centered on the skills and values of citizen participation in securing change and solving community problems. 2 credits.

578. COMMUNITY ORGANIZATION III. This course will be designed to help the student deepen his understanding of his role as a professional person. Consideration will be given to the practice of
community organization as reflected in selected settings as well as the complexity of community structures. Trends and developments in community organization as reflective of the changing structure and organization of social welfare services 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.) 2 credits.

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

581. Basic Concepts of Community Organization. The objective of the course is to provide opportunity to identify the concepts and theories basic to community organization practice as a social work method. The role of the worker and the techniques employed will be examined. 2 credits.

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. 2 credits.

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

586. Social Research II. This course is a continuation of 585 and is geared towards developing in students a critical approach toward theory and practice as a means of contributing to the knowl-
edge 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.

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.
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, German or Spanish; (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.
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 61)

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 requirement for the degree are the same as for the regular school year.

AREAS OF SPECIALIZATION

The School of Library Service offers some specialization in academic library service, school library service, special 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.
136. **REFERENCE AND BIBLIOGRAPHY.** Introduction to the selection, use, and evaluation of library materials as information sources through discussion and problem solving. 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 professional which includes the history, development and current trends of libraries. Special attention is given to the organization and administration of library systems. 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. **ORGANIZATION OF LIBRARY MATERIALS I.** Study of objectives and functions of technical services. Descriptive cataloging of all types of materials is discussed. Subject cataloging is presented, with emphasis upon the Dewey Decimal Classification. The basic operations, including automations are introduced. 3 credits.

433. **ORGANIZATION OF LIBRARY MATERIALS II.** Additional study of subject cataloging, with emphasis upon the Library of Congress Classification and the construction of subject headings. The production and organization of records, the supervision of routines, and conservation and weeding of materials are introduced. 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 interest. The successful completion of this project under the direction of faculty advisers will result in a master's thesis. 6 credits.

615. STUDIES IN READING. Concerned with studying the role of reading in the total educative process. Defines the reading process and investigates reading instruction in terms of objectives and methods. Examines reports of significant research related to the reading abilities and habits of children and adults in terms of individual and group behavior patterns. 3 credits.
616. **GOVERNMENT DOCUMENTS.** The study of the nature and scope of Federal, state and local government documents in the United States and selected publications of international bodies and foreign countries. Some attention will be given to the organization of these materials. 3 credits.

630. **SPECIAL LIBRARIANSHIP.** An introduction of the management and operation of special libraries and information centers engaged in scientific or industrial research and development. Mission, objectives and levels of functions of special libraries as company management tools. Collection, source, acquisition, processing, storage and retrieval of published and unpublished information material. Scope of service systems, systems analysis, criteria and controls. Impact of automation on special libraries. 3 credits.

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

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

636. **SYSTEMS ANALYSIS AND PROGRAMMING.** The basic principles and techniques of systems analysis are introduced and then applied in an analysis of a library sub-system. The components and characteristics of digital computers and their applications in library systems are presented. A machine-oriented and a problem-oriented programming language is studied and several simple computer programs are written and tested. 3 credits.
Beginning with the fall term of 1969-70, this department will offer Education 654, School Personnel Administration.

This course will deal with the underlying theories and the present practices of public school personnel administration, including the means of determining needs and compensating personnel, procedures of recruiting personnel, and the best procedures and techniques for maintaining and improving school staffs.

SCHOOL OF EDUCATION

GENERAL INFORMATION

The purposes of the School of Education are:

1. To prepare educational leaders who are committed to the expansion of democratic opportunities in the classroom, in the administration, and in other vital educational roles.

2. To offer programs of study of high quality which may culminate in the appropriate graduate degrees and state education department certification.

3. To develop competency in the various educational roles, i.e.: the teaching act, the counseling act, the administrative act, etc.

4. To provide special experiences and training for educational personnel who, for historical reasons, have been the products of disadvantaged cultural or educational backgrounds.

5. To discover new knowledge and new ways of service and teaching through the provision of an atmosphere conducive to research and writing.

6. To introduce new theories, techniques, and practices to the field of education.

7. To provide educational leadership and service to the community.

8. To engage in a wide variety of cooperative programs with educational and other agencies in order to strengthen higher education, the public schools, and community growth.

9. To anchor educational experiences to real situations by internships, laboratories, and other field experiences as a part of the regular curricular offerings.
The School of Education offers formally organized courses of instruction on two levels:

1. The Master of Arts degree with a major in Education may be obtained by following sequences in nine areas. In most cases, successful completion of a sequence leading to a Master's degree also qualifies the student, who possesses other requirements, to receive certification on the fifth-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:

   A. Educational Psychology
   B. Guidance and Counseling
   C. Elementary Education
   D. Secondary Education
   E. Administration
   F. Supervision
   G. Special Education: The Education of the Mentally Retarded
   H. Reading
   I. School Librarianship

   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:

   A. Administration and Supervision
   B. Counselor Education
   C. Elementary School Teaching
   D. Teaching of High School English
   E. Teaching of High School Science and/or Mathematics
   F. Teaching of High School Social Science
   G. Modern Foreign Language (French)
   H. Special Education: Education of the Mentally Retarded
SPECIAL OFFERINGS: During the regular school year, special groupings of courses are scheduled during the 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.

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.

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.

VALIDATION OF UNDERGRADUATE DEGREES: Graduates of non-accredited colleges may be admitted conditionally, to validate the undergraduate degree. Fifteen semester hours with grades of “B” or better are required to validate an undergraduate degree from a non-accredited institution and gain full admission to Atlanta University. When the undergraduate degree has been validated, credit earned for this purpose will be applied to the Master of Arts degree program.

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.

LECTURES, FORUMS, CONCERTS, AND SPECIAL CONFERENCES: Throughout the regular school year, and during the summer term, Atlanta University and 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.

**THE GEORGIA STATE DEPARTMENT OF EDUCATION: REGIONAL AND NATIONAL OFFICES IN ATLANTA:** The offices of the Georgia State Department of Education, and of a number of regional bodies interested in education, are located in Atlanta. This advantageous location facilitates research and provides opportunities for helpful contacts with these agencies. Cordial and cooperative relationships exist between the State Department of Education, and the School of Education; the School program is enriched through ready access to consultative services by members of the State Staff, and through special training programs jointly sponsored by the State Department of Education and by the School of Education.

**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.

REGULATIONS GOVERNING ADMISSION AND STUDY FOR THE DEGREE

ADMISSION REQUIREMENTS: 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: an applicant who desires to take courses for enrichment or for transfer.

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 meeting state certification 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:

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.

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.

Guidance and Student Welfare. With the assistance of a faculty advisor, the utilization of general reading and special diagnostic tests the School of Education endeavors to aid the student in developing those understandings, appreciations, and skills which are basic to the work for the Master of Arts degree.

The staff of the School of Education believes that the best results in learning and in human development are obtained when students enjoy good physical and mental health. The physical health of the student is cared for through the regular health services of the University which include health examinations and selected phases of hospitalization when necessary. One of the means of maintaining the mental health of students is by providing wholesome living conditions, and planned programs of recreation. Special attention
is given to needs in these areas. In addition, the School of Education arranges for informal gatherings of staff and students for the purpose of maintaining friendly and cooperative relationships.

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

The Student as a Candidate for a Degree: Although admitted to the School of Education, a student becomes a Candidate for a degree only after fulfilling certain requirements while a student in the School. The undergraduate prerequisites in Education must have been completed. Persons seeking admission to candidacy for a degree requiring specialization must have completed corresponding major fields or sequences of concentration at the undergraduate level.

Additional requirements for admission to candidacy are:

Satisfactory completion of all required examinations. These are:

The examination in English Fundamentals that demonstrates competence in the command of the language. Proficiency in oral and written English is required of all students. Each candidate must pass an examination in English fundamentals and composition. Students who have deficiencies in this area are aided in meeting acceptable standards through special courses in English. Students who are working toward a degree must take the English Fundamentals examination during the first semester in which they register in the University.

A Reading Examination is required. Efficient reading is basic to success in all academic endeavors. Each prospective candidate for a degree must pass a standardized reading examination at a grade level of 13+, that is roughly equivalent to the 50th percentile on a scale based on reading test results of a representative sampling of college freshmen. Students who do not attain the minimum score in the reading examination will enroll in reading for Graduate Students offered in the Atlanta University Reading Center. A 13+ score is required of all students. This examination must be
taken during the first semester in which the student registers in the University.

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.

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. The Common Examination of the NTE should be taken after completion of the background courses. The Teaching Area Examination must be taken the semester prior to expected graduation.

Completion of the Background Courses. These are four in number: Education 548, METHODS OF RESEARCH; Education 550, THE FOUNDATIONS OF EDUCATION 551, HUMAN GROWTH AND DEVELOPMENT; Education 553, STATISTICS. These courses are designed to introduce the student to fundamental problems, understandings and abilities necessary to a broader comprehension of education in the contemporary world. Students are expected to enroll in the Background Courses as early in their program as possible.

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.

In lieu of writing a thesis a student may take six additional semester hours of course work in his field of specialization. If the student elects to write a thesis, he will 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 is outlined below.

1. The student will initially discuss his proposed research with the departmental advisor in the area in which the proposed research lies. The thesis subject must be chosen in the area of the student's major concentration.
2. The student then prepares a formal thesis prospectus. The departmental advisor 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.

3. After the departmental advisor has approved the student's thesis outline, he will make arrangements with the presiding officer of the Research Seminar for the student's appearance before the Seminar for the purpose of presenting the outline.

4. 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.

5. 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.

6. 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.

7. The student must complete a satisfactory thesis and thesis abstract. After these have been approved by the student's advisory committee, the Dean of the School of Education will arrange for the oral examination.

8. The final oral 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 (a) 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 (b) the attitude which the student holds toward the function of educational research.
The examining committee may be supplemented by representation from other departments.

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.

The student must achieve a grade average of B or higher in his total hours of graduate work.

No credit will be granted for courses which are more than six (6) years old as of the time graduation is expected.

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 the specialization on this level are listed. 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.

Beginning with the academic year 1961-1962, the School of Education inaugurated programs of study beyond the Master's degree in Education, designated as Programs of Study on the Sixth-Year Level. Upon the completion of the Sixth-Year Program, the student is awarded a professional diploma.

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
- English
- The Natural and Physical Sciences
In certain programs the Sixth-Year studies may be combined with the Master's Degree to total sixty semester hours. 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 9 semester hours dealing with educational psychology and/or educational sociology;

“b” area—a minimum of 9 semester hours dealing with the curriculum, methods, or problems of teaching;

“c” area—a minimum of 30 semester hours dealing with the 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 requirements, and (b) the requirements established by various State Departments of Education, where compensation for the cost of study, or certification on this level, are sought by the student. In general, the School of Education sets as its requirements for admission to planned sixth-year programs of study, the requirements set by the Georgia State Department of Education for those (a) expecting financial assistance from the State to meet the cost of such studies, and
(b) expecting the recognition by the State of sixth-year studies as a basis for certification on that level. These requirements, for assistance in pursuing 5th-year and 6th-year programs, are that the applicant—

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

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

—must make the required score on the National Teachers Examination.

—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.

ADMINISTRATION AND SUPERVISION

The Department of Administration and Supervision offers graduate programs of study leading to the Master of Arts Degree and the Professional Diploma and aimed at developing those qualities and competencies needed for educational leadership. Unconditional admission into a program in administration or supervision requires evidence of superior academic ability, sound character, and satisfactory scores on the required tests.

Admission to the University does not automatically admit a student into a degree program. Upon satisfactory completion of the required tests, students should make formal application to the Chairman of the Department for admission into the desired degree program. Applicants for a master's degree should complete the required background courses before submitting their applications.

In certain instances in which a student may not meet all of the qualifications for unconditional admission towards a degree, the faculty in the Department of Administration and Supervision may agree to accept such student on condition that, during a specified probationary period, the student shall demonstrate superior academic achievement and show promise of developing the qualities of educational leadership.

The planned programs of study leading to the Master of Arts and the Professional Diploma are more than ample to meet min-
imum state certification requirements in Georgia as well as in most other states. However, primary responsibility for meeting certification requirements rests with the student who should become familiar with such requirements. The student should consult with his department advisor with regard to course assignments to meet his specific needs.

Master of Arts. Programs of study leading to the degree of Master of Arts require a minimum of thirty-nine semester hours of graduate work. Students who elect to write a thesis should enroll in Education 666, Thesis Writing, for six hours credit in lieu of six hours of electives. With the approval of the student's faculty advisor and the Dean of the School of Education, a maximum of six semester hours of transfer credit may be accepted towards the degree. All work must be completed within six years of the date when the degree is awarded.

Professional Diploma. Programs of study in administration and supervision leading to the Professional Diploma require a minimum of sixty semester hours of graduate work. Applicants who received their master's degree at Atlanta University may have a maximum of six semester hours of transfer credit for work completed beyond the master's degree accepted towards the Diploma. Applicants who received their master's degree at other institutions must complete a minimum of twenty-four semester hours of work at Atlanta University. Requests for transfer of credit from other institutions must have the approval of the faculty advisor and the Dean of the School of Education. All work taken beyond the master's degree must be completed within six years of the date when the Professional Diploma is awarded.

Unconditional admission to the program of study leading to the Professional Diploma requires the possession of a master's degree from an accredited institution, satisfactory character references, a 3.2 grade point average in the master's program, acceptable scores on the required tests, and at least three years of satisfactory school experience.
CATALOGUE

PROGRAM IN EDUCATIONAL ADMINISTRATION
LEADING TO THE M.A. DEGREE

Courses followed by an asterisk are required. Other courses should be chosen in consultation with the student's faculty advisor.

<table>
<thead>
<tr>
<th>Course Number</th>
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<tr>
<td>Area (a) Courses dealing with the Nature of the Learner and the Psychology of Learning. (minimum of six semester hours)</td>
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<td>551*</td>
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<tr>
<td>619</td>
<td>Advanced Educational Psychology, Part I</td>
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<td>Foundations of Education</td>
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</tr>
<tr>
<td>560</td>
<td>Elementary Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>561</td>
<td>Secondary Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Area (c) Courses dealing with subject matter or content. (minimum of eighteen semester hours)</td>
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<tr>
<td>511</td>
<td>Supervised Field Experiences for Principals and Supervisors</td>
<td>3</td>
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<tr>
<td>526</td>
<td>Principles of School Administrations</td>
<td>3</td>
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<tr>
<td>527</td>
<td>School Organization and Administration, Part I</td>
<td>3</td>
</tr>
<tr>
<td>528</td>
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</tr>
<tr>
<td>573</td>
<td>Administration of Programs and Services for the Disadvantaged</td>
<td>3</td>
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<tr>
<td>575</td>
<td>Organization and Administration for Supervision</td>
<td>3</td>
</tr>
<tr>
<td>627</td>
<td>Seminar in School Administration</td>
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<tr>
<td>632</td>
<td>Human Relations in Administration and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>672</td>
<td>School System Administration</td>
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<tr>
<td>Area (d)</td>
<td>Courses dealing with research. (Minimum of three semester hours)</td>
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<tr>
<td>548*</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
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<td>699</td>
<td>Supervised Research Experiences</td>
<td>3</td>
</tr>
<tr>
<td>Area (e)</td>
<td>Electives to bring the total for the program to thirty-nine semester hours. Six credit hours are earned if the candidate elects to write a thesis. The following are recommended courses from which the student may select. Others may be substituted with the consent of the advisor.</td>
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<tr>
<td>530</td>
<td>Basic Philosophy, Principles, and Practices of Guidance Services</td>
<td>3</td>
</tr>
<tr>
<td>564</td>
<td>Contemporary Political Thought</td>
<td>3</td>
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<tr>
<td>574</td>
<td>Principles of Supervision</td>
<td>3</td>
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<tr>
<td>642</td>
<td>History of American Education</td>
<td>3</td>
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<td>644</td>
<td>Contemporary Philosophies of Education</td>
<td>3</td>
</tr>
<tr>
<td>682</td>
<td>Curriculum Construction and Revision</td>
<td>3</td>
</tr>
<tr>
<td>666</td>
<td>Thesis Writing</td>
<td>6</td>
</tr>
</tbody>
</table>

**PROGRAM IN CURRICULUM DIRECTION-SUPERVISION**
**LEADING TO THE M.A. DEGREE**

Courses followed by an asterisk are required. Other courses should be chosen in consultation with the student's faculty advisor.

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<td>The Instructional Program of the Secondary School</td>
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<tr>
<td>542</td>
<td>Programmed Learning and the Use of Teaching Machines</td>
<td>3</td>
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<td>Foundations of Education</td>
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</tr>
<tr>
<td>556</td>
<td>Problems of Teaching in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>560 or 561</td>
<td>Elementary or Secondary Curriculum Planning and Evaluation</td>
<td>3</td>
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<td>History of American Education</td>
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Area (c) Courses designed for subject matter or content. (minimum of eighteen semester hours)

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</tr>
<tr>
<td>575</td>
<td>Organization and Administration for Supervision</td>
<td>3</td>
</tr>
<tr>
<td>632</td>
<td>Human Relations in Supervision and Administration</td>
<td>3</td>
</tr>
<tr>
<td>680</td>
<td>The Role of the Supervisor</td>
<td>3</td>
</tr>
<tr>
<td>682</td>
<td>Curriculum Construction and Revision</td>
<td>3</td>
</tr>
</tbody>
</table>

Area (d) Courses dealing with research. (Minimum of three semester hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>548*</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>699</td>
<td>Supervised Research Experiences</td>
<td>3</td>
</tr>
</tbody>
</table>

Area (e) Electives to bring the total for the program to thirty-nine semester hours. Six credit hours are earned if the candidate elects to write a thesis. The following are recommended courses from which the student may select. Others may be substituted with the consent of the advisor.

<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>573</td>
<td>Administration of Programs and Services for Disadvantaged</td>
<td>3</td>
</tr>
<tr>
<td>590-B</td>
<td>Supervision of the Language Learner Program</td>
<td>3</td>
</tr>
<tr>
<td>596</td>
<td>Core Classes in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>666</td>
<td>Thesis Writing</td>
<td>6</td>
</tr>
</tbody>
</table>
### Area (a) Courses dealing with the Nature of the Learner and the Psychology of Learning. (Minimum of 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>553</td>
<td>Statistics in Psychology and Education</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, Part I</td>
<td>3</td>
</tr>
<tr>
<td>620</td>
<td>Advanced Educational Psychology, Part II</td>
<td>3</td>
</tr>
<tr>
<td>630</td>
<td>Social Status and Learning</td>
<td>3</td>
</tr>
<tr>
<td>635</td>
<td>Psychology of Adjustment</td>
<td>3</td>
</tr>
</tbody>
</table>

### Area (b) Courses dealing with the program and problems of the school. (Minimum of 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 in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>542</td>
<td>Programmed Learning and the Use of Teaching Machines</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>560</td>
<td>Elementary Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>561</td>
<td>Secondary Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>576</td>
<td>Administration of Core Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

### Area (e) Courses dealing with subject matter or content. (Minimum of thirty semester hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>511</td>
<td>Supervised Field Experiences for Principals and Supervisors</td>
<td>3</td>
</tr>
<tr>
<td>526</td>
<td>Principles of School Administration</td>
<td>3</td>
</tr>
<tr>
<td>527</td>
<td>School Organization and Administration, Part I</td>
<td>3</td>
</tr>
<tr>
<td>528</td>
<td>School Organization and Administration, Part II</td>
<td>3</td>
</tr>
<tr>
<td>539</td>
<td>Administration of the Junior High School</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>573</td>
<td>Administration of Programs and Services for the Disadvantaged</td>
<td>3</td>
</tr>
<tr>
<td>575</td>
<td>Organization and Administration for Supervision</td>
<td>3</td>
</tr>
<tr>
<td>627</td>
<td>Seminar in School Administration</td>
<td>3</td>
</tr>
<tr>
<td>632</td>
<td>Human Relations in Administration and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>650</td>
<td>Critique of the Literature in Administration and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>671</td>
<td>Student Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>672</td>
<td>School System Administration</td>
<td>3</td>
</tr>
<tr>
<td>674A</td>
<td>School Plant and Facility Planning</td>
<td>3</td>
</tr>
<tr>
<td>675</td>
<td>School Legislation and the Law</td>
<td>3</td>
</tr>
<tr>
<td>676</td>
<td>School Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

**Area (d) Courses dealing with research. (Minimum of six semester hours)**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>548</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>699</td>
<td>Supervised Research Experiences</td>
<td>3</td>
</tr>
<tr>
<td>694A</td>
<td>Directed Research in Administration</td>
<td>3-6</td>
</tr>
</tbody>
</table>

**Area (e) Electives to bring the total course work for the combined fifth and sixth year programs to sixty semester hours. The following are recommended courses from which the student may select. Other courses may be substituted with the consent of the advisor.**

<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 Service</td>
<td>3</td>
</tr>
<tr>
<td>564</td>
<td>Contemporary Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>574</td>
<td>Principles of Supervision</td>
<td>3</td>
</tr>
<tr>
<td>642</td>
<td>History of American Education</td>
<td>3</td>
</tr>
<tr>
<td>644</td>
<td>Contemporary Philosophies of Education</td>
<td>3</td>
</tr>
<tr>
<td>682</td>
<td>Curriculum Construction and Revision</td>
<td>3</td>
</tr>
<tr>
<td>557</td>
<td>Administration and Interpretation of Psychometric Instruments</td>
<td>3</td>
</tr>
</tbody>
</table>
# Program in Curriculum Direction-Supervision Leading to the Professional Diploma

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area (a)</strong></td>
<td>Courses dealing with the nature of the learner and the Psychology of learning. (Minimum of nine semester hours)</td>
<td></td>
</tr>
<tr>
<td>551</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
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<td>3</td>
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<td>Advanced Educational Psychology, Part I</td>
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<td>3</td>
</tr>
<tr>
<td>630</td>
<td>Social Status and Learning</td>
<td>3</td>
</tr>
<tr>
<td>635</td>
<td>Psychology of Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>667</td>
<td>Dynamic Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td><strong>Area (b)</strong></td>
<td>Courses dealing with the program and problems of the school. (Minimum of nine semester hours)</td>
<td></td>
</tr>
<tr>
<td>542</td>
<td>Programmed Learning and the Use of Teaching Machines</td>
<td>3</td>
</tr>
<tr>
<td>550</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>560</td>
<td>Elementary Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>561</td>
<td>Secondary Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>642</td>
<td>History of American Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Area (c)</strong></td>
<td>Courses designed for subject matter or content. (Minimum of thirty semester hours)</td>
<td></td>
</tr>
<tr>
<td>511</td>
<td>Supervised Field Experiences for Principals and Supervisors</td>
<td>3</td>
</tr>
<tr>
<td>557</td>
<td>Administration and Interpretation of Psychometric Instruments</td>
<td>3</td>
</tr>
<tr>
<td>562</td>
<td>Advanced Seminar in Supervision</td>
<td>3</td>
</tr>
<tr>
<td>573</td>
<td>Administration of Programs and Services for Disadvantaged</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>632</td>
<td>Human Relations in Supervision and Administration</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>650</td>
<td>Critique of the Literature on Administration and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>653</td>
<td>Psychological Appraisal of the Individual</td>
<td>3</td>
</tr>
<tr>
<td>671</td>
<td>Student Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>680</td>
<td>The Role of the Supervisor</td>
<td>3</td>
</tr>
<tr>
<td>682</td>
<td>Curriculum Construction and Revision</td>
<td>3</td>
</tr>
</tbody>
</table>

Area (d) Courses dealing with research. (Minimum of six semester hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>548</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>694S</td>
<td>Directed Research in Supervision</td>
<td>3</td>
</tr>
<tr>
<td>699</td>
<td>Supervised Research Experiences</td>
<td>3</td>
</tr>
</tbody>
</table>

Area (e) Electives to bring the total course work for the combined fifth and sixth year programs to sixty semester hours. The following are recommended courses from which the student may select. Other courses may be substituted with the consent of the advisor.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>529</td>
<td>The Instructional Program of the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>556</td>
<td>Problems of Teaching in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>564</td>
<td>Contemporary Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>644</td>
<td>Contemporary Philosophies of Education</td>
<td>3</td>
</tr>
<tr>
<td>672</td>
<td>School System Administration</td>
<td>3</td>
</tr>
<tr>
<td>675</td>
<td>School Legislation and the Law</td>
<td>3</td>
</tr>
</tbody>
</table>

THE DEPARTMENT OF CURRICULUM

INTRODUCTION

The Department of Curriculum offers graduate programs leading to the Master of Arts degree with concentrations in Elementary Education, Secondary Education, Health, and Reading. All programs seek to train professional personnel to become more proficient in job performance.

ELEMENTARY EDUCATION

The courses in elementary education include background courses required of all students in the School of Education and detailed programs for general preparation as well as special training in
health and reading. 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.

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 at 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, etc., 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.

SPECIAL PROGRAMS

Health

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 the 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.

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.
Supervision 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.

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.

Second phase.—Education 568 (Formerly Ed. 569), INTERNSHIP FOR SUPERVISING TEACHERS OF STUDENT TEACHERS.

Third phase.—Education 569 (Formerly Ed. 573), SEMINAR FOR SUPERVISING TEACHERS OF STUDENT TEACHERS.

PROGRAMS LEADING TO THE M.A. DEGREE IN ELEMENTARY EDUCATION

(General Preparation, Reading, Health, Science)

All programs require the completion of a minimum of thirty-nine semester hours. Six credit hours may be earned in Education 666, Thesis Writing.
ATLANTA UNIVERSITY

Foundations Courses—Required of all Students 12 s.h.

Ed. 550  Ed. 547  Ed. 553
551  548

Required Courses—Department of Curriculum 3-6 s.h.

Ed. 560
559 (not required in Reading sequence)

Content Course Sequences—Major areas of Specialization 18 s.h.

General Preparation Reading Science Health
502  518  590  696  506  517  566A
503  566A  591  566A  518  566B
504  566B  592  566B  519
505  583  594  600  520
506  590  601  602  521
512  591  607  603  522

Note: A minimum of six courses (18 hours) should be selected in content area of student's major area of concentration.

Electives—Department of Curriculum: Elementary Education 3-6 s.h.

Education
507  514  541  565  583  605  615  666
508  535  542  621  604  606  696

Note: The student, under advisement, may elect courses other than the ones listed above.

PROGRAMS LEADING TO THE M.A. DEGREE AND THE GEORGIA T-5 CERTIFICATE IN SECONDARY EDUCATION WITH SPECIAL PREPARATION IN ENGLISH, MATHEMATICS, READING, SCIENCE: BIOLOGY AND CHEMISTRY AND SOCIAL STUDIES: HISTORY—POLITICAL SCIENCE—SOCIOLOGY AND ANTHROPOLOGY

NOTE: An undergraduate major in the area of specialization and the possession of the T-4 Certificate are prerequisites for entrance to each of the programs. Any deficiencies must be repaired. All programs require the completion of a minimum of thirty-nine (39) semester hours. Six credit hours are earned in Education 666—
Thesis Writing, if the student elects (not required) to write a thesis.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of the Course</th>
<th>Ga. Cert.</th>
<th>Area</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>547 - 548</td>
<td>Methods of Ed. Research</td>
<td>(d)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>550</td>
<td>Foundations of Education</td>
<td>(b)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>551</td>
<td>Human Growth and Dev.</td>
<td>(a)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>553</td>
<td>Statistics in Psy. and Ed. Methods</td>
<td>(d)</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods</th>
<th>Area of Specialization</th>
<th>(b)</th>
<th>3</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>Area of Specialization</th>
<th>(c)</th>
<th>15</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td>Student's Major Interest</td>
<td>(e)</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

PROGRAMS LEADING TO THE GEORGIA TS-6 CERTIFICATE
IN SECONDARY EDUCATION WITH SPECIAL PREPARATION IN ENGLISH, MATHEMATICS, READING, SCIENCE:
BIOLOGY AND CHEMISTRY AND SOCIAL STUDIES:
HISTORY, POLITICAL SCIENCE, SOCIOLOGY
AND ANTHROPOLOGY

NOTE: Persons pursuing Sixth-Year Programs must establish the minimum set forth below when COMBINED with the Master's Degree Program.

<table>
<thead>
<tr>
<th>Nature of the Courses</th>
<th>Georgia Cert.</th>
<th>Area</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses dealing with the nature of the learner and the psychology of learning</td>
<td>(a)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Courses dealing with the programs and of the school</td>
<td>(b)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Courses designed for subject matter or content</td>
<td>(c)</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Courses designed to strengthen the student's major interest</td>
<td>(e)</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

60
The department of Foundations of Education is primarily a service department with no degree granting programs at this time. All students working toward an advanced degree in the Atlanta University School of Education are required to take the following background courses:

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

Students may be required by their major department to take other courses in foundations of education for the completion of degree requirements and/or certification.

THE DEPARTMENT OF GUIDANCE, EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

The Department of Guidance, Educational Psychology and Special Education offers curricula which lead to master of arts degrees in Counseling and Guidance, Educational Psychology, and in Special Education, and to the doctor of philosophy degree in Counseling and Guidance. The curriculum in each area is designed to develop competency in the teaching and/or counseling act, and to discover new knowledge and new ways of serving the educational enterprise.

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. For requirements for the doctor's degree see the section below. 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.
COURSES LEADING TO THE M.A. DEGREE AND THE SC-5 CERTIFICATE IN COUNSELING AND GUIDANCE*

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.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area (a) Courses dealing with the nature of the learner and the psychology of learning (Three to six semester hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>551*</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
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<td>Theories of Personality</td>
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<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>
<tr>
<td>Area (b) Courses dealing with the program and problems of the school (Three to six semester hours)</td>
<td></td>
<td></td>
</tr>
<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>
<tr>
<td>Area (c) Courses designed for the elementary and secondary school counselor</td>
<td></td>
<td></td>
</tr>
<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>653*</td>
<td>Psychologic Appraisal of the Individual</td>
<td>3</td>
</tr>
<tr>
<td>679*</td>
<td>Contemporary Theories and Techniques of Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>
Area (d) Courses dealing with research

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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</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>
<tr>
<td>662</td>
<td>Research Methodology and Experimental Design</td>
<td>3</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>481</td>
<td>The Family</td>
<td>3</td>
</tr>
<tr>
<td>488</td>
<td>Seminar in Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>504</td>
<td>The City</td>
<td>3</td>
</tr>
<tr>
<td>506</td>
<td>Contemporary Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>510</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>540</td>
<td>Industrial Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>591</td>
<td>Social Stratification</td>
<td>3</td>
</tr>
<tr>
<td>630</td>
<td>Social Status and Learning</td>
<td>3</td>
</tr>
<tr>
<td>428</td>
<td>General Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>429</td>
<td>Culture and Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>509</td>
<td>Culture and Personality</td>
<td>3</td>
</tr>
<tr>
<td>531</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>480</td>
<td>Labor Economics and Industrial Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

THE SIXTH-YEAR PROGRAM IN COUNSELING AND GUIDANCE

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

**PLAN I**

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

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

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

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

**PLAN II**

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

1. The (c) and (d) area requirements outlined in Plan I.

2. The required score on the appropriate section of the National Teacher Examinations taken at a center approved by the Georgia State Department of Education.
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 thirty-nine (39) semester hours of graduate credit. For students who do not elect to write a thesis, forty-five (45) 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.

### Required Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) General background courses required of all master's degree students (12 semester hours).</td>
<td></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>or</td>
<td>662 Research Methodology and Experimental Design</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>(b) Required courses in area of specialization (18 semester hours).</td>
<td></td>
<td></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: survey</td>
<td>3</td>
</tr>
<tr>
<td>620</td>
<td>Advanced Educational Psychology: learning theories</td>
<td>3</td>
</tr>
<tr>
<td>653</td>
<td>Psychological 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>
<tr>
<td>(c) Electives: from the courses listed below, thesis students must take three courses (9 semester hours) and non-thesis students five courses (15 semester hours). All non-thesis students must include ED 690 as an elective.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>553</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>
</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.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>635</td>
<td>Psychology of Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>667</td>
<td>Dynamic Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td>668</td>
<td>Introduction to Projective Techniques of Personality Assessment</td>
<td>3</td>
</tr>
<tr>
<td>670</td>
<td>Advanced Statistics</td>
<td>3</td>
</tr>
<tr>
<td>685</td>
<td>Theory of Mental Tests</td>
<td>3</td>
</tr>
<tr>
<td>689</td>
<td>Psychological Characteristics of Deviant Personalities</td>
<td>3</td>
</tr>
<tr>
<td>690</td>
<td>Supervised Individual Study in Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>509</td>
<td>Culture and Personality</td>
<td>3</td>
</tr>
<tr>
<td>615</td>
<td>Sociometry: Principles and Procedures</td>
<td>3</td>
</tr>
<tr>
<td>630</td>
<td>Social Status and Learning</td>
<td>3</td>
</tr>
<tr>
<td>Course Number</td>
<td>Title of Course</td>
<td>Credit</td>
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</tr>
<tr>
<td>Ed. 560</td>
<td>Elementary Curriculum Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 507</td>
<td>Selection and use of Visual and Auditory Aids</td>
<td>3</td>
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</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>Ed. 557*</td>
<td>Administration and Interpretation of Psychometric Instruments</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 585*</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>
</tr>
<tr>
<td>Ed. 686</td>
<td>Administration and Interpretation of Stanford-Binet and Wechsler Scales</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 685</td>
<td>The Theory of Mental Tests</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 637</td>
<td>Current Issues and Trends in Mental Retardation</td>
<td>3</td>
</tr>
<tr>
<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. 504</td>
<td>Science in the Grades</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 505</td>
<td>Social Studies in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 506</td>
<td>Principles and Techniques of Teaching Arts and Crafts in the Elementary School</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>
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<tr>
<td>(Social Work 700)</td>
<td>Social Welfare Policy and Services I</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>Ed. 553*</td>
<td>Statistics in Psychology and Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 543*</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**
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.

First semester. 3 credits.

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.

Second semester. 3 credits.

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

Summer only. 3 credits.

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.

Summer only. 3 credits.

500. (Formerly 400) ENGLISH IN THE SECONDARY SCHOOL. This course involves a study of the materials and modern methods in teaching of secondary school English.

Second semester and summer. 3 credits.

501. METHODS AND MATERIALS OF CLASSROOM PROCEDURE. This course includes the interpretation of observations made in the public schools, 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 proce-
dures. Special attention will be given to the development of curricu­

502. ARITHMETIC IN THE ELEMENTARY SCHOOL. This course presents to pre-service and/or in-service teachers, the theory and practice of teaching the meanings of arithmetic. It considers the “why” of the philosophical and psychological principles of learning which justify the use of a method of meanings; it outlines the nature of numbers and of rational thinking with numbers, 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 numbers. Emphasis is placed on the reports of “committees” on the “new arithmetic.”

Each semester. 3 credits.

503. MODERN MATHEMATICS IN THE ELEMENTARY SCHOOL. (Former­ly 502B and 614). 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 are stressed in this course.

Summer only. 3 credits.

504. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL. 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. Each semester and summer. 3 credits.

505. PRINCIPLES AND TECHNIQUES OF TEACHING ARTS AND CRAFTS IN THE ELEMENTARY SCHOOL. (Formerly 410 - Arts and Crafts in the Elementary School). This course examines the objectives, content and methods of teaching art at the elementary school level. Particular attention is given to the newer emphases in the teaching of art according to the age levels and the creative and mental growth of children. Concentrated attention is given to daily and long-term planning of creative art activities suitable for the age. Specific attention is given to the use of native materials in crafts, to the relationship of art to the elementary school curriculum, to techniques of individual and group work in art, and to profes­sional competence in art instruction.

Second semester and summer. 3 credits.
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.

Each semester and summer. 3 credits.

507. *Selection and Use of Visual and Auditory Aids.* This course 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, and video tape. It also provides experience in the operation and care of projection and recording equipment as well as experience in the production of some simple and inexpensive instructional materials. Summer only. 3 credits.

508. *Fundamentals of Applied Art in Schools and Communities.* The purpose of this course is to train teachers and educational field workers in the application of art principles as they may be related to the social structure of the community. Attention is paid to the school as a center working to meet art needs of individuals, school personnel, children, parents and the community. Creativity is stressed. Opportunities are offered for the invention of effective projects, demonstrations of art forms and experimentation. 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.

511. *Supervised Field Experiences for Principals and Supervisors.* On-the-job training, including the formulation and implementa-
512. Music in the Grades. (Formerly 483). 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. Fall semester. 3 credits.

513. Principles and Materials of Art Education for Teachers in the Secondary School. (Formerly 533 - Teaching Art in the Secondary School). In this course, an attempt is made to show how the child's general growth includes his creative and mental growth. Creative expression in individuals is stressed. A study is made of various media, materials, and methods as well as activities and procedures found useful in the developmental teaching of art to pre-adolescent and adolescent boys and girls. Field trips and audio-visual aids have a place. The latest art books, films and the works of master artists are considered. Summer and first semester. 3 credits.

514. Children's Literature. (Identical with 414 in the School of Library Service). This course is 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 are included. 3 credits.

515. Literature for Young Adults. (Identical with 415 in the School of Library Service). This course is 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 are included. 3 credits.

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. Summer only. 3 credits.

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.

Summer only. 3 credits.

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.

Summer only. 3 credits.

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.

Summer only. 3 credits.

521. **Basic Graduate Course in Health Education.** This course will include the study of the structure and function of the human body, problems of personal and community living, family life education and organization and evaluation of the school health education program.

Summer only. 3 credits.

522. **Advanced Seminar in Health Education.** This course will deal with the promotion of healthful living by agencies, health problems of children, teaching health in the elementary and secondary school, methods and materials in health education, and the organization, administration and evaluation of the school health program. Prerequisite: Health Educ. 521 or equivalent.

Summer only. 3 credits.

526. **Principles of School Administration.** An orientation to the basic principles and crucial concepts upon which the administration of the American public schools is predicated.

Spring and summer 1970. 3 credits.

530. **Basic Philosophy, Principles, and Practice 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.

Both semesters. 3 credits.

531. **Principals’ Workshop.** An intensive in-service workshop for public school principal.

Not offered 1969-70. 6 credits.
532. Program Development and Management Responsibilities of the Counselor. This course is concerned with the organization of guidance services, use of available resources, administrative provisions for guidance, guidance leadership, the utilization of referral consultants and teacher participation in guidance services. Prerequisite: Educ. 530. Second semester. 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. Second semester and summer. 3 credits.

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


527. School Organization and Administration. Part I. An orientation in the structural patterns, principles, and procedures which are inherent in the organization and administration of American public schools. Fall and summer. 3 credits.

528. School Organization and Administration, Part II. An in-depth study of operational and administrative processes, personnel, and programs involved in the public school situation. Prerequisite: Educ. 527. Spring and summer. 3 credits.

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.

541. Methods of Utilizing Audio-Visual Teaching Aids. This course 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 pro-
gram; selection and utilization of materials and equipment; budget and unit costs and evaluation of audio-visual programs.

Summer only. 3 credits.

542. PROGRAMMED LEARNING AND THE USE OF TEACHING MACHINES. This course involves the principles and techniques of programmed instruction. Teaching 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.

547. RESEARCH SEMINAR. Enrollment and participation in this Seminar is required of all students. It provides a laboratory for applying the theoretical discussions of methods of educational research, it assists the student in thinking through his proposed research, and provides an opportunity for students to report their research findings prior to sitting for the final oral examination.

Each semester. No credit.

548. METHODS OF EDUCATIONAL RESEARCH. Emphasis will be placed on the understanding and consumption of research. Among the topics that will be covered are: what constitutes “good” research, why the teacher should use research findings, the different types of research, and what types of research are most useful for the educator. Occasional thesis seminars will be required.

Each semester. 3 credits.

549. THE SCHOOL IN THE SOCIAL ORDER. Prerequisite—550. May not be taken for credit with 610. This course treats the school as a social institution and analyzes the relationships between the school and other social institutions such as the family, the church, the power structure, etc. Also included will be topics relating to the problem of cultural lag, the impact of increasing scientific-technological progress, and the value conflicts engendered by social change.

3 credits.

550. FOUNDATIONS OF EDUCATION. The focus of this course is on the social context in which the school and the individual learner exist. Emphasis is placed on the changing nature of the society in its social, economic, and political dimensions, and the changing role of the school in this complex society.

Each semester. 3 credits.

551. HUMAN GROWTH AND DEVELOPMENT. This course is designed to show the growth and development of human behavior with special emphasis on the application of basic learning theory to the classroom. The focus is on the individual learner and how he comes to know.

Each semester. 3 credits.
552. **Workshop in Supervision.** An intensive in-service workshop in the duties and responsibilities of instructional supervisors. Not offered 1969-70. 6 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. Each semester. 3 credits.

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. First semester. 3 credits.

555A. **Laboratory Experiences in Guidance and Testing.** 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. First semester. 3 credits.

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. Each semester. 3 credits.

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. Each semester. 3 credits.

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 counsel-
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. Summer only. 3 credits.

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. Second semester. 3 credits.

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. Second semester. 3 credits.

560. ELEMENTARY CURRICULUM PLANNING AND EVALUATION. This course concerns itself with the activities involved in over-all curriculum planning in the elementary school, detailed planning in core areas and/or subject fields, and the evaluative process as a phase of curriculum planning. Lectures, discussions, demonstrations, and formulation of plans for specific school situation are included. Each semester. 3 credits.

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. It will include lectures, discussions, demonstrations, and formulation of plans for specific school situations. Each semester. 3 credits.

562. ADVANCED SEMINAR IN SUPERVISION. A problems course concerned with the methods and techniques involved in the improvement of the teaching-learning process. Prerequisite: Educ. 574 or 575. Spring and summer. 3 credits.

563. GREAT WRITINGS IN EDUCATION. The course will consist of readings from and discussion of the great writings relating to education. Among those to be studied will be Plato, Aristotle, Erasmus,
Rousseau, Mann, Barnard, and Dewey. Analysis of their work in light of current trends and conditions will constitute a major part of the course.

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. First semester. 3 credits.

566A. **Man in Relation to His Environment.** The overall purpose of this course is to focus attention on the influence that the environment has had and is having on all living things—man not excepted.

Special attention will be given to the following general topics: (1) the Biblical Story of Creation—a preview of scientific discoveries; (2) the basic nature of the world of matter; (3) the basic characteristics of life, with special emphasis on the natural laws which govern the adaptation of organisms to their environment; (4) a brief survey of the plant and animal kingdoms, emphasizing the process of evolution as revealed in the development of organisms from the simple one-celled to the complex, multicellular forms; (b) man’s cooperation with, struggle against and abuses of the environment in his pursuit of progress and happiness.

Each semester. 3 credits.

566B. **Man in Relation to His Environment.** The general aim here is to enable students to recognize and understand the life habits of those organisms in our environment which are harmful or beneficial to our well-being.

The following topics will receive special emphasis: (1) green plants our greatest friends; (2) our feathered friends; (3) our insect friends and enemies; (4) our invisible (the fungi) friends and enemies; (5) man, his own great enemy. Summer only. 3 credits.

567. **Workshop in the Supervision of Student Teachers.** The primary purpose is to provide “selected teachers” with the understandings, knowledges and skills essential in a functioning program of supervising student teachers. The major emphasis is upon an analysis and evaluation of the criteria for the supervising teacher’s job.

3 credits.

568. **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 evalua-
tion 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.

569. Seminar for Supervising Teachers of Student Teachers. An in-depth study and analysis of the problems and experiences in supervising student teachers with a view toward the general improvement of teaching practices. Prerequisite: Educ. 568. Not offered 1969-70. 3 credits.

569. Seminar for Supervising Teachers of Student Teachers. (Formerly Ed. 573). This phase is summative and evaluative. Major emphasis is given to conceptualizing the experiences undertaken in the first and second phases. Opportunities are also provided for experienced supervising teachers to explore further the problems often encountered in the supervision of student teachers and in the improvement of teaching. Prerequisite: Education 568. 3 credits.

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 research on learning theory and teaching methodologies; impact of teacher effect and personality on learning. Summer only. 3 semester hours.

571. Reading: Curricular and Supervisory Problems.

573. Administration of Programs and Services for the Disadvantaged. A survey and evaluation of current research and practices in the education of the disadvantaged. Each semester. 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.

576. ADMINISTRATION OF CORE PROGRAMS. An analysis of organizational and instructional designs for integrating course content. Spring semester. 3 credits.

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. Second semester. 3 credits.

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. First semester. 3 credits.

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 THE MENTALLY RETARDED. 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 PROBLEMS IN THE CLASSROOM. (Formerly Speech Correction for the Classroom Teacher). This course is de-
signed for the classroom teacher. The course will be concerned with the nature and causes of delayed language development and speech handicaps of children. The role of the teacher in early identification, examination, referral and remediation of speech and language difficulties will be stressed. Second semester.

3 credits.

584. Education of Children With Learning Disabilities. This course will deal with the diagnosis and study of children with specific learning disabilities. These children may range in intelligence from mentally retarded to above average. They may also have emotional disability, perceptual motor deficits, and other disabilities that would interfere with learning. Modern curriculum, methods and evaluation of the special child will be discussed.

3 credits.

585. Speech and Language Development of the Mentally Retarded. This course will be concerned with the nature and causes of various kinds of speech handicaps and language problems of children. Particular attention will be given to the problems of children who are mentally retarded. The role of the teacher in early identification, examination, and treatment of speech and language difficulties will be stressed.

3 credits.

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

587. Music in the Secondary School. This course is a study of the curriculum and the methods of teaching music in the secondary schools.

Summer only. 3 credits.

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.

Second semester and summer. 3 credits.
590. Language Learning in the Elementary School (Formerly 590-A, Language Arts in the Elementary School). The course surveys all areas of receptive and expressive language with detailed attention to listening, speaking, reading, writing and spelling. Emphasis is placed on the techniques of developing and evaluating individualized communication skills of the elementary school child. Opportunity is provided for exposure to experimental language development techniques and programmed language learning.

Each semester and summer. 3 credits.

590B. Supervision of the Language Learning Program. This course surveys the total language learning program and gives attention to the ways in which listening, speaking, reading, writing and spelling instruction may best be supervised. Emphasis is given to the improvement of the techniques for promoting language learning through in-service study by classroom teachers.

Offered occasionally. 3 credits.

591. 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.

Each semester and summer. 3 credits.

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.

Each semester and summer. 3 credits.

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

Each semester and summer. 3 credits.

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 592 and the approval of the instructor.

Each semester. 3 credits.
596. Core Classes in the Secondary School. This course endeavors to deal with organizational and instructional designs for integrating content at the secondary level.

Summer only. 3 credits.

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.

Each semester. 3 credits.

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 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.

First semester. 3 credits.

599. Teaching of General Science. This course is 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 references sources. Prerequisite: Ed. 598.

Summer only. 3 credits.

600. Teaching Biological Science. This course deals with biological instruction, methods employed, special attention being given to selecting and organizing materials, classroom, laboratory, demon-
stration 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. Opportunities are provided for exploration of the sources for the teaching of the biological sciences.

Second semester, alternate years. 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 592 and approval of instructor.

Summer only. 6 credits.

602. TEACHING PHYSICAL SCIENCE. This course 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 courses for the teaching of the physical sciences.

Second semester, alternate years. 3 credits.

603. THE CONSULTANT IN SCIENCE. This course deals 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.

Summer only. 3 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.

Each semester. 1 credit.
605. **APPRENTICESHIP IN READING II.** The purpose of the supervised experiences and seminar are (1) to guide the student in plans for the teaching of reading classes and (2) to aid him in identifying and delimiting problems which may be developed into acceptable research designs. Each semester. 1 credit.

606. **APPRENTICESHIP IN READING III.** This is an advanced seminar which gives the student continued guidance in his assistance and specific help in the collection and treatment of data needed in the preparation of a thesis. Each semester. 1 credit.

607. **PSYCHOLOGICAL AND SOCIOLOGICAL FOUNDATIONS OF READING INSTRUCTION.** 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. Summer and second semester. 3 credits.

608. **READING: CURRICULAR AND SUPERVISORY PROBLEMS.** This course is designed to guide reading personnel in the dynamics of curricular changes and supervisory behavior which will lead to continuity and change in reading instruction. The course will emphasize: (1) leadership, organization and communication channels for reading supervision; (2) diversity in approach to the study and development of reading curriculums at various levels. Prerequisite: ED 607. Offered summer and first semester. 3 credits.

609. **EDUCATIONAL SOCIOLOGY.** Prerequisite—550. May not be taken for credit with 549. (Identical with Sociology 610). An analysis of education in terms of its sociological, psychological, and anthropological aspects with emphasis on value conflict, social class, local power systems, area planning and reconstruction, child socialization, decision making, the school as a social system and education as a profession. 3 credits.

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. Second semester. 3 credits.

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. First semester. 3 credits.
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. First semester. 3 credits.

612. SOCIAL CLASS AND SUB-CULTURAL INFLUENCES UPON MARRIAGE AND FAMILY LIFE. This course has for its major purpose the explication of the relationships between socialization within the various social classes and sub-cultures present in the general American culture and the behavior of individuals and respect to mar­riage and family life. Second semester. 3 credits.

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. Summer only. 3 credits.

618. PSYCHOLOGY OF EARLY CHILDHOOD. This course deals with the learning and behavioral processes underlying the development of the pre-school child between the ages of two and five. Contributions of the major psychological theories are examined in the light of current research findings.

619. 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 are carefully examined. Each semester. 3 credits.

620. ADVANCED EDUCATIONAL PSYCHOLOGY. Modern theories of learn­ing are carefully examined and their application to education. Each semester. 3 credits.

621. THE GEOGRAPHY OF AFRICA. (Identical with Sociology 573). This course will stress a series of questions or problems about the Continent of Africa for which answers must be found in the relationships between physical conditions, forms of life, and human responses. The course stresses the relation between the geographical environment, and human activities and qualities. Second semester. 3 credits.

622. THE ESSENTIALS OF GEOGRAPHY (Formerly 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. First semester and summer. 3 credits.
627. Seminar in School Administration. A problems course concerned with desirable practices in planning and working with staff, students, and community groups. Prerequisite: Educ. 526 or 527. Fall and summer 1969-70. 3 credits.

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. Second semester. 3 credits.

632. Human Relations in Administration and Supervision. A study of the methods and techniques of promoting and maintaining effective programs of good human relations in educational organization. Summer and fall 1969. 3 credits.

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. First semester. 3 credits.

636. Group Processes in Guidance and Counseling. A detailed consideration of the processes and dynamics which operate in the guidance of groups. Group guidance as a prelude to individual counseling. First semester. 3 credits.

637. Current Issues and Trends in Mental Retardation. The seminar will provide opportunity for reporting and analyzing recent literature and research on mental retardation. Students will have practice in applying and comparing theoretical discussions with actual field experiences. Second semester and summer. 3 credits.

638. Clinical Methods and Practice in Mental Retardation. This course is designed to provide opportunity for students to examine, analyze, and try out various tools and techniques with individual or with very small groups of retarded children. Discussions will be based on students' examination of the problems encountered in their own practice. Prerequisites: Ed. 580, 581, 582, and approval of the instructor. 3 credits.

639. 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, identi-
fication of pupils, criteria of eligibility for placement, plant facili-
ties and equipment, staff, scheduling, evaluation, and public
relations. First semester and summer. 3 credits.

641. HISTORY OF EDUCATION. A survey of education in historical per-
spective. Emphasis will be placed on the differing conceptions of
education through time and the trends which have led to contem-
porary values in education. Second semester. 3 credits.

642. HISTORY OF AMERICAN EDUCATION. Emphasis is placed on the
changing pattern of education in this country from the 17th Cen-
tury to the present. Much of the course will be focused on the
emergence of the free public school system. 3 credits.

643. PHILOSOPHIES OF EDUCATION. A survey and comparison of the
major systems of philosophical thought which have influenced the
political, educational, religious, and social patterns of Western
people. Major emphasis will be placed on the derivation of educa-
tional practice from basic philosophical tenets.
First semester and summer. 3 credits.

644. CONTEMPORARY PHILOSOPHIES OF EDUCATION. Prerequisite—641.
A study of the major current trends and writings in educational
philosophy. Among the systems studied will be Scientific Empiri-
cism, Reconstructionism, Neo-Pragmatism, Marxism, and
Existentialism. 3 credits.

648. SOCIAL AND CULTURAL DETERMINANTS OF PERSONALITY. The influ-
ences of social learning and culture upon personality. Prerequisites:
Soc. 429, Soc. 510 and Educ. 683. Second semester. 3 credits.

649. COMPARATIVE EDUCATION. An analysis of educational systems
around the world. Particular emphasis will be placed on the pat-
terns affecting newly developing countries. A study of the social,
economic and political conditions affecting education around the
world will attempt to show that education cannot be viewed out-
side of the social context in which it occurs. 3 credits.

650. CRITIQUE OF THE LITERATURE IN ADMINISTRATION AND SUPER-
VISION. A critical analysis of recent literature in the areas of ad-
ministration, supervision, and curriculum development.
Fall and summer 1969-70. 3 credits.

653. PSYCHOLOGICAL 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.

655. PROFESSIONAL ETHICS AND LEGAL PROBLEMS 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.

First semester. 3 credits.

656. 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.

Second semester. 3 credits.

662. RESEARCH METHODOLOGY AND EXPERIMENTAL DESIGN. Prerequisite—548. The major objective of this course is the acquisition of skill in research methodology and the design of experiments.

3 credits.

665. DIRECTED RESEARCH IN FOUNDATIONS OF EDUCATION. 0 to 6 credits.

666. THESIS WRITING. Students writing theses enroll in this course and receive assistance from their advisors.

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.

First semester. 3 credits.

668. INTRODUCTION TO PROJECTIVE TECHNIQUES OF PERSONALITY ASSESSMENT. 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.

Second semester. 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.

670. ADVANCED STATISTICS. Prerequisite—553. This course is concerned with the acquisition of skill in the use of advanced statistical techniques. Special attention is given to analysis of variance, null hypotheses and the testing of the hypothesis of normal distribution, the correlation ratio, the bi-serial coefficient of correlation, point-serial correlation, tetrachoric correlation, the phi coefficient, partial correlation, the prediction of attributes, multiple prediction, and scaling procedures.

3 credits.
671. Student Personnel Administration. An intensive study and analysis of student personnel problems in the contemporary American public school system. Fall and summer. 3 credits.

672. School System Administration. The development of the American public schools and the principles, practices, and problems on the federal, state, local, and individual school levels. Summer 1969 and spring. 3 credits.

674A. School Plant and Facility Planning. The organization and administration of school plant and building programs. Summer 1969 and spring. 3 credits.

675. School Legislation and the 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.

675. School Legislation and Law. School law as it affects the general practices and policies of American education. Spring and summer. 3 credits.

676. School Finance. Methods and procedures for developing and maintaining an efficient fiscal administration of a school system. Fall and summer 1969-70. 3 credits.

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. First semester. 3 credits.

678. Therapeutic Counseling. The psychotherapeutic aspects of counseling. Theoretical considerations in psychotherapy. First semester. 3 credits.

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. Second semester. 3 credits.


682. Curriculum Construction and Revision. A study of curriculum theory, construction, and evaluation. Fall and summer 1969-70. 3 credits.
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. Each semester. 3 credits.

684. Directed Research in Fundamentals of Education. 3 credits.

685. The Theory of Mental Tests. Comprehensive Examination of the theoretical aspects of mental tests. First semester. 3 credits.

686. Administration and Interpretation of the Stanford-Binet Scales and the Wechsler Scales for Adults and Children. A laboratory course. Prerequisite: Educ. 685. First semester. 3 credits.


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

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. Second semester. 3 credits.

690. Supervised Individual Study in Educational Psychology. This course is designed to afford the student an opportunity to apply the knowledge of his area of specialization by planning and executing a research-oriented project. Registration in this course requires the submission of a written prospectus of the project and approval by the educational psychology staff. Prerequisites: Ed 553, 548, 662, 619, and 620. 3 credits.

691. Advanced Integrative Seminar in Personality Theory. This seminar is concerned with an integration of contemporary theories of personality with implications for counseling theories. Second semester. 3 credits.

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. Second semester. 3 credits.
693. **INTEGRATIVE SEMINAR IN THE PROFESSIONAL, ETHICAL, AND LEGAL PROBLEMS 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. Each semester. 3 credits.

694A. **DIRECTED RESEARCH IN ADMINISTRATION.** Opportunity will be provided for advanced students in the systematic study and projected solution of major operational problems. Open to students in sixth-year programs only. Fall and spring. 3 credits.

694S. **DIRECTED RESEARCH IN SUPERVISION.** Opportunity will be provided for advanced students in the systematic study and projected solution of major operational problems. Open to students in sixth-year programs only. Fall and spring. 3-6 credits.

695. **INDEPENDENT STUDY IN FOUNDATIONS OF EDUCATION.** 0 to 6 credits.

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: 590, 591 or 593. Summer and first semester. 3 credits.

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.


698B. **RORSCHACH AND TAT PRACTICUM.** Supervised experiences in Rorschach and TAT administration and interpretation. Prerequisites: Educ. 698A. Written consent of the instructor. Second semester. 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.
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.
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.

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 519 .................................. 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 450 .................................. 3 hours
   Introductory Statistical Analysis 451 .......... 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 437 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) Successful completion of the Mathematics Fundamentals Examination administered during registration each semester.

(c) Introductory Statistical Analysis 451 (or 452-3)

(d) Mathematical Analysis for Management 450*

(e) Business Policy 503

(f) 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

OPERATIONS MANAGEMENT AND RESEARCH

350. FUNDAMENTALS OF MATHEMATICS. A non-credit review of the fundamental concepts of mathematics sufficient to prepare the student for the Math Fundamentals Examination.

No credit first semester

450. MATHEMATICAL ANALYSIS FOR MANAGEMENT. This course provides the student with a foundation in calculus and computer programming. All students registered for the course must have previously passed the Math Fundamentals Exam. The emphasis in the course is on the concepts of analysis: sets, relations, functions, limits, differentiation, sequences, and integration. The students are introduced to Fortran through lectures and through computer exercises to be run and submitted.

3 credits each semester

451. INTRODUCTORY STATISTICAL ANALYSIS. An introductory treatment of probability and statistics. The topics in probability theory covered are sample spaces, univariate and bivariate probability density functions, conditional probability, expectation, independence, and the central limit theorem. These form a basis for a discussion of decision theory, estimation and hypothesis testing (with emphasis on normally distributed random variables), chi-square analysis, analysis of variance, time-series analysis, and linear regression.

Prerequisite: 450

3 credits each semester

502. PRODUCTION, OPERATIONS AND 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 processes: 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 be covered. Throughout the emphasis is on the analysis of case problems for decision making.
Prerequisite: 450, corequisite: 451 or 452 3 credits

MARKETING

519. MANAGERIAL MARKETING. This course stresses the inter-relationship between marketing and the other functional areas of the business organization. The findings of behavioral science are integrated with basic principles and concepts of marketing from the manager's point of view. Readings and case studies are used to supplement basic textural material and to illustrate and emphasize the wide range of operational problems faced by the marketing manager. 3 credits first semester

522. QUANTITATIVE METHODS IN MARKETING. The major focus of this course will be on the application of quantitative techniques to marketing decision processes. The aim is to develop an understanding of the role of operation research, micro-economic analysis, managerial accounting and market research methodology in making effective decisions about complex marketing problems.
Prerequisite Statistics 451 or 452 3 credits second semester

523. DISTRIBUTIVE SYSTEMS IN MARKETING. This course seeks to develop insights and understanding of the concepts and principles underlying the organization of distributive systems in the marketing process. Examination will be made of the policies and strategies employed in selecting channels of distribution as well as the logistics of physical handling, transportation and storage of goods. The interlocking relationship of these distributive functions to the total organizational effort will be stressed.
3 credits second semester

524. PERSUASIVE COMMUNICATIONS IN MARKETING. An understanding of the variables underlying marketing decisions about the promotional mix is the aim of this course. Concepts and strategies relating to the combination of advertising, personal selling, sales promotion, public relations and other promotional tools are examined and studied. Findings of the behavioral sciences are integrated with the promotional objectives of the firm. Case studies and related readings are used as the teaching vehicle.
3 credits first semester

525. SPECIAL PROBLEMS IN MARKETING. This course is intended for students who wish to seek careers in marketing. Case studies are used exclusive to aid the student in developing the ability to
integrate and apply fundamental marketing principles and theories toward the solution of advanced, complex marketing problems. Opportunity is provided to expand theoretical marketing concepts toward definitive organizational objectives. Prerequisites: Marketing 519 and 522. 3 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.

461. PRINCIPLES OF ACCOUNTING. A course dealing with accounting from the theoretical and practical points of view at elementary and intermediate levels. The use of journals and ledgers is taught. Instruction is given in the preparation, analysis and interpretation of profit and loss statements, balance sheets, and other reports commonly used in modern business establishments. Three lectures and six hours’ laboratory a week. Three credits first semester.

462. INTERMEDIATE ACCOUNTING. The aim of this course is to develop in the student an understanding of modern accounting standards and concepts, acceptable forms and techniques in the preparation of accounting statements. In special laboratory work the student will be expected to develop facility in dealing with both financial and income determination accounts. Three credits second semester.

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

466-467. IBM ACCOUNTING METHODS AND PRACTICES. This course will be directed principally toward students of accounting and will cover the basic fundamentals of IBM accounting methods and include training in the use of basic machines (Punching, Verifying, Sorting and Accounting). In addition, students will be familiarized with the functions and applications of such machines as the facsimile posting machine and collator and special devices such as the bill feed. The course will emphasize not only the operational aspects of each machine, but will cover the development of complete programs according to managerial needs presented in case problems including the selection of machines for the volume and type of work required, the wiring of control panels, and the design of required forms. Three credits each semester.

468-469. COST ACCOUNTING. A study of basic cost principles and
concepts for financial control and decision-making; cost accounting and analysis techniques for different industrial uses—job-order cost systems, standard costs and budgets and cost information underlying decisions of alternative choice; cost accounting systems, joint costing, direct and absorption costing, variance analysis, inventory valuation and cost-price-volume relationship are among the topics discussed. Prerequisite: Principles of Accounting. Three credits each semester.

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

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

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

563-564. PROBLEMS IN ACCOUNTING I & II. This year's course aims primarily to prepare students for professional examinations in accounting theory and practice, auditing and taxes. This objective is implemented through the supervised working of problems under conditions paralleling those usually encountered in the actual C.P.A. examination. Examination techniques and correct problem approach are stressed. Topics covered include advanced problems in process costs, standard costs, statement of funds, 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

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.

446. Principles of Life Insurance. A study of the principles and practices of life insurance with emphasis upon both the purchaser and the student expecting to enter business. Consideration is given to insurance needs and the means of meeting them through various types of contracts. Topics usually discussed include selec-
tion 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 case method is generally used.

Three credits each semester.

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

Three credits first semester.

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

Three credits first semester.

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 objec-
tives, formulating strategies and plans for their achievement and measuring organizational accomplishments. Prerequisite: Core requirements of first year. Three credits second semester.

580-581. Administrative Practices and Human Relations. The aim of administration, in addition to policy making, is to formulate desired action, and then to accomplish it by working through people. The basic purpose of this course is the development of the student's own capacity to work effectively with others—his supervisors and equals as well as with subordinates—in getting things done. Through analysis of concrete situations in which the student is required to formulate specific plans for responsible action, it is expected that he will develop a rudimentary administrative skill. Three credits each semester.

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

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

590. Business Reports and Analysis. This course is designed to offer one who has mastered the fundamental areas of business administration an opportunity for application of his skills and abilities. Composite problems embracing all areas of business are given to the student for analysis. The student must isolate the pertinent problems, and present written analyses and recommendations. Particular attention is given not only to the answer but to the administrative ability reflected in the answer. Prerequisite: A mastery of work equivalent to Atlanta University's first year of business administration. Three credits first semester.

591. Seminar in Business Administration.
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 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 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.
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-
selying in accordance with the student's previous graduate work.

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

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

3. **PERSONALITY ORGANIZATION AND DEVELOPMENT**—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
a. Required—9 Semester Hours; Electives—9 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\textsuperscript{3}—3 Semester Hours
   b. Educ. 554 Occupational, Educational and Other Informational Services for Counselors\textsuperscript{2,3}—3 Semester Hours
   c. Educ. 611 Community Social Agencies and Referral Services\textsuperscript{2,4}—3 Semester Hours
   d. Educ. 612 Social Class and Sub-Cultural Influences Upon Marriage and Family Life \textsuperscript{2,4}—3 Semester Hours
   e. Educ. 613 Vocational Development Theory\textsuperscript{2,4}—3 Semester Hours
   f. Educ. 697 Integrative Seminar in the Social and Behavioral Sciences\textsuperscript{1,3}—3 Semester Hours
   g. Soc. 429 Cultural Anthropology\textsuperscript{2,4}—3 Semester Hours
   h. Soc. 506 Contemporary Sociological Theory\textsuperscript{2,4}—3 Semester Hours
   i. Soc. 510 Advanced Social Psychology\textsuperscript{2,4}—3 Semester Hours
   j. Soc. 540 Industrial Sociology\textsuperscript{2,4}—3 Semester Hours
k. Soc. 630 Social Status and Learning—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—3 Semester Hours
    b. Educ. 578 Psychology of Individual Differences—3 Semester Hours
    c. Educ. 653 Psychologic Appraisal of the Individual—3 Semester Hours
    d. Educ. 668 Introduction to Projective Technics of Personality Assessment—3 Semester Hours
    e. Educ. 685 The Theory of Mental Tests—3 Semester Hours
    f. Educ. 686 Administration and Interpretation of the Stanford-Binet Scales and the Wechsler Scales for Adults and Children—3 Semester Hours
    g. Educ. 687 Wechsler and Stanford-Binet Practicum—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—3 Semester Hours
    b. Educ. 635 The Psychology of Adjustment—3 Semester Hours
    c. Educ. 667 Dynamic Theories of Personality—3 Semester Hours
    d. Educ. 683 Independent Study in Personality Organization and Development—3 Semester Hours
    e. Educ. 684 Social and Cultural Determinants of Personality—3 Semester Hours
    f. Educ. 688 Perceptual, Conceptual, Emotional, Social, and Physical Development Patterns of the Human Organism—3 Semester Hours
    g. Educ. 689 Psychological Characteristics of Deviant Personalities—3 Semester Hours
ATLANTA UNIVERSITY

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
   c. 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. 655 Professional Ethics and Legal Problems in
Counseling, Guidance, and Testing—3 Semester Hours

b. Educ. 656 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
DEGREES CONFERRED
June 3, 1968

SCHOOL OF ARTS AND SCIENCES

MASTER OF ARTS

JOSEPH WATT HOLLEY .................................. Economics
Thesis: The Buying of Homes by Negroes in a Previous
All White Neighborhood in Montgomery, Alabama.

JOYCE LUNDY CHERRY* .................................. English
A.B., Paine College, 1962.
Thesis: The Evolution of Faulkner's Attitude toward
the Negro: A Study of His Major Fiction.

THADIOUS MARIE DAVIS ................................ English
B.S., Southern University, 1966.
Thesis: The Theme of Suffering in the Novels of Ber­
nard Malamud.

CLARK HILLERY EVERETT* ................................ English
Thesis: The Sources, Substance and Development of
Chaucerian Tragedy.

PHYLLIS FOREMAN LAWHORN .......................... English
A.B., Allen University, 1954.
Thesis: Content Analyses of Two Magazines, With Ref­
erence to Development of Maturity Among Adolescents.

VANESTER PUGH* ........................................ English
Thesis: Jonathan Edwards and the Major Tenets of
Puritan Theology.

ALVIA LOUISE WASHINGTON RANDALL* ............ English
Thesis: Dreiser's Women.

JANICE PERRY WATKINS* ................................ English
A.B., Morris Brown College, 1957.
Thesis: Religious Implications in the Fiction of Herman
Melville.

*Requirements Completed as of January 27, 1968.
CATALOGUE

JEANETTE HUBERT WHATLEY ........................................ English
A.B., Spelman College, 1937.

VERNON LEWIS JACKSON* ......................................... French

JESSIE JACQUELYN LAWSON ........................................ French

BETTY JEAN WILLIAMS MAYS* ....................................... French
A.B., Clark College, 1962.

MARGARET JOSAPHINE PERCELL* .................................. History
B.S., Florida Agricultural and Mechanical University, 1966.

SHIRLEY MARIE WILSON* ........................................... History
B.S., Florida Agricultural and Mechanical University, 1966.

WILLIAM VAN FRAZIER* ............................................... Sociology
B.S., Tennessee Agricultural and Industrial State University, 1965; M.S. in L.S., Atlanta University, 1967.

MASTER OF SCIENCE

DAN THOMAS BLACK .............................................. Biology
B.S., Tuskegee Institute, 1963.
Thesis: The Effects of Insulin on Tail Regeneration in Rana catesbeiana Larvae.

VELMA LORRAINE CHARLES* ....................................... Biology
Thesis: Psychophysiological Studies on Intersexuality, Sex Reversal in Young Rats after Parabiosis, Hormone Administration and Gonadectomy.

*Requirements Completed as of January 27, 1968.
ATLANTA UNIVERSITY

BEVERLY ANN DIXON ............................................ Biology
B.S., Tuskegee Institute, 1963.

KIAH EDWARDS, JR. ............................................ Biology

JAMES CARROLL HOGAN, JR. .................................... Biology

MICHAEL PURIFY JONES ......................................... Biology

MARY JO LOWERY ................................................ Biology
B.S., Fort Valley State College, 1957.

WILLIE CAREL WATTS ............................................ Biology
B.S., Alcorn Agricultural and Mechanical College, 1961.
Thesis: The Effects of Low Temperature on the Metabolic Rate of Paramecium Caudatum.

LEROY COMBS* .................................................. Chemistry
B.S., Morehouse College, 1958.

JOHN JAMES WALKER ............................................ Chemistry
B.S., University of Nebraska, 1958.
Thesis: A study of the Bromination of 5α-androstan-17β-O1-3-One-17-Benzate with N,N-Dibromobenzene-sulfonamide.

LEROY MICHAEL* ................................................ Mathematics
A.B., Miles College, 1962.
Thesis: Tensors and Their Covariant Differentiation.

*Requirements Completed as of January 27, 1968.
CATALOGUE

ERNESTINE BURKS PHILLIPS ................... Mathematics
A.B., Miles College, 1960.
Thesis: Undecidable Theories in Mathematics.

SCHOOL OF SOCIAL WORK

MASTER OF SOCIAL WORK

CHARLES COKLEY ALLEN

GENEVA DELORIS AUSTIN
A.B., Virginia Union University, 1958.
Thesis: A Study of the Relationship of Selected Factors to the Use or Nonuse of Contraceptives by Lower Socio-economic Status Women.

JOYCE ELAINE BETHEL

ERNESTINE WALTON BRAZEAL

GLORIA JEAN BURGESS
A.B., Philander Smith College, 1965.

NANCY ROBERTA CORNELIUS
Thesis: The Attitudes of Patients' Mothers Toward Mental Illness at Veterans Administration Neuropsychiatric Hospital, Marion, Indiana.

JAMES EDWARD DEAN
A.B., Clark College, 1966.

RICHARD JARVIS ENOCHS
Ruth Barrett Freeman  
Thesis: Characteristics of Children, Six Through Eighteen Years of Age, at the Hapeville Branch of Georgia Baptist Children's Home.

Helen Hayes Grape  

Ralph Edward Greenlee  

Quinten George Gresham, Jr.  

Frances Randolph Gross  
A.B., Georgia State College, 1966.  

Marilyn Beatrice Hardin  
Thesis: The Retarded Child and Institutional Care: A Study of Selected Factors and Their Relationship to Admission Age.

Charles Samuel Hood  
B.S., Arkansas Baptist College, 1958.  
Thesis: Characteristics of Veterans Selected for the Alcoholics Program at the Marion, Indiana, Veterans Administration Hospital Between January 1, 1967, and December 31, 1967.

Jeannie Hoosman  
Thesis: A Study of Staff Turnover at Black Hawk County Department of Social Welfare of Waterloo, Iowa.

George Lamar Howard  
Thesis: A Proposed Procedure Book for the Probation Department of the Fulton County Juvenile Court.
JACK C. HSIAO*
A.B., Tunghai University, 1963.

SHIH LU HUANG
A.B., Saint John's University, 1947.

WENDELL PHILLIP JONES
A.B., Philander Smith College, 1966.

MARY LOU KINSEY

FAVE BURNETT LEVERT
B.S., Tuskegee Institute, 1965.

IRWIN LEWIS, JR.
A.B., Kentucky State College, 1964.
Thesis: An Analysis of Community Organization as Practiced by Saul Alinsky.

LILLIAN DOROTHY MANNING
A.B., Texas Southern University, 1957.

JOYCE WILLIAMS PARKS
A.B., Clark College, 1966.
Thesis: Hemodialysis: The High Cost of Living.

PEGGY EDITH PATTERSON
A.B., Oklahoma State University, 1966.

*Requirements Completed as of January 27, 1968.
Beverly Jeanne Pegues
A.B., Central State University, 1966.

Harold Morton Post

Roberta Kite Potsic
A.B., University of Illinois, 1966.

Orien Edwina Reid
A.B., Clark College, 1966.
Thesis: An Analysis of Selected Factors Associated With Reapplication at the Child Study Center of Philadelphia.

Ermalene Coffey Rodrigues
B.S., Spelman College, 1952.
Thesis: An Analysis of the Characteristics of Forty-One Cases of Child Battering from Charity Hospital of Louisiana at New Orleans, Louisiana.

Sheridine Rucker

David Kalman Schogel

Ernestine Latson Smith
Thesis: "To Have And To Hold" Project: A Study of Twenty-Five Negro Teenage Unwed Mothers in Volusia County, Florida.

Gloria B. Hedrick Smith
B.S., Wilberforce University, 1946.
CATALOGUE

PATRICIA ROSE SMITH
A.B., Tougaloo College, 1966.
Thesis: Factors Affecting the Participation of Preadolescents from the North End Neighborhood in Programs of Townsend Community Center, Richmond, Indiana.

MABLE HICKS STEVENSON
Thesis: A Study of a Formalized Group Experience and the Effects of This Experience on the Personal and Social Adjustment of First and Second Grade Girls.

ROSE SWAIN

ROBERTA HAMPTON TAYLOR
A.B., Johnson C. Smith University, 1964.

ODESSA DEANNA THOMPSON
A.B., Roosevelt University, 1965.

JACQUELINE WALLACE
B.S., Tougaloo College, 1966.
Thesis: A Comparative Study and Evaluation of the Role Performance of Foster Parents During Their First Year of Service and Their Fifth Year of Service.

LAMAR HANCOCK WATKINS
A.B., Emory University, 1937.

ROBERT WESTON WAYMER
Thesis: An Analysis of Specific Questions from Tenants About Rent Charges of Public Low Rent Housing Projects Where All Utilities Are Furnished in Atlanta, Georgia.

LEON VIRGIL WHITFIELD
A.B., Texas College, 1956.
Thesis: A Study of Deterrents to Low-Income Patients Seeking Care at Grady Hospital's Prenatal and Infant Care Clinic.
BERTHA DOWDELL WILLIAMS
A.B., Miles College, 1952.

FRANCES ALBERTA WILLIAMS
A.B., Tuskegee Institute, 1966.

ROBERT MADISON WILLIAMS

WALTER GRAHAM WRIGHT, JR.
B.S., University of Cincinnati College of Teachers, 1949.
Thesis: Parental Failure to Provide Medical Care for Children: A Study of Forty-Six Families Referred to the Children's Protective Service of Cincinnati.

TERESA TUNG YANG
A.B., Taiwan University, 1965.
Thesis: A Descriptive Study of Children Admitted to the Children's Seashore House With a Diagnosis of Legg-Dalve-Perthes Disease, 1966-1967.

SCHOOL OF LIBRARY SERVICE
MASTER OF SCIENCE IN LIBRARY SERVICE

ALTA MAE ANDERSON
A.B., Johnson C. Smith University, 1937.

BARBARA ATKINSON BARHAM*

BEULAH EWING BARKSDALE*
A.B., Fisk University, 1952.

*Requirements Completed as of January 27, 1968.
GWENDOLYN CROCKETT BLOUNT
B.S., Morris Brown College, 1956.

LEONA PATRICIA BOLCH*
B.S., West Georgia College, 1963.

ANDERSON D. BURKETT
A.B., Wilberforce University, 1961.

IRIS CAMILLA CARR*

JAMES EDWARD CARROLL
A.B., Oglethorpe College, 1966.

HUNG-YI CHANG*
A.B., National Taiwan University, 1963.

DANNY S. H. CHEN
A.B., National Taiwan University, 1964.

ROSE TSAO-FEI CHEN
A.B., Providence College, 1965.

REGLIN CRITTENDEN*
B.S., Fort Valley State College, 1956.

JOYCE YVONNE FIELDS*

ANNETTA JAMES GILFORD*
B.S. Savannah State College, 1955.

ELISE FORTSON GILHAM

DOLORES POSEY HARRIS*
B.S., Spelman College, 1949.
Thesis: A Survey of the Paul Quinn College Library, Waco, Texas.

MARCELLE ELAINE HATTON

BETTYE JAYNE HAWKINS*
B.S., Bishop College, 1964.

BOOKER HERBERT HINTON*
A.B., Morehouse College, 1952.

*Requirements Completed as of January 27, 1968.
Valeria Jean Hitt
B.S., Purdue University, 1947.

Frances Sin-Ann Hsieh
A.B., National Chengchi University, 1964.

Neil Te-Huei Jen
A.B., National Taiwan University, 1963.

Kak Sue Kim
A.B., Yonsel University, 1964.

Elvie Lee Kirby, Jr.

Taylor Coleman Lewis*
A.B., Talladega College, 1959.

Lucille Nan Lieberman
A.B., University of Vermont, 1943.

Eloise Mells Martin

Frank Edward Moorer*
B.S., Rust College, 1963.

Rebecca Lois Farris Reid*
A.B., Bennett College, 1960.

Yong Sup Sim
A.B., Kon-Kuk University, 1962.

Donald Andrew Spencer, II
A.B., Syracuse University, 1964.

Chia Yuan Sun
A.B., National Taiwan University, 1961.

Lizzie McReynolds Terry
A.B., Morris Brown College, 1957.

*Requirements Completed as of January 27, 1968.
Annette Willis Thomas  
B.S., Albany State College, 1954.  

GiriJa Vijay  

Mary George Williams  
Thesis: The Use of the Library by the Faculty of the Julian Franklin Boddie High School, Milledgeville, Georgia.

Sylvia Jones Williams  
A.B., Arkansas Agricultural, Mechanical and Normal College, 1956.

Aljosie Baker Yarbrough  

School of Education  
Master of Arts

Diana Pauline Anderson*  
Thesis: Comparative Relationships of Tested Intelligence and Achievement in Seventh Grade Social Studies as Indicated by Standardized Tests and Teachers' Evaluation.

Martha Rogers Barksdale*  
A.B., Morris Brown College, 1957.  

Carolyn Jean Bassa*  
A.B., Florida Agricultural and Mechanical University, 1964.  
Thesis: Comparison of Relationships of Standardized Reading Test Results and Teacher Evaluations of Junior College Freshmen.

Mary Daniel Batten*  
A.B., Clark College, 1962.  
Thesis: Analysis of Reading Research Findings at Atlanta University From 1953 Through 1963.

*Requirements Completed as of January 27, 1968.
ETTA CARTER BLAKEY*
B.S., Alabama State Teachers College, 1940.

WALTER R. BOYKIN, JR.*
B.S., Florida Agricultural and Mechanical University, 1955.

LAURA GRIGGS BRANCH
B.S., Morris Brown College, 1949.

SANDRA DELAVRIS BROOKS*
Thesis: A Study of High School Counselors' Knowledge of Mental Retardation.

GWENDOLYN CLOVISE CALLAWAY*
Thesis: Attitudes of Students Toward Vocational, Educational and Social-Personal Counseling.

WORTH R. CHRISTLER
A.B., Morehouse College, 1952.

EMMA LEE WILSON CHUNN

EDNA L. CLACK*
B.S., Morris Brown College, 1947.
Thesis: Effects of Early Reading Instruction.

*Requirements Completed as of January 27, 1968.
AMOS P. COX*  
B.S., Elizabeth City State College, 1946.  

GLENDIA GORDON DANCY  
A.B., Talladega College, 1962.  
Thesis: Intensive Analyses of Reading Patterns of Culturally Disadvantaged Pre-Adolescent Boys With Reading Difficulties.

CHARLES WARWICK FRANCIS*  
A.B., Johnson C. Smith University, 1941.  

JIMMIE DORGE HABERSHAM*  
B.S., Savannah State College, 1955.  
Thesis: An Experimental Study of the Relative Effectiveness of Teaching Arithmetic Using the Drill and Meaning Method on Two Equated Groups of Eighth Grade Students.

BETTYE ROBERTS HENDERSON  
B.S., Paine College, 1956.  
Thesis: A Study of the Effectiveness of a Reading Laboratory on the Scholastic Achievement of Fifth Grade Pupils.

SARAH GENEVA HILLSMAN  
A.B., Clark College, 1958.  
Thesis: Differences in Reading Disabilities of Intermediate Grade and Junior High School Pupils.

BEATRICE BERRY HUDSON*  
B.S., Alabama State College, 1947; M.A., Atlanta University, 1954.  

WILLIE PEARL FAIR HUNT*  
B.S., Fort Valley State College, 1951.  
Thesis: Appraisals by Parents and Teachers of Nongraded Teams and the Extent to Which Their Opinions are in Agreement or at Variance With Reading Performances.

*Requirements Completed as of January 27, 1968.
DOROTHY JEAN JACKSON  
Thesis: Relationship Between Auditory Factors and Reading Achievement in Pupils of a Lower-Socio-Economic Group.

WILDA G. JOHNSON  
Thesis: Predictive Relationship of Reading Readiness to Reading Achievement in Grades Two, Four, and Six.

HATTIE RUTH CHANDLER JONES*  
B.S. Morris Brown College, 1951.  
Thesis: An Analysis of Seven Selected Fourth Grade Science Textbooks.

LOIS FLUELLEN JONES  
B.S., Fort Valley State College, 1951.  
Thesis: An Evaluation of Third Grade Spelling Textbooks.

WILLA S. JONES  
A.B., Morris Brown College, 1957.  

OBADIAH JORDAN, JR.  
Thesis: Tested Differences in Scholastic Performance Between Continuing Teacher and Rotating Teachers Taught Adults.

T. WAYNE KING*  
B.S., Mansfield State College, 1958.  

BARBARA HOLLOWAY LEE*  
A.B., Spelman College, 1953.  
Thesis: The Relationship Between the Child-Rearing Attitudes of Mothers and the Adjustment and Achievement of Their Children.

ANNIE MARY LOVE  
Thesis: The Effects of Current Legislative Changes and Developments on Programs for Mentally Retarded Children in Georgia.

*Requirements Completed as of January 27, 1968.
ELLAWEEN CELESTE LOWERY
A.B., Clark College, 1953.
Thesis: Practices of Curriculum Directors in Developing and Implementing Federal Projects for Schools in a Disadvantaged Area of Central Georgia.

RALPH TIMOTHY MCDONALD
B.S., Oakwood College, 1963.

REBECCA LITTLE MERIDITH
A.B., Fisk University, 1961.

OCTAVIA WASHINGTON MILTON
B.S., Hampton Institute, 1954.

NAOMI CORNELIA KNOWLES MOORE
A.B., Clark College, 1940.
Thesis: Two Methods of Teaching Sixth Grade Spelling.

JUANITA LOUISE NASON
B.S., Tuskegee Institute, 1962.

GRACE CRAWFORD O'KELLY*
B.S., Fort Valley State College, 1950.

HAROLD LEE PERDUE*
B.S., Fort Valley State College, 1951.

GLADYS C. DANIELS SIMMONS
B.S., Shaw University, 1944.
Thesis: An Experimental Study of the Effect of Group Guidance Upon the Academic Achievement of a Group of Eighth Graders, Sparta, Georgia.

*Requirements Completed as of January 27, 1968.
WILLIE MAUDE KNOWLES SMITH
B.S., Clark College, 1952.

SARAH JANE SUTTLES
B.S., University of Georgia, 1938.

MYRTICE MORGAN TAYLOR
B.S., Fort Valley State College, 1954.
Thesis: The Task of the Supervisor as Identified by Teachers Enrolled in the School of Education, Atlanta University, Summer Session 1967.

ELZIE OLIVER THOMAS
B.S., Tuskegee Institute, 1941.

NORMAN HAROLD THOMAS
Thesis: A Correlation of Certain College Entrance Test Scores Made by the 1962 Freshman Class of Morehouse College, Atlanta, Georgia.

LELIA LOUISE VICKERS
A.B., Miles College, 1966.
Thesis: A Follow-Up Study of the Graduate Assistants in Reading at Atlanta University From 1958 to the Present.

MELVIN R. WEBB

NATHANIEL CHARLES WEST
B.S., Morris Brown College, 1966.

GEORGIA DELOIS WHEATT
FRANK WILEY*  

ROBERT HENRY WILSON*  
A.B., Morehouse College, 1948.  
Thesis: Occupational Aptitudes, Interests, and Opportunities of Seniors at Carver Vocational High School.

FRANCES PETERS WRIGHT*  
Thesis: A Content Analysis of Three Professional Textbooks on Methods of Teaching Mentally Retarded Children.

ROBERT CHARLES YOUNG*  
A.B., Morehouse College, 1950.  
Thesis: An Assessment of the Physical Education Program for Boys in Grades Four Through Eight.

SCHOOL OF BUSINESS ADMINISTRATION  
MASTER OF BUSINESS ADMINISTRATION

ARVINLKUMAR SHAMJI CHHEDA  
A.B., Ramnarain Ruia College, 1966.

ALPHONSO DAVIS  
A.B., Johnson C. Smith University, 1966.

ENOBONG THOMPSON EBOH  
B.S., Southeastern University, 1965.

HUBERT L. EVANS  
B.S., Fort Valley State College, 1959.  
Thesis: A Survey of the Attitudes of Atlanta University Graduate Students Toward the Costs and Operations of Revolving Credit.

HAROLD JULIAN FARRIS  

AJAERO ESONU IHEDIOHA  

*Requirements Completed as of January 27, 1968.
KANTILAL CHANDMAL JAIN  
B.Com., Vikram University, 1963.  
Thesis: Auditing in the Age of EDP.

VINOD KUMAR JAIN  
Thesis: Product Promotion T-5000 Operating Table.

JOSEPH KARANJA KIMANI  
A.B., Inter American University of Puerto Rico, 1965.  

TEH-CHIH LEE  
B.Com., Soochow University, 1961.

ROBERT LEE MEADOWS  

JEROME CARThEW MURRELL  
B.S., Hampton Institute, 1966.

AUGUSTINE OHAKWUNYELOM OKPAH  
B.B.A., University of Houston, 1966.  

MANTENA RAMACHANDRA RAJU*  

TANSUKH J. SALGIA*  
B.Com., Vikram University, 1961.  
Thesis: Job Evaluation—A Study in History and Development.

RALPH BERNSTEIN SINGFIELD  

LESTER EUGENE WALKER, JR.  
A.B., Morehouse College, 1956.  

*Requirements Completed as of January 27, 1968.
CATALOGUE

DEGREES CONFERRED
August 8, 1968

SCHOOL OF ARTS AND SCIENCES

MASTER OF ARTS

JAMES LEE HILL .................................. English
B.S. Fort Valley State College, 1963.
Thesis: Hellenism in Theme and Practice in Matthew Arnold's Poetry.

LOIS NAOMI MICKENS ............................ English
Thesis: The Effectiveness of Current Literature in the Teaching of Comprehension to College Freshmen.

IRENE HARRISON SMITH ............................ French
A.B., Virginia Union University, 1948.

OLIVIA BRADLEY GREEN ............................ History
A.B., Fisk University, 1962.

TAMAH VERONICA JENKINS ........................ History
A.B., South Carolina State College, 1967.

JULIUS FRANKLIN NIMMONS, JR. .................... History

LLOYD KAY THOMPSON, JR. ......................... History
B.S., Arkansas Agricultural, Mechanical and Normal College, 1966.
Thesis: An Economic Analysis of Napoleon's Continental System.

RENETTA THREALKILL WOMACK ..................... History
B.S., Jarvis Christian College, 1956.
Thesis: Indian Education in America and Its Effects Upon Indian Assimilation.
Mildred Marie Kuye .................................. Sociology
B.S., Arkansas Agricultural, Mechanical and Normal College, 1961.
Thesis: Attitudes of Atlanta University Center Students Toward Interracial Marriage.

MASTER OF SCIENCE

Jerry Bennett ..................................... Biology
Thesis: Some In Vitro Effects of DL-Desthiobiotin, Deoxypyridoxine-Hydrochloride and L-Arginine-Mono-
hydrochloride on the Notochord of Amphibian Larvae: A Histochemical Study.

John A. Duplantier ............................ Biology
B.S., Grambling College, 1962.
Thesis: A Descriptive Study of the Distribution of Calcium and Iron in the Tail Tissues of Rana Pipiens
Larvae (Stages I-XVIII).

Tamara Ewell ................................... Biology
B.S., Howard University, 1963.
Thesis: The Effects of the Lathyrogenic Agent, Propionitrile, on the Vertebral Axis of Chick Embryos.

Walter William Manigault ...................... Biology
B.S., Howard University, 1960.

Mayme N. Thompson Payne ..................... Biology

James Alfred Roberts ............................ Biology
B.S., Florida Memorial College, 1966.
Thesis: The Excretion of Inulin and Phenol Red in the Fresh-Water Turtle, Pseudemys Elegans.

Robert Arthur Washington ....................... Biology
B.S., Morehouse College, 1949.
Thesis: The Effect of Large Doses of Mammalian (Sheep) Gonadotrophins on the Reproductive Cycle of Immature Female Rana Pipiens.
CATALOGUE

DON KENNETH DAWSON ......................... Chemistry
B.S., Arkansas Agricultural, Mechanical and Normal Col­
lege, 1961.
Thesis: Studies in Conjugated Systems: The Action of
Hydrogen Bromide on 1-(P-Nitrophenyl)-3-Methyl-
butadiene-1, 3.

MALVA T. WASHINGTON BURNETT ............. Mathematics
B.S., Alabama State College, 1949.
Thesis: Continued Fractions.

FREDERICK WILSON GETMAN ................... Mathematics
Thesis: Convex Sets.

BILL KALTSOUNIS ............................. Mathematics
B.S., Middle Tennessee State College, 1962.
Thesis: History of Fermat's Last Theorem.

JERLEAN B. LATTIMORE ....................... Mathematics
B.S., Jackson State College, 1954.

GERALD WAYNE LEE ........................... Mathematics
Thesis: Fourier Series.

JOHN WESLEY MICHAEL, JR. ................... Mathematics
A.B., Miles College, 1961.

PREM PARKASH ............................... Mathematics
B.S., Savannah State College, 1966.
Thesis: Quadratic Forms of Matrices.

MARCEL PILATE .............................. Mathematics
B.S., Jackson State College, 1959.
Thesis: Sequential Machines.

SCHOOL OF SOCIAL WORK

MASTER OF SOCIAL WORK

MARGUERITE LOUISE BROWN BRADLEY
A.B., Clark College, 1959.
Thesis: A Study of Characteristics of Parents who Neg­
lected Their Children.
HARLEY FREMONT BURDEN, III
Thesis: Attitudes and Practices of Lower Income Males Toward Family Planning and Birth Control.

JOYCE ELLA CARTER
A.B., Langston University, 1966.
Thesis: The Ombudsman.

BARBARA C. MARTIN

VERNA LAZELLE WOODS
Thesis: An Evaluative Study of Foster Home Placement at the Veterans Administration Hospital, Northport, Long Island, New York.

SCHOOL OF LIBRARY SERVICE
MASTER OF SCIENCE IN LIBRARY SERVICE

PATRICIA SPELLEN ADAIR
A.B., Barber-Scotia College, 1966.

SAIYED ANWAR AHMAD
A.B., University of Allahabad, 1956.

RAYMOND CLIFFORD BARZEY, JR.

WILLIS LLOYD BOLTON
A.B., Clark College, 1956.

CHARLOTTE JEANETTE BOWEN
A.B., Talladega College, 1967.

MARJORIE PATRICIA BROOKS
A.B., Talladega College, 1964.

MARY LOUISE BROWN
B.S., South Carolina State College, 1964.

VIVIAN TRUITT BROWN

JANICE VICTORIA BURDEN
B.S., Southern University, 1966.
GOLDIE FORTSON CARTER
A.B., Knoxville College, 1952.

LOUISE CHURCH CHILDS
B.S., Georgia State College for Women, 1939.

CORA ANN CULVER COLEMAN
B.S., Bethune-Cookman College, 1960.

ROSA KEARNS COLEMAN
A.B., Johnson C. Smith University, 1965.

JAMES EDWARD CRAYTON

JOHN WILSON CUTLIFF
A.B., Southern University, 1945.

VERLEAN DELANEY
B.S., Tougaloo College, 1955.
Thesis: A Study of the Reading Habits of a Selected Group of Tubercular Patients at the Veterans Administration Hospital, Richmond, Virginia.

MARVA LAVERNE DELOACH
B.S., Savannah State College, 1967.

BETTY JEAN DURR
B.S., Fort Valley State College, 1959.

TERRY SUSAN ELLIS
A.B., Howard University, 1965.

BETTY GEIGER FRAZIER
B.S., Fort Valley State College, 1962.

AGNES MAE HALL
B.S., Southern University, 1961.

ROBBYE ROBINSON HENDERSON

MUIRIEL LITTLE CAUTHEN HOWELL
**Edna Carter Jackson**  

**Del Eagan Jupiter**  
A.B., Spelman College, 1944; B.S. in L.S., Atlanta University, 1949.

**Janie Ruth King**  
B.S., Southern University, 1967.

**Louise Hembree Larkin**  
A.B., Spelman College, 1951.  
Thesis: A Study of the Treatment of the Negro in Four Selected Encyclopedias.

**Andy Ning Lew**  
A.B., National Taiwan University, 1964.

**Marynette Bonner Lovejoy**  
A.B., Morris Brown College, 1939.  

**Marilyn Ann Helms MacDonald**  
B.S., Troy State University, 1964.

**Bertha McGuire**  

**Pansy Wilson McLendon**  

**Alice Leigh Malcolm**  
A.B., Clark College, 1954.

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

**Thelma Cook Merriweather**  
A.B., Paine College, 1947.

**Edna Summey Miller**  

**Sarla Rani Mohan**  
B.S., University of Delhi, 1952.

**Edwana Norwood**  

**Marguerite Shavers Peyton**  
A.B., Texas College, 1953.
HELEN GORDON QUIGLESS  
A.B., Fisk University, 1966.

CRYSTIANA SMITH RANDLE  
A.B., Tougaloo College, 1953.

MATTIE MARIE ROANE  

EDNA SCHWAB  
B.S., Tennessee Agricultural and Industrial State University, 1956.

MARTHA BOZEMAN SCOTT  
B.S., Alabama State College, 1957.

INEZ JANE SINGFIELD  
B.S., Fort Valley State College, 1956.  

PAULINE SINKFIELD  
B.S., Fort Valley State College, 1960.

MILDRED LAURIE SMITH  
B.S., Edward Waters College, 1967.

QUEEN ESTHER GRIFFIN SMITH  
B.S., Savannah State College, 1965.

AUDRON FRANCES SPEARS  
A.B., Philander Smith College, 1967.

SYLVIA YVONNE SPRINKLE  
B.S., Winston-Salem State Teachers College, 1967.

CORINE GAMBRILL SULLIVAN  
B.S., Benedict College, 1947.  
Thesis: An Analysis of the Use of Four Elementary School Libraries of Anderson County, South Carolina.

BEATRICE SUMTER  

JOAN LIEBER SWEENEY  
B.S. College of Mount St. Vincent, 1950.

JULIA STALLINGS SYKES  
DOROTHY MAE THOMAS
B.S., Jackson State College, 1964.

MARY NELL SANDERS TODD
B.S., Bethune-Cookman College, 1957.

AUDREY ELAYNE QUICK TYLER
B.S., South Carolina State College, 1965.

MYRTLE PARKER WATT
A.B., Philander Smith College, 1957.

SCHOOL OF EDUCATION
MASTER OF ARTS

ALICE HILL ADAMS
B.S., Fort Valley State College, 1954.
Thesis: The Relative Effectiveness of Interclass Ability Grouping in Reading as Compared to Intra-Class Ability Grouping in Reading.

ERNESTINE BROOKS BANKS
B.S., Spelman College, 1945.

MARTHA WRIGHT BARNES
A.B., Clark College, 1957.

MIKE CONNER BERRY
B.S., Alcorn Agricultural and Mechanical College, 1959.

GENEVA LOUISE McCRARY BLACKSHEAR
B.S., Fort Valley State College, 1951.
Thesis: Comparison of Scholastic Performance Between Basal Text Taught and Programmed Instruction Taught Second Graders.

ROBERT BONNER

ELEANOR MARIE BRADLEY
A.B., Morris Brown College, 1940.
Thesis: The Treatment of Negro Servicemen in American History Textbooks Adopted by the State of Georgia.
JANET COLLINS BROOKS  
A.B., Talladega College, 1966.  
Thesis: Biographical Sketches of Pre-Eminent Educators in Mental Retardation.

ROBERT GENE CHATMAN  
A.B., Morehouse College, 1959.  

LOUISE H. CHERRY  
B.S., Fort Valley State College, 1953.  
Thesis: A Comparative Study of Two Reading Groups.

WILLIE ENGLISH CHESTER  
Thesis: Tested Differences on Intelligence, Achievement, Personality, and Personal Problems Between Seventh-Grade Boys and Girls.

ANNIE JEAN NEAL CROWE  
Thesis: A Study of Regular Class Children's Perception of a Special Class for Educable Mentally Retarded Children.

FRANCES TERRELL CULBREATH  
B.S., Morris Brown College, 1951.  
Thesis: A Profile of Reasons Given by Seventh Grade Boys for Their Inferior Performance in Language Arts.

GWENDOLYN SMITH CURRY  
Thesis: The Relative Effectiveness of Two Methods of Teaching Science to Seventh Grade Pupils.

GWENDOLYN PAGE DUNNAVILLE  

ALFREDA BRADLEY EVANS  
A.B., Clark College, 1960.  
CHARLES CARLE FANNINGS
A.B., Clark College, 1957.

BETTY BOGAN FEW
A.B., Clark College, 1953.
Thesis: The Motives and Situational Factors that Influence Disadvantaged Adults to Engage in a Basic Adult Education Program.

HAROLD B. FIELDS
B.S., Savannah State College, 1952.
Thesis: Effectiveness of a Neighborhood Youth Corps Program as Revealed by the Opinions of Participants and Supervisory Personnel.

NEARI LEE FRANCOIS
B.S., Grambling College, 1967.

RUBEN GENTRY
B.S., Jackson State College, 1967.

HERBERT STANLEY GEORGE
A.B., Morris Brown College, 1953.

LOUISE YELVERTON GEORGE
B.S., Tuskegee Institute, 1949.

ANNIE JORDAN GRAVES
A.B., Clark College, 1958.
Thesis: Case Analyses of TV Preferences, Recreational Activities and General Interests of Two Groups of Pre-Adolescent Children.

BETTIE LOCKHART GRIFFS
B.S., Fort Valley State College, 1960.

WILHELMENA ISAILAH HARDEMAN
B.S., Savannah State College, 1947.
Thesis: Comparisons and Relationships of Reading Achievement and Socio-Economic Status of Mobile and Non-Mobile Fifth Grade Pupils in Clarke County, Georgia.
GRACE NEVELL HARPER  
B.S., Savannah State College, 1947.  
Thesis: Effect of Different Types of Classroom Organization on Pupil Achievement.

MILDRED DAVIS HARRIS  
B.S., Fort Valley State College, 1955.  

WILLIAM OWEN HARRIS  
B.S., North Georgia College, 1952.

IDA JANETTE WRIGHT HOWARD  
A.B., Paine College, 1946.  
Thesis: Progress in Written Language of Students From Low Socio-Economic Backgrounds.

CORA SAUNDERS HOWELL  
B.S., Albany State College, 1953.  

FREDA PATRICIA ISAACS  
A.B., Bennett College, 1966.  
Thesis: An Evaluation of Selected Reading and Spelling Programmed Instructional Textbooks for Adults.

CONSTANCE SCOTT JACKSON  
Thesis: Achievement Differences of Educationally Disadvantaged Learners Taught by One Teacher and by An Instructional Team.

HATTIE LAURA JAMES  
A.B., Clark College, 1957.  

YVONNE DE CARLO JEFFERSON  
B.S., South Carolina State College, 1967.

DOREATHA CHISHOLM JENKINS  
Thesis: Case Analyses of Teachers Using Special Methods of Reading Instruction.

VICTORIA WILLIAMS JENKINS  
B.S., Morris Brown College, 1951.  
ZEPHERINE BARNETT LAMAR
B.S., Savannah State College, 1940.
Thesis: Relationships of Levels of Achievement in English and Mathematics Among Sixth-, Seventh-, and Eighth-Grade Pupils at Drake School.

PATRICIA ANN LAWSON
A.B., Delaware State College, 1967.

MARION ELLIS McCARTHY
B.S., Fort Valley State College, 1956.

W. OLIVER McCLENDON
A.B., Clark College, 1950.
Thesis: An Historical Investigation of the Negro Public School Teacher in Atlanta, Georgia, 1872-1900.

RUBYE FIELDER MASON
A.B., Paine College, 1950.
Thesis: A Study of the Arithmetical Difficulties and Their Remedial Treatment of a Selected Group of Sixth Grade Pupils.

BERNICE D. MEANS
B.S., Morris Brown College, 1954.
Thesis: The Performance of Headstart and Non-Headstart Children in the First Grade at the W. A. Fountain School, Forest Park, Georgia.

JOHN BRYANT MEYER
A.B., Calvin College, 1962.

BESSIE VIOLA MARCHMAN MONROE
B.S., Clark College, 1952.
Thesis: The Role of the Visiting Teacher in the North Avenue Elementary School, Atlanta, Georgia.

CURTIS WELDON MORELAND
B.S., South Carolina State Agricultural and Mechanical College, 1950.
Thesis: Differences in Scholastic Achievement of Participating and Non-Participating Headstart Pupils.

GENEVA G. MOSBY
B.S., Oakwood College, 1958.
Thesis: A Comparison of Problem Areas of High and Low Achieving College Freshmen.

JO-ANN RANDOLPH MURPHY
A.B., Clark College, 1955.
Thesis: The Opinions of Elementary Teachers Toward Physical Punishment in the Classroom.
EVA CLARK MURRAY  

THOMAS JOSEPH OLEXA  
B.S., King's College, 1964.

JANE BROWN PATRICK  
B.S., Barber-Scotia College, 1955.  
Thesis: The Effectiveness of Departmentalized Junior High School Science Curriculum as Compared to the Non-Departmentalized Junior High School Science Curriculum.

GERALDINE ROBERTS PEARSON  
A.B., Morris Brown College, 1951.  

MAGDALENE TERRELL PERRY  
Thesis: Comparisons of Television and Reading Interests, Habits, and Preferences of Children Enrolled in Summer Reading Programs.

MARY LEE PETTIGREW  
Thesis: A Comparative Study of First Graders With and Without Project Headstart Experiences in Reading and Mathematics.

FRANCES WILSON PINKSTON  
A.B., Clark College, 1958.  
Thesis: Effects of Vocational Guidance Films Upon the Occupational Choices of Ninth Grade Youth.

SELIE REED RATCHFORD  
Thesis: The Effectiveness of the Frostig-Horne Program for Perceptual Training With Cerebral Palsied Children.

MAMMATU JOSEPHINE RICHARDS  
B.S., Cottinington College, 1965.  
Thesis: Analysis of Specific Difficulties Inhibiting Reading Achievement in English as a Second Language.

MARJORIE ARMENTA RICKS  
B.S., Spelman College, 1950.  
Thesis: Experience Backgrounds of Pre-First Graders as Related to Story Situations in Five Basic Reader Programs.
GWENDOLYN M. ROSS  
B.S., Morris Brown College, 1959.  
Thesis: The Relationship of Specific Reading Skills to High and Low Achievement in Arithmetic Problem Solving.

GHUSSAN ROUSE  

JANIE ROWE  

WINSTON CHURCHILL RYAN  

JUANITA GEROLINE SAULSBURY  
B.S., Fort Valley State College, 1953.

DELORES MULDROW SAUNDERS  
B.S., Morris Brown College, 1959.  
Thesis: Five Year Study of the Program of Supervision at Atlanta University.

ALFRED SCOTT  
A.B., Clark College, 1950.  

JUNTUS PIERPONT SHERWOOD, Jr.  

FRANK SIMS  
A.B., Clark College, 1959.  
Thesis: A Comparative Analysis of the Achievement in Algebra of Negro and Caucasian Students in Two Fulton County High Schools.

THOMAS SULLIVAN  
A.B., Clark College, 1960.  
Thesis: Junior High School Guidance Services as Perceived by the Consumer.
DAVID E. THOMAS
B.S., Savannah State College, 1958.
Thesis: The Participation of Transported and Non-Transported High School Students in Extra-Curricular Activities in the E. E. Butler High School, Gainesville, Georgia.

LEE THOMAS, JR.
A.B., Rust College, 1956.

HUBERT WENDELL THOMPSON
Thesis: The Relationship of Reading Achievement to the Emotional Adjustment of College Freshmen.

MARJORIE WOLFE USHERY
B.S., Clark College, 1948.

NEEKA GARRISON WASHINGTON
A.B., Spelman College, 1953.
Thesis: The Effects of a Programmed Approach to Reading on Reading Achievement and Attitude Toward Reading.

PEGGY LOU WHITE
B.S., Hampton Institute, 1960.
Thesis: The Use of Occupational Information in the Georgia High Schools.

AZALEE WICKER

SAM WILLIAMS, JR.
B.S., Southern University, 1957.

BILLY WILSON
Thesis: Differences and Correlations of High School and College Scholastic Achievement of the 1961 Freshman Class of the Albany State College, Albany, Georgia.

JEANNETTE BOWMAN WILSON
MARThA WADE WRIGHT
B.S., Morris College, 1947.

MARIE KILLETTE YOUNG
B.S., Florida Agricultural and Mechanical University, 1955.

SCHOOL OF BUSINESS ADMINISTRATION
MASTER OF BUSINESS ADMINISTRATION

WALTER JAMES AINSWORTH

JAMES BERNARD ARNOLD, III

LEUL BELAY
A.B., Lincoln University, 1966.

RAJINDER PARSHAD BHATIA
A.B., Panjab University, 1952.

JEROME KINDLE BOOKER
A.B., Texas Southern University, 1967.

JOHN HENRY CALHOUN
A.B., Morehouse College, 1937.
Thesis: Some Contributions of Negro Leaders to the Progress of Atlanta, Georgia.

NORRIS ALFONSO CHARLES

RAYMOND MORRIS FRITZ
B.S., Saint Benedicts College, 1967.

WILLIAM LOGAN FULLER
B.S., Hampton Institute, 1966.

EMERY IRVING GARY

SAMUEL JEROME HUGHSON
B.S., Hampton Institute, 1967.
MAURICE HAYGOOD JONES
A.B., Talladega College, 1966.

PAUL EVERETT JONES

VINOD KAPOOR
B.Com., Panjab University, 1966.

ELMO REDMOND LOGAN, JR.
B.S., Tennessee Agricultural and Industrial State University, 1967.

NATESAN KRISHNA MURTHY
B.Com., Calcutta University, 1961.

JOHN WILLIE PAGE
B.S., Southern University, 1965.

DAN ANDREW JAMES SEYMOUR RICHARDS
B.S., Arkansas Agricultural, Mechanical and Normal College, 1967.

RAMANLAL FATEHCHAND RUIA

MANMOHAN SINGH SETHI
Thesis: Management Training Program in a Discount Store.

SAT PAL SHARMA
A.B., East Panjab University, 1949.
Thesis: Product Advertising By Advertising Agencies: A Case Study

JOSEPH CHARLES SOMERVILLE
Thesis: Subordinated Debentures: Role and Extent of Use in the Capital Structure of Banks, Finance Companies and Industry at Large.

GEORGE ROGER STINSON
A.B., Johnson C. Smith University, 1963.
Thesis: The Organization of the Atlanta Waiters and Waitresses Association: A Case Study.

WILLIAM LORENZO STRICKLAND
RALPH UWABUIKE UZOMAH*
B.S., Southern University, 1965.

CHARLES ALEXANDER WEST

PRENTISS WILKERSON
A.B., Southern University, 1967.

*Requirements Completed as of June 3, 1968.
### SUMMARY OF DEGREES CONFERRED IN 1968

#### DEGREES IN COURSE

<table>
<thead>
<tr>
<th>Degree</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. M.</td>
<td>48</td>
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1 First Semester Only.
2 Second Semester Only.
DEMONS, SAMUEL HENRY .............................................. Barnesville
B.S., Morehouse College, 1967.

DULCE, BERTHA O. .............................................. Colombia, South America
B.S., University Of The Andes, 1961.

GARDNER, JOHN E. .............................................. St. Helena Isld, South Carolina
B.S., Morehouse College, 1968.

HINTON, DOROTHY MAE .............................................. Richton, Mississippi
B.S., Alcorn A&M College, 1968.

HUGGINS, ALONGO KIMUEL ........................................ Atlanta
B.S., Morehouse College, 1967.

HURST, DAVID B. JR. .............................................. Douglasville

INABINET, ANNA L. .............................................. Columbia, South Carolina

ISCANDARI, NAIB BALOGUN ........................................ Sierra Leone
B.S., Shaw University, 1968.

JOHNSON, ELDRIEDE .............................................. Birmingham, Alabama
A.B., Miles College, 1963.

JOHNSON, RICHARD STANLEY ........................................ Atlanta
B.S., Morehouse College, 1968.

JONES, MACK ARTHUR .............................................. Barton, Florida
B.S., Stillman College, 1964.

KELLY, CECIL JAMES .............................................. Atlanta
B.S., Morehouse College, 1967.

KU, CHYUAN-LUN .............................................. Taiwan
B.Sc., Taiwan Normal University, 1964.

KU, SHI-CHR .............................................. Taiwan

LIN, YEN-YU ANN .............................................. Taiwan
B.S., Tunghai University, 1968.

LUMPKIN, HUSTON III .............................................. Athens
B.S., Morehouse College, 1965.

LUPINACCI, LUCILLE A. .............................................. Westerly, Rhode Island
A.B., University of Rhode Island, 1961.

1 First Semester Only.
2 Second Semester Only.
MOHANTY, MAHENDRA KUMAR ................................ India
B.S., Ravenshaw College, 1962.

MOORE, ROBERT ALFRED ................................ Atlanta
B.S., Drake University, 1963.

PARKS, GRADY ........................................... Atlanta
B.S., Fort Valley State College, 1959.

PAYTON, CECIL WARREN .............................. Orangeburg, South Carolina

PELUSO, DON WAYNE ................................ Atlanta

ROBINSON, KENNETH EUGENE ..................... Charleston, South Carolina
A.B., Talladega College, 1966.

SALTERS, CHARLES ROBERT .......................... Atlanta
B.S., South Carolina State College, 1965.

SEN, SHUKDEB ........................................... India
B.S., City College of Calcutta, 1965.

STEVENVSON, MARVA L. ............................. West Helena, Arkansas
B.S., Arkansas Agricultural, Mechanical and Normal College, 1967.

STOKES, BETTIE RUTH .............................. Gary, Indiana

STRAIT, GEORGE ALFRED .............................. Atlanta
A.B., Boston University, 1967.

TAYLOR, ARDRAN STANLEY .......................... Fort Worth, Texas
B.S., Morehouse College, 1968.

THIGPEN, JOSEPH W. JR. ............................ Atlanta
B.S., Jackson State College, 1966.

WARSI, ZAKIR AHMAD ................................ India
B.S., The Aligarh Muslim University, 1968.

WASHINGTON, HAROLD LAYNE .................. Birmingham, Alabama
B.S., Clark College, 1968.

WASHINGTON, PAULINE .............................. Atlanta
B.S., Alabama Agricultural and Mechanical College, 1962.

WILLIAMS, MARVIN TYRONE ....................... Jacksonville, Florida

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

WILSON, ALBERT THOMAS III ........................................... Atlanta
B.S., Morehouse College, 1966.

WRIGHT, THOMAS A. ................................................. Atlanta
B.S., Claflin College, 1954.

YEN, HSI-LING1 ...................................................... Taiwan
B.S., Chung-Hsing University, 1968.

CHEMISTRY

ANDREWS, GEORGE H. JR.2 ............................................. Atlanta
B.S., Morehouse College, 1963.

ASHLINE, HERBERT ..................................................... Atlanta
B.S., State University College at Plattsburgh, New York, 1964.

BHATIA, BHARAT MOHAN1 ........................................... India
B.S., Punjab University, 1965.

CLOUD, THOMAS CALVIN .............................................. Cairo
B. S., Savannah State College, 1963.

COOPER, JOSEPH ROBERT2 ............................................. St. Stephen, South Carolina
B.S., Bethune-Cookman College, 1963.

JONES, ROBERT BENJAMIN ............................................. Fort Valley
B.S., Fort Valley State College, 1966.

MCDANIEL, LAZARUS JAMES ....................................... Lyerly
B.S., Morehouse College, 1968.

MCEWEN, CHARLES ..................................................... Atlanta
B.S., William and Mary College, 1965.

MCLEOD, JOHN IRVIN .................................................. Atlanta
B.S., South Carolina State College, 1961.

MARKING, WILLIAM MICHAEL ...................................... Atlanta
B.S., Memphis State University, 1966.

MARSHALL, JOHN ...................................................... Benton, Missouri
B.S., Southeast Missouri State College, 1963.

MASON, NATHANIEL .................................................. Birmingham, Alabama
A.B., Miles College, 1962.

NORTON, KENNETH WAYNE ........................................ Dothan, Alabama
B.S., Morehouse College, 1968.

1 First Semester Only.
2 Second Semester Only.
PARKS, JOHN DAVID
B.S., North Carolina Agricultural and Technical State University, 1958.

SIMMONS, SAM NATHANIEL
Hopkins, South Carolina
B.S., Benedict College, 1966.

TUCKER, CLARENCE TERRAL
Andalusia, Alabama
B.S., Alabama Agricultural and Mechanical College, 1962.

WALKER, LAWRENCE
Atlanta
B.S., Morehouse College, 1968.

ECONOMICS

KHOURY, FUAD AWAD
Ramallah, Jordan
A.B., Oglethorpe College, 1966.

KOUKIDIS, PAUL M.
Athens, Greece
A.B., Oglethorpe College, 1967.

ONYACH, OBUYA ALBERT
Kenya
A.B., Tougaloo College, 1966.

PINSON, CONSTANCE LUTRICIANE
Atlanta

TSAN, JIN-JENG
Taiwan
A.B., National Taiwan University, 1964.

ENGLISH

BENNETT, MARY ANNE
Savannah
B.S., Savannah State College, 1968.

BILLINGSLEA, A. JEAN
E. Orange, New Jersey
A.B., Rutgers University, 1967.

BROWN, JEAN WILLIAMS
Alachua, Florida
A.B., Florida Agricultural and Mechanical University, 1968.

BROWN, LENA B.
Atlanta

BROWNING, DORIS
Bartow, Florida
A.B., Florida Agricultural and Mechanical University, 1965.

CARTHON, ANNIE RELEFORD
Decatur

1 First Semester Only.
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<td>Huntsville, Alabama</td>
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<td>Salimi, Hossein Gholi</td>
<td>Tehran, Iran</td>
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Stewart, Georgia Lee ....................................... Monroe, Louisiana
A.B., Southern University, 1967.

Stone, Carol Anne ......................................... Atlanta
A.B., Howard University, 1967.

Thompson, Allison Pamilla ................................... Pendleton, South Carolina
A.B., Paine College, 1968.

Trent, Virginia Louise1 ...................................... Albany

Walker, Virginia Tallulah ..................................... Birmingham, Alabama
A.B., Miles College, 1963.

Watkins, Emma Pearl ........................................... Montgomery, Alabama

Williams, Patricia Ann ....................................... Hope, Arkansas
A.B., Philander Smith College, 1968.

Wu, Yueh-Chou .................................................. Taiwan
A.B., Tunghai University, 1966.

French

Anderson, Sandra Lovingood1 ................................ Atlanta
A.B., Clark College, 1959.

Austin, Patricia Battle2 ........................................ Atlanta

Brooks, Jo Evelyn .............................................. Monroe

Cranmer, Arlette B.1 ............................................ Atlanta
A.B., Institute of Sainte Jeanne d'arc Oran-algeria, 1945.

Harvey, Joanne .................................................. Atlanta
A.B., Clark College, 1966.

Lloyd, John Thomas2 ............................................ Atlanta
A.B., Johnson C. Smith University, 1966.

Lockhart, Barbara Jean2 ....................................... Atlanta

Matthews, Cary D.1 .............................................. Atlanta

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

RAMSEY, SAMPSON ULYSSES ...................................... Atlanta

ROSS, CAROL A. ........................................... Jacksonville, Florida
B.S., Florida Agricultural and Mechanical University, 1967.

SMITH, ALICE JEAN ........................................... Norman Park
B.S., Fort Valley State College, 1968.

SMITH, ALSYLVIA ........................................... Baton Rouge, Louisiana
B.S., Southern University, 1964.

SMITH, JULIAN KENNETH ..................................... Atlanta

WILLIAMS, CATHERINE INEZ ................................ Norfolk, Virginia
A.B., Norfolk State College, 1968.

WILLIAMS, JEAN SHIPP ....................................... Fairfield, Connecticut

HISTORY

BRINSON, SADIE B. ........................................... Atlanta

CANNON, ROBERT JOSEPH ..................................... Sumter, South Carolina
A.B., Grambling College, 1965.

DANDRIDGE, DEBORAH ........................................ Baton Rouge, Louisiana
A.B., Washburn University, 1968.

DUDLEY, JULIUS WAYNE1 ..................................... Atlanta

HEARD, JAMES T. ............................................. Chicago, Illinois
A.B., Rust College, 1966.

HILL, THERESA ELAINE ....................................... Birmingham, Alabama
A.B., Florida Agricultural and Mechanical University, 1968.

HOLLINSHEID, LEON2 ......................................... Atlanta
B.S., Fort Valley State College, 1966.

JOHNSON, OTIS2 ............................................... Anniston, Alabama
Special Student

PHILLIPS, KATHERINE SCOTT4 ................................ Atlanta

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1 First Semester Only.
2 Second Semester Only.
JAMES, CLYDE E. 2 ..................................... Atlanta

KNIGHT, RICHARD JR. 1 .................................. Fort Valley
A.B., Fort Valley State College, 1968.

LOMAX, BENJAMIN ....................................... Anniston, Alabama

LOMBARD, ROSAMOND L. 1 .............................. Atlanta

LONG, JUANITA MITCHELL 2 .............................. Atlanta
A.B., Clark College, 1955.

SOCIAL SCIENCE

KENNEDY, SALLIE HALL .................................. Atlanta
A.B., Clark College, 1949.

SOCIOMETRY

ALEXANDER, JOHN STANLEY 2 ............................ Charlotte, North Carolina
A.B., Johnson C. Smith University, 1967.

AMITNN, KENNETH GEORGE .............................. Hapeville

BOWENS, EUGENE H. ...................................... Atlanta
B.S., Florida Agricultural and Mechanical University, 1961.

BROWN, BARBARA JEAN .................................. Fairfield, Alabama
A.B., Miles College, 1968.

COLLINS, EDDIE LEE JR. 1 .............................. Atlanta

CORR, KATHERINE ........................................ Decatur
B.S., Trinity College, 1964.

DOSHER, KENNETH MICHAEL .............................. Philadelphia, Pennsylvania
B.S., Saint Joseph’s College, 1968.

DRIMMER, IRIS ............................................ Atlanta
A.B., Brooklyn College, 1959.

ELLISON, DIANA ASHER 1 .............................. Atlanta
A.B., Emory University, 1964.

1 First Semester Only.
2 Second Semester Only.
FARMER, J. FORBES\textsuperscript{1} ........................................ Atlanta

FLEMING, BARBARA ANN ............................................ Atlanta

GOODWIN, LEONARD V.\textsuperscript{1} .......................... Brooklyn, New York

GORDON, BEVERLY YVONNE\textsuperscript{2} ........................... Albany
A.B., Rust College, 1967.

HALL, HARRIET DAVIS\textsuperscript{2} .......................... Petersburg, Florida
B.S., Tennessee State University, 1968.

HALL, HENRY\textsuperscript{1} ........................................ Atlanta

HEADLEY, WILLIAM RAYMOND .............................. Charleston, South Carolina

HORTON, HALTON LEWIS ...................................... Atlanta

JOHNSON, HELMON\textsuperscript{1} .................................. Atlanta
A.B., Jackson State College, 1966.

JOHNSTON, THESBA NATALIE\textsuperscript{2} ..................... Atlanta

KEELEER, MARION HELENA\textsuperscript{2} .................. Atlanta

LAING, MARY REGINA ............................................ Atlanta
B.S., University of Virginia, 1964.

LAWSON, WILLIE DANIEL ........................................ Lafayette, Alabama
A.B., Knoxville College, 1968.

LEE, VIVIAN FEW ................................................... Atlanta

LIN, HSU-CHEN\textsuperscript{1} .................................... Taiwan
A.B., National Taiwan University, 1968.

MOORE, JANE\textsuperscript{1} ........................................... Atlanta

MORGAN, ROBERT .............................................. Philadelphia, Pennsylvania

\textsuperscript{1} First Semester Only.
\textsuperscript{2} Second Semester Only.
CATALOGUE

PICKENS, JERRY WILLIE ........................................ Clarkston

PRICE, JOSEPH ........................................... Memphis, Tennessee
A.B., Rust College, 1966.

RUSHING, LAWRENCE HENRY ................................ Atlanta
B.S., Juilliard School of Music, 1959.

SHELTON, WAYTUS CLIFFORD ...................... Hendersonville, North Carolina

SOMERVILLE, CAROLYN CONWAY .................. Atlanta
A.B., Bennett College, 1966.

STANLEY, INEZ C. ..................................... Atlanta

STEPHENS, LUCY STEVENS .......................... Atlanta

STOCKMAN, CLAUDETTE ............................ Los Angeles, California
B.S., Tuskegee Institute, 1968.

SWAN, LLEWELYN ALEX ................................ West Indies
B.S., Oakwood College, 1967.

TATE, THEOPIA JOHNSON .............................. Atlanta
A.B., Clark College, 1962.

TATE, VIRGINIA BARNETT ............................ Atlanta
B.S., West Virginia State College, 1946.

THOMAS, PATRICIA ANN ...................... Raleigh, North Carolina

TURNER, CLAUDIA MARGUERITA .................. Atlanta
A.B., Virginia Union University, 1968.

WELLMAKER, BARBARA ANN .................... Griffin

WELLS, HOWARD THEODIS .................... Jasper, Alabama
B.S., Alabama Agricultural and Mechanical College, 1962.

WHITSON, LINDA ANN ...................... Biloxi, Mississippi
B.S., Tennessee State University, 1968.

WRIGHT, MARLENE YOLANDIS .............. Houston, Texas
A.B., Prairie View Agricultural and Mechanical College, 1953.

1 First Semester Only.
2 Second Semester Only.
YARBOROUGH, LLOYD
A.B., Livingston College, 1942; M.A., Atlanta University, 1963.

SCHOOL OF SOCIAL WORK

ADAMS, DOLLMEISHA HESTER . Winterhaven, Florida
A.B., Florida Agricultural and Mechanical University, 1968.

ALSOP, MARI LOUISE . Washington, D.C.

AMOS, ANNIE RUTH
B.S., Morris Brown College, 1958.

ANDERSON, LILLIE MAE . Columbia, South Carolina
A.B., Benedict College, 1959.

BAILEY, RUBY NELL . Atlanta

BAKER, ELAINE . Mound Bayou, Mississippi
A.B., Tougaloo College, 1968.

BARKER, WILLIE LOUISE G. . Atlanta
A.B., Spelman College, 1946.

BARNES, ELEANOR LYNN . Birmingham, Alabama
A.B., Knoxville College, 1968.

BAZEL, HAZEL OCELVIE . Atlanta
Special Student

BEATTY, MARGARET ELIZABETH . Brooklyn, New York
A.B., Long Island University, 1968.

BECKLEY, GEMMA DOUGLASS . Birmingham, Alabama
A.B., Dillard University, 1967.

BELCHER, DETRA LYNETTE . Jacksonville, Florida
B.S., Florida Agricultural and Mechanical University, 1968.

BELL, VERLYN CLIFTON . Atlanta
B.S., Savannah State College, 1963.

BELTON, MARY EVELYN . Bayside, New York
B.S., Tennessee Agricultural and Industrial State University, 1968.

BILLINGS, ANN BERTRICH . Atlanta
A.B., Wittenberg University, 1966.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

BINGHAM, YVONNE GRETA

BOOKER, JOHNIE BROOKS
B.S., Hampton Institute, 1961.

BOOTH, ALTABELLE EBLIN

BRAND, DAVID HENRY
A.B., University of Iowa, 1964.

BREGGS, CHERYL LYNN
A.B., Tennessee Agricultural and Industrial University, 1968.

BRISBANE, LAVERNE ELLEN

BROWN, ALVIN JOSEPH

BROWN, DORIS LOUISE
A.B., Talladega College, 1968.

BYRD, MARJORIE L. ROBERSON
A.B., Benedict College, 1959.

CAMPBELL, ARTHUR CHARLES
B.S., Tuskegee Institute, 1966.

CARTER, JOYCE VARNADO
B.S., Tennessee Agricultural and Industrial State University, 1966.

CATCHINGS, LOUELLA
A.B., Morris Brown College, 1946; M.A., Atlanta University, 1953

CLARKE, KAREN EILEEN
A.B., Howard University, 1968.

COLLINS, SALLIE FAYE
B.S., Miles College, 1967.

CROOM, ROBERT E.
A.B., Mercer University, 1959.

CUMMINGS, CAROL RIEMER
A.B., College of Wooster, 1960.

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<td>Dunne, Irene S.</td>
<td>Atlanta</td>
<td>A.B., Georgia State College, 1967.</td>
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<td>Evans, Janet Marion</td>
<td>Suitland, Maryland</td>
<td>B.S., Alabama State College, 1953.</td>
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<td>Feagins, Jack L.</td>
<td>Tuscumbia, Alabama</td>
<td>B.S., Tennessee State University, 1948.</td>
<td></td>
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<tr>
<td>Foster, Barbara Elizabeth</td>
<td>Knoxville, Tennessee</td>
<td>A.B., University of Tennessee, 1967.</td>
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<td>Godwin, Jo Anne W.</td>
<td>Atlanta</td>
<td>A.B., Millsap College, 1951.</td>
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<tr>
<td>Hammond, Ernestine Rebecca</td>
<td>Plaquemine, Louisiana</td>
<td>A.B., Dillard University, 1967.</td>
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<td>Harris, A. Ruth</td>
<td>Fernandina Beach, Florida</td>
<td>B.S., Knoxville College, 1964.</td>
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<td>Heyward, Jacquelyn Dupont</td>
<td>Myrtle Beach, South Carolina</td>
<td>B.S., Florida State University, 1966.</td>
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1 First Semester Only.
2 Second Semester Only.
HICKS, JACQUELYN AQUILLA ................................ Jakin

HILL, JUANITA FRANCES ................................ Atlanta

HOPKINS, MARY NEAL .................................... Norfolk, Virginia
B.S., Hampton Institute, 1947.

HORTON, WILLIAM J. .................................... Atlanta
B.S., Morris Brown College, 1952.

HUBERT, JACQUELYN KAYE ................................ Tampa, Florida
B.S., Tennessee Agricultural and Industrial State University,
1967.

HUCKABY, WILHELMINA ................................ Moultrie

HUGHEY, E. WAYMON ................................... Atlanta

HUNNICUTT, JOSEPHINE ................................... Atlanta
B.S., University of Georgia, 1955.

HUNTER, LEON ................................ Bronx, New York
A.B., Clark College, 1964.

IRONS, CAROL JESSIE ................................ Montpelier, Vermont
A.B., University of Vermont, 1962.

JACKSON, MYRTLE ADASSA ...................... Los Angeles, California

JAMES, Enoch W. ................................... Los Angeles, California
B.S., Oregon State University, 1963.

JENKINS, AMMON E. P. ................ Oklahoma City, Oklahoma
A.B., Talladega College, 1957.

JOHNSON, DONALD .................................... Atlanta
A.B., Fort Valley State College, 1968.

JOHNSON, OTIS SAMUEL .................... Savanna,
A.B., University of Georgia, 1967.

JOHNSON, WILLIE SHERWOOD .................... Atlanta
B.S., Spelman College, 1944.

JOINER, THOMAS ........................................ Raymond, Mississippi
A.B., Tougaloo College, 1968.

JONES, BARBARA A. .......................... Jamaica, New York
B.S., Winston-Salem State Teachers College, 1960.
JONES, ELIE ............................................. Atlanta

JONES, PAULETTE MAXINE ............................. Detroit, Michigan
A.B., Fisk University, 1967.

KENNEDY, WILFRED MARVIN ............................ Ellenwood
B.S., Florida State University, 1965.

KLINEFELTER, ANTJE LYSBETH .......................... Holland

KNIGHT, JOSEPH FRANK ............................. Brooklyn, New York
B.S., North Carolina Agricultural and Technical State University, 1958.

LANG, BARBARA JEAN .................................... Atlanta
A.B., Clark College, 1968.

LAPRINCE, ROBERT H. .................. Charleston, South Carolina

LEVINE, ROBERTA GAIL ............................ Surfside, Florida
A.B., University of Miami, 1967.

LEWIS, DOLPHUS GENE .............................. Atlanta
B.S., Savannah State College, 1963.

LEWIS, RENA ELEEN MAHON .............................. Atlanta
A.B., Western Michigan University, 1966.

LIU, NORA YU-CHI ...................................... Taiwan
A.B., National Chengchii University, 1966.

LINDSEY, MICHAEL FORSYTHE .......................... Atlanta

LOVELL, ERNESTINE WATERS ............................... Montezuma
A.B., Fort Valley State College, 1967.

McCANTS, ZAUDITE ESTHER ............................. Chicago, Illinois

McCLAIN, GERALD STEPHENS ............................ Durham, North Carolina

McMULLEN, ALICE LAFRIETA ............................ Washington, D. C.
B.S., Hampton Institute, 1962.

MALONE, KEWANEE MARCIA ............................ Birmingham, Alabama
B.S., Miles College, 1967.

1 First Semester Only.
2 Second Semester Only.
MARIANO, DONALD ............................... Naugatuck, Connecticut
   A.B., Emerson College, 1963.

MEYER, BERNESE CRAFTON ..................... Atlanta

MINGO, DOROTHY JEAN .......................... Atlanta

MITCHELL, ALBERTA* .......................... Atlanta

MITCHELL, BARBARA S. ........................ Macon
   B.S., Fort Valley State College, 1966.

MITCHELL, ELAINE STUBBS* ...................... Decatur
   A.B., Agnes Scott College, 1941.

MITCHELL, JACQUELYN ......................... Atlanta
   A.B., Trinity College, 1967.

MONTGOMERY, GEORGE LAWRENCE ............... Atlanta
   B.S., Fort Valley State College, 1956.

MONTI, ANGELO JOSEPH JR. ..................... Decatur
   B.S., University of Georgia, 1959.

MOORE, HELEN DARNELL ...................... Buffalo, New York

MUNDORFF, JAN EDWARD ......................... Tampa, Florida
   A.B., Oglethorpe University, 1960.

MYERS, JANE RUTH* ............................ Atlanta
   A.B., Clark College, 1967.

NETTLES, MATTIE PEARL ........................ Yonkers, New York

O'CONNOR, JAMES M. ......................... Atlanta
   A.B., Georgia State College, 1964.

OLIVER, IRA AUGUSTAVES ...................... Washington, D. C.
   A.B., Virginia Union University, 1956.

PACE, JANICE JOHNSON ......................... Jackson, Mississippi
   B.S., Jackson State College, 1959.

PAGE, JOHN EVERETT ....................... Greensboro, North Carolina
   B.S., North Carolina Agricultural and Technical State University, 1961.

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<th>City, State</th>
<th>School, Degree</th>
<th>Year</th>
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<td>Park, Frank Bin</td>
<td>Korea</td>
<td>A.B., Kyung Pook University, 1955.</td>
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<td>Patterson, Lois Garthella</td>
<td>Atlanta</td>
<td>A.B., Clark College, 1962.</td>
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<td>Patterson, Roberta Hendricks</td>
<td>Atlanta</td>
<td>B.S., Florida Memorial College, 1965.</td>
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<td>Porter, Miriam L. Gibson</td>
<td>Charleston, South Carolina</td>
<td>A.B., Dillard University, 1967.</td>
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<td>Redd, Harry Hampton</td>
<td>Homestead, Pennsylvania</td>
<td>A.B., University of Maryland, 1966.</td>
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<td>Reed, Tallulah Codington</td>
<td>Atlanta</td>
<td>A.B., Georgia State College, 1969.</td>
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<td>Rogers, Henrietta</td>
<td>Atlanta</td>
<td>B.S., Alabama State Teachers College, 1948.</td>
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<td>Rogers, William Terry</td>
<td>Tucker</td>
<td>B.S., University of Mississippi, 1958.</td>
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<td>Sapp, Jefferenia Bernita</td>
<td>Savannah</td>
<td>B.S., Savannah State College, 1966.</td>
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</table>

1 First Semester Only.
SEARLES, WINIFRED VANITA ........................................ Atlanta

SHANNON, FRANCINE BASSETT ........................................ Atlanta
A.B., University of Georgia, 1965.

SIMMONS, NELL WALTHALL’ .......................................... Atlanta
A.B., Shorter College, 1928.

SMITH, PATRICIA ANN S. .............................................. Atlanta
A.B., Xavier University, 1966.

SPREULL, HOYLE JERRY .............................................. Decatur
A.B., Berry College, 1953.

STALLINGS, OLIVIA .................................................. Saint Louis, Missouri
A.B., Lincoln University, 1968.

STEPHENS, MICHAELA MARIE ........................................ Atlanta

STEWENSON, SAMUEL ................................................... Atlanta
B.S., North Carolina Agricultural and Technical State University, 1966.

STOCKTON, CARLTON A. .............................................. Jamaica, New York

THARPE, BARBARA ANN ............................................... Paris, Tennessee
A.B., Lane College, 1968.

THOMAS, LOIS ANN .................................................... Bronx, New York

THOMAS, ROLETTE’ ..................................................... Atlanta

TODD, VIRGINIA LEE .................................................. Norristown, Pennsylvania

TUCKER, TCODAH HARNER ............................................. Atlanta
A.B., Georgia State College for Women, 1938.

TURNER, MARTHA ANNE ............................................... Morrow
B.S., Georgia State College for Women, 1957.

TYSON, PATRICIA A. .................................................... Hampton, Virginia
A.B., Central State University, 1964.

WALKER, BETTY JEAN .................................................. Fairfield, Alabama
A.B., University of Alabama, 1968.

’ First Semester Only.
WASHINGTON, JOYCE FAYE ................ New Orleans, Louisiana
A.B., Texas Southern University, 1968.

WATERS, ERNESTINE\(^1\) ................ Montezuma
B.S., Fort Valley State College, 1967.

WATKINS, MARY LYNN FOULES ................. Atlanta
A.B., Central State University, 1967.

WATKINS, SANDRA WILLIAMS\(^2\) .............. Atlanta
A.B., Arkansas Agricultural, Mechanical and Normal College,
1968.

WEBB, ANDREW J.\(^1\) ....................... Atlanta

WEBBER, JOSEPHINE ......................... Charlotte, North Carolina
B.S., North Carolina Agricultural and Technical State Uni-
versity, 1969.

WERTS, MARY HELEN ......................... Columbia, South Carolina

WHITE, DAWN MARGUERITA ..................... Atlanta

WHITE, ESSET YVONNE ......................... Tampa, Florida
A.B., Bethune-Cookman College, 1968.

WILLIAMS, BETTY JEAN ....................... Atlanta
A.B., Florida Agricultural and Mechanical University, 1967.

WILLIAMS, CALVIN ............................ Atlanta
Special Student

WILLIAMS, GWENDOLYN ....................... West Haven, Connecticut

WILLIAMS, SANDRA\(^4\) ....................... Gould, Arkansas
A.B., Arkansas Agricultural, Mechanical and Normal College,
1968.

WILSON, ESTHER MARIE ....................... Crowley, Louisiana

WRIGHT, ELMIRA A. ......................... Gary, Indiana
A.B., Lane College, 1968.

WYNN, JOSEPH RAYMOND ...................... Atlanta
B.S., Tuskegee Institute, 1955.

\(^1\) First Semester Only.
\(^2\) Second Semester Only.
ADAIR, MARGARET S. 2

ANDERSON, LEONA W. 1
A.B., Clark College, 1939.

ASKEW, DORIS CLARK
B.S., Morris Brown College, 1958.

AUSTIN, CECIL VERNE 2
A.B., Texas Wesleyan College, 1967.

BAKER, EMMA LOIS
B.S., Fort Valley State College, 1950.

BATTLE, GLORIA LOWE 2
B.S., Alabama State College, 1957.

BEMBRY, GLADYS MAE 2
B.S., Fort Valley State College, 1955.

BENNETT, WILLIE MYRTLE COOKE

BENNETT, YVONNE SUEZETTE 1
Glen Burnie, Maryland
A.B., University of Maryland, 1966.

BERRYMAN, LOUELLEN H.
B.S., Albany State College, 1950.

BLACKMON, JEANNE BRYANT
A.B., Spelman College, 1953.

BLACKWELL, ELIZABETH
Shreveport, Louisiana
A.B., Grambling College, 1966.

BOLTON, WILLIE L. 1
A.B., Clark College, 1956.

BOWMAN, MARY LEE 1
Shreveport, Louisiana
B.S., Grambling College, 1964.

BOWSER, BETSY O. 1
Atlanta

BOYKIN, MARY ETTA
B.S., Morris Brown College, 1962.

1 First Semester Only.
2 Second Semester Only.
BOYKIN, SARA G. ........................................ Atlanta

BRANCH, RUBY ALICE* .................................. Houston, Texas
B.S., Prairie View Agricultural and Mechanical College, 1963.

BRIDE, BENNIE ........................................... Atlanta
A.B., Morehouse College, 1950.

BRISBANE, PHILLIPA ..................................... Atlanta

BROWN, DAISY LOUISE .......................... West Palm Beach, Florida
A.B., Florida Agricultural and Mechanical University, 1958.

BROWN, GWENDOLYN VIRGEL ..................... Atlanta
B.S., Morris Brown College, 1954.

BROWN, LUTHER ........................................ Atlanta

BROWN, MARGARET ANN^1 ...................................... Forest Park
B.S., University of Tennessee, 1955.

BROWN, PATRICIA ANN ................................ Thomasville
A.B., Knoxville College, 1968.

BROWN, ROSIE HELEN ........................ Jackson, Mississippi
B.S., Jackson State College, 1965.

BRYANT, ELIZABETH ROBERSON ..................... Atlanta
B.S., Howard University, 1955.

CAMPBELL, PEGGY JEAN .......................... Harmony, North Carolina

CARROLL, BARBARA W. .................................. Albany

CARTER, HATTIE M.* ...................................... Atlanta

CAVER, HELEN BUSH ........................ Lawton, Oklahoma
A.B., Miles College, 1959.

CAYNON, WILLIAM A., JR. .......................... Birmingham, Alabama
A.B., Talladega College, 1964.

CHANG, GLORIA KO-LO .............................. Taiwan
A.B., Taiwan Provincial Cheng Kung University, 1963.

^1 First Semester Only.
^2 Second Semester Only
CHANG, PONGKEUN .................................................... Staunton, Virginia
A.B., Kukje College, 1958.

CHANG, ROGER PO-CHE ........................................... Taiwan
A.B., National Taiwan University, 1964.

CHEATHAM, CLAYTON COPELAND .............................. Atlanta

CHENG, JOSEPH CHING-CHI ...................................... Taiwan
B.Ed., Taiwan Normal University, 1961.

CHILDS, LOUISE CHURCH ......................................... Decatur
B.S., Georgia State College for Women, 1939, M.S. in L.S.,
Atlanta University, 1968.

CLARK, ROSLYN W. ............................... Concord, North Carolina
A.B., Clark College, 1957.

CLINKSCALE, AXUEL J. ........................................ Atlanta
A.B., Central State College, 1958.

COEFIELD, PEARLEE AVERY ............................... Concord, North Carolina
B.S., North Carolina Agricultural and Technical State Uni­
versity, 1964.

COLLINS, ANNA B. ........................................ Macon
B.S., Fort Valley State College, 1957.

CORNN, JEAN ........................................ Pineville, Kentucky
B.S., University of Missouri, 1952.

COTTRELL, CONSTANCE O. .................................. Atlanta
A.B., Clark College, 1955.

CROWE, SANDRA MARIE .................................... Morrisville, North Carolina

CULPEPPER, CAROL JANE ...................................... Atlanta
A.B., Georgia State College for Women, 1967.

DAS, MANORMA OLIVE ........................................... India
A.B., Isabella Thoburn College, 1959.

DE PILLIS, ROBERT ........................................ Atlanta
A.B., Queens College, 1960.

DORSEY, MARGARET FRANCES ................................... Jacksonville, Florida
A.B., Bethune-Cookman College, 1968.

1 First Semester Only.
2 Second Semester Only.
DUHART, MARGARET ROBERTS ........................................ Atlanta

EDGE, GWENDOLYN ROBERTS .............................. Atlanta

EVERETT, LOUISE ..................................... Thomasville
A.B., Barber-Scotia College, 1968.

FEARS, LUCIUS JR. ........................................ Atlanta

FERGUSON, JOHN L. ....................................... Atlanta

FINLEY, SARAH MERRITT .............................. Atlanta

FLEISHER, MARGARET ................................. Marietta

FLOOD, EDNA MARIE .................................... Atlanta
B.S., Georgia Southern College, 1963.

FLOOD, EDNA MARIE .................................... Atlanta
B.S., Georgia Southern College, 1963.

FOLEY, BARBARA H. ............................. Atlanta

FOSTER, WILLIARD YVONNE ...................... Atlanta

GATES, MATTIE RICHARDSON .................. Atlanta

GENTRY, ETHERLENE H. ............................. Jackson, Miss.
B.S., Mississippi Valley State College, 1961.

GIBSON, MARVA L. ................................... Atlanta

GOODWIN, FREDDIA ELOISE ...................... Bloomington, Ind.
B.S., Lincoln University, 1966.

GOULD, ALMETA EXSON .............................. Atlanta
A.B., Florida A&M University, 1948.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

GRAHAM, DORIS PIERCE ............................ Brooklyn, N. Y.

GRUVER, KATE ELLEN ............................ Atlanta
B.S., Tennessee College for Women, 1936.

GUNN, ARTHUR CLINTON ............................ Newcastle, Pa.
B.S., Wilberforce University, 1964.

HALL, RUTH ANN ............................. Atlanta
B.S., University of Alabama, 1967.

HAMPSON, MARTHA NELL ............................ Forest Park
A.B., The Women’s College of Georgia, 1939.

HEARD, ARTHOLIA CARSILLA ............................ Atlanta
A.B., Spelman College, 1939.

HEARD, PATRICIA ANNE ............................. Atlanta

HEFFNER, VIRGINIA MAE ............................ Cartersville

HENRY, ADELLE LEE ............................ Atlanta
B.S., Alabama State College, 1954.

HICKS, EMMA D. ............................ Union Springs, Ala
B.S., Alabama State College, 1954.

Ho, KANG-CHAO ........................... Taiwan
A.B., National Taiwan University, 1961.

HODGE, CHARLES KENNETH ............................ Jacksonville, Fla.

HOLLAND, MARY KATHRYN ............................ Oakland, Calif.
B.M.E., Jackson State College, 1962.

HUNTER, DOROTHEA GREGG ............................ Atlanta
A.B., Fisk University, 1958.

INMAN, FRANCINE ............................ Washington, D. C.

JACKSON, ANDRIA MEVAYNE ............................ Washington, D. C.

JAMISON, KAREN E. ............................ Cleveland, Ohio
A.B., Wilberforce University, 1967.

1 First Semester Only.
2 Second Semester Only.
JOHNSON, CLEOPATRA W.\textsuperscript{2} ........................................ Atlanta A.B., Spelman College, 1953.

JOHNSON, DORIS GLANDER\textsuperscript{2} ........................................ Montgomery, Ala. B.S., Alabama State College, 1964.

JOHNSON, GLADYS MARIE T. ........................................ Jackson, Miss. B.S., Fort Valley State College, 1968.

JOHNSON, MARY ELLEN ........................................ Atlanta A.B., University of Georgia, 1966.

JONES, ANNESE CHANEY\textsuperscript{1} ........................................ Atlanta A.B., Spelman College, 1964.

JONES, HELEN ROBINSON ........................................ Macon B.S., Fort Valley State College, 1956.

JONES, RAYMONA ALTAMESE\textsuperscript{2} ........................................ Salisbury, N. C. A.B., Fisk University, 1954.

JONES, WILLIAM EDWARD ........................................ Jackson, Miss. B.S., Jackson State College, 1966.

JUPITER, DEL EAGAN\textsuperscript{2} ........................................ Atlanta A.B., Spelman College, 1944.

KEITH, KATHERINE GRIFFIN\textsuperscript{3} ........................................ Atlanta A.B., Spelman College, 1953.

KEONG, CHEN-HUNG ........................................ Taiwan B.Law, National Chengchi University, 1960.

KEY, MILA ........................................ Forest Park B.S., University of Alabama, 1968.

KIRK, MARGARET CATCHINGS\textsuperscript{2} ........................................ Atlanta B.S., Jackson State College, 1963.

LAI, ESTHER ........................................ Taiwan A.B., Christs’ College, 1964.

LANGSTON, WILMETTA ANN SMITH ........................................ Fort Valley B.S., Albany State College, 1966.

LASTER, ANNIE S.\textsuperscript{1} ........................................ Albany B.S., Albany State College, 1963.

LEATHERS, NANCY\textsuperscript{2} ........................................ Atlanta B.S., Murray State University, 1968.

\textsuperscript{1} First Semester Only.
\textsuperscript{2} Second Semester Only.
LEWIS, FRANK ROSS 2 ................................... LaGrange

LI, FLORENCE LENG PO 2 ................................... Taiwan
A.B., Taiwan Theological College, 1962.

LIN, JAMES K. C. 1 ...................................... Taiwan
A.B., Chengchi University, 1965.

LINGOLD, CARL DOTSON ................................. Forest Park
B.S., University of Georgia, 1954.

LITTLEJOHN, LINDA MARLENE .............................. Gaffney, S. C.

McCOLLUM, PATRICIA HERRING ............................ Nashville, Tenn.
A.B., Fisk University, 1962.

McGIRT, JACQUELYN GUINEVERE ............................ Rock Hill, S. C.
A.B., Bennett College, 1968.

McGRIF, EDDIE MAE 1 .................................... Bainbridge
B.S., Fort Valley State College, 1949.

McGRiFP, EDDIE MAE 1 .................................... Bainbridge
B.S., Fort Valley State College, 1949.

McRAE, LEONA JACQUELINE 2 .............................. Atlanta

MADSEN, HELEN HANNON 2 ................................ Decatur
A.B., Brooklyn College, 1939.

MAHOMES, MARIANNE .................................... Atlanta
B.S., Fort Valley State College, 1963.

MARSHALL, PATRICIA EILEEN ............................... Atlanta

MARSHALL, SATIA YVETTE ................................. Jefferson City, Miss.
B.S., University of Illinois, 1964.

MERKERSON, ELIZABETH BEASLEY 1 ...................... Atlanta
A.B., Clark College, 1956.

MERIWETHER, LILLIE B. 1 ................................ Atlanta
B.S., Fort Valley State College, 1963.

MITCHELL, ADDIE STABLER 1 ............................. Atlanta
A.B., Tuskegee Institute, 1940; M.A., Atlanta University, 1854.

MOON, WILLIE FRANK .................................... Atlanta

1 First Semester Only.
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<th>Name</th>
<th>Degree</th>
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<tr>
<td>Morgan, Marjorie Lee</td>
<td>A.B.</td>
<td>Athens College, 1941</td>
<td>Atlanta</td>
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<td>Morris, Mary Belcher</td>
<td>B.S.</td>
<td>Morris Brown College, 1960</td>
<td>Atlanta</td>
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<td>Murthy, Leela Ayer</td>
<td>A.B.</td>
<td>City College of Calcutta, 1961</td>
<td>India</td>
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<td>Nelson, Shirley Y.</td>
<td>B.S.</td>
<td>Grambling College, 1964</td>
<td>Atlanta</td>
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<td>Norman, Mamie Amanda</td>
<td>B.S.</td>
<td>Tuskegee Institute, 1967</td>
<td>Tuskegee Inst., Ala.</td>
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<td>O'Neal, Anita Jackson</td>
<td>B.S.</td>
<td>Morris Brown College, 1957</td>
<td>Atlanta</td>
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<td>Osborne, Connell</td>
<td>B.S.</td>
<td>Grambling College, 1966</td>
<td>Grambling, La.</td>
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<td>Park, Young Ho</td>
<td>A.B.</td>
<td>Korea University, 1956</td>
<td>Korea</td>
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<td>Parker, Carroll Taylor</td>
<td>A.B.</td>
<td>Agnes Scott College, 1947</td>
<td>Atlanta</td>
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<td>Parker, Marie Lois</td>
<td>B.S.</td>
<td>Morris Brown College, 1965</td>
<td>Atlanta</td>
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<td>Payton, Annette Deloris</td>
<td>B.S.</td>
<td>South Carolina State College, 1961</td>
<td>Orangburg, S. C.</td>
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<td>Pointer, James Evans</td>
<td>A.B.</td>
<td>North Carolina College at Durham, 1963</td>
<td>Durham, N. C.</td>
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<td>Porter, Robbie Jean</td>
<td>B.S.</td>
<td>Tennessee A&amp;T State University, 1963</td>
<td>Humboldt, Tenn.</td>
</tr>
<tr>
<td>Prince, Evelyn Houch</td>
<td>A.B.</td>
<td>Alabama State College, 1936</td>
<td>Decatur</td>
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\(^1\) First Semester Only.
\(^2\) Second Semester Only.
PUGH, ROSE MARION ........................... Jackson, Ala.  
B.S., Grambling College, 1968.

REDD, GWENDOLYN LEWIS ................... Atlanta  

REIMAN, MARY ELIZABETH .............. LaCrosse, Wis.  

ROBERSON, FANNIE KATE 1 .................... Starkville, Miss.  
A.B., Jackson State College, 1968.

ROBERTS, RUBY CAROLE .................... Monroeville, Ala.  

ROBINSON, OLIVIA NESBY 1 .............. Atlanta  

ROSS, DORETHA REDD ..................... Atlanta  

RUSSELL, SUE M. MIDDLEBROOKS 1 .............. Atlanta  
A.B., Emory University, 1931; B.L.S., Emory University, 1932.

RYCE, SYLVIA L. ..................... Atlanta  
A.B., Paine College, 1962.

RYCHENER, ROSEYN JUNE .................. Pittesville, Ohio  

SAMPSON, FLORESTENE .................. Jackson, Miss.  
B.S., Jackson State College, 1963.

SAXON, MARIE F. .................... Atlanta  
A.B., Claflin College, 1937.

SAVAIN, DENISE S. ................ Siver Springs, Md.  
A.B., Tennessee A&I State University, 1966.

SAVOY, SYLVIANA MARY 2 .............. Martinville, La.  
B.S., Southern University, 1967.

SCOTT, BRENDA HARRISON 2 .............. Atlanta  
A.B., Knoxville College, 1965.

SCOTT, ERLENE ELIZABETH ............. Columbus  
B.S., Howard University, 1965.

* First Semester Only.
* Second Semester Only.
SELLERS, LEE EARNEST .................................. Cleveland, Ohio
A.B., Wilberforce University, 1960.

SEWARD, BERNICE ..................................... Wilmington, N. C.

SHAH, SHANTA H. ...................................... India
B.S., Bombay University, 1957.

SHAO, JEAN ........................................... Taiwan
A.B., Taiwan University, 1957.

SIMS, JANICE ELIZABETH ................................ Atlanta
B.S., Morris Brown College, 1968.

SINGLETON, FELMEN HOGGES ......................... Macon
B.S., Fort Valley State College, 1956.

SKELTON, DORTHA HENDERSON ....................... Decatur
A.B., University of Tennessee, 1965.

SKRINE, BETTYE SIMMONS ............................ Covington

SMALL, ANN H. ....................................... Atlanta
B.S., Fort Valley State College, 1955.

SMITH, LILLIE DEAN .................................. Ft. Myers, Fla.
B.S., Florida A&M University, 1962.

STEEED, ANNETTE J. ................................ Atlanta
A.B., Tennessee State University, 1969.

STEWART, ERNESTINE C. ................................ Atlanta
B.S., Fort Valley State College, 1966.

SU, INY HUI-YING .................................. Taiwan
A.B., National Taiwan University, 1968.

SUTTON, CLARA B. .................................. Washington

SYKES, JACQUELYN ELAINE ......................... Lanett, Ala.
A.B., Florida A&M University, 1968.

TAYLOR, CHERRIE DIXON ............................. Leesburg, Fla.
B.S., Bethune-Cookman College, 1964.

THOMPSON, CATHERINE EDMOND ...................... Monroe
B.S., Albany State College, 1954.

1 First Semester Only.
2 Second Semester Only.
<table>
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<tr>
<th>Name</th>
<th>Location</th>
<th>Degree</th>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thrash, Blanch Carter</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>1965.</td>
</tr>
<tr>
<td>Tolliver, Nellie Winters</td>
<td>Kosciusko, Miss.</td>
<td>B.S.</td>
<td>Jackson State College</td>
<td>1960.</td>
</tr>
<tr>
<td>Tsang, Wende Lau-wan</td>
<td>Hong Kong</td>
<td>A.B.</td>
<td>The Chinese University of Hong Kong</td>
<td>1967.</td>
</tr>
<tr>
<td>Welch, Diana</td>
<td>Fort Myers, Fla.</td>
<td>A.B.</td>
<td>University of Florida</td>
<td>1967.</td>
</tr>
<tr>
<td>West, Mary Ann</td>
<td>Greenville, Miss</td>
<td>A.B.</td>
<td>Jackson State College</td>
<td>1968.</td>
</tr>
<tr>
<td>White, Elizabeth H.</td>
<td>Fort Valley</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
<td>1954.</td>
</tr>
<tr>
<td>White, Prudence Ann</td>
<td>Yazoo City, Miss</td>
<td>B.S.</td>
<td>Jackson State College</td>
<td>1968.</td>
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<tr>
<td>Wilkerson, Joan Marie</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>1959.</td>
</tr>
<tr>
<td>Williams, Dorothy R. Davis</td>
<td>Vidalia</td>
<td>B.S.</td>
<td>Savannah State College</td>
<td>1957.</td>
</tr>
<tr>
<td>Wilson, Brenda Davis</td>
<td>Norfolk, Virginia</td>
<td>A.B.</td>
<td>Bennett College</td>
<td>1968.</td>
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1 First Semester Only.
2 Second Semester Only.
YOUNG, JEAN HENRY

B.S., Florida A&M University, 1955.

SCHOOL OF EDUCATION

ADAMS, BAXTER
A.B., Morehouse College, 1957.

ADAMS, FRANCIS ALVIN
B.S., Fort Valley State College, 1967.

ADAMS, GEORGE WASHINGTON
Saginaw, Mich.

ALDRICH, LEE DONALD
Stone Mountain
B.S., Gorham State Teachers College, 1957.

ALEXANDER, LEILA ROOKARD
Inman, S. C.
A.B., Morris College, 1948.

ALEXANDER, LEILA THOMAS
Atlanta
A.B., Oakwood College, 1955.

ALEXANDER, MATTIE RADNEY
Crawfordville
B.S., Fort Valley State College, 1943.

ALFORD, EVELYN HILL
Atlanta

ALLEN, EMMA JEAN
Atlanta

ALLEN, WILLENA TORRENCE
Atlanta
A.B., Fisk University, 1954.

ALPHRAIN, JENNELLE MASON
Atlanta

AMOS, REBE JEFFERY
Atlanta
B.S., Albany State College, 1959.

ANDERSON, ELLEN JEAN
Atlanta

ANDERSON, GEORGE LOTSY
Dublin

ANDERSON, HELEN VIRGINIA
Atlanta

1 First Semester Only.
2 Second Semester Only.
ANDERSON, JEAN SMITH ........................................ Tylertown, Miss.
A.B., Jackson State College, 1966.

ANDERSON, JUANITA ARDENIA ............................ Atlanta

ANDERSON, MARY ATHLENE ............................... Atlanta

ANDERSON, ORA STERLING .............................. Atlanta

ANDERSON, ROSA M. P. ................................. Fayetteville
B.S., Fort Valley State College, 1945.

ANDREWS, BERNICE SMITH¹ ................................ Montgomery, Ala

ANDERSON, WILLIE JAMES² .............................. Manchester
B.S., Savannah State College, 1959.

ARNOLD, JAMES LEE² ..................................... Atlanta

AUSTIN, HARRY ROSELL .................................. Atlanta

BACOTE, SAMUEL WILLIAMS .............................. Atlanta
B.S., West Virginia State College, 1959.

BAGBY, IVAN LERUE .................................... Jonesboro
A.B., Mercer University, 1960.

BAHAM, BIRDIA O. WAYNE .................. Jackson, Miss.
B.S., Southern University, 1956.

BAKER, JOHN DAVIS¹ .................................. Decatur
B.S., University of Chattanooga, 1957.

BAKER, RICHARD FREDERICK ............................ Marietta
A.B., Spring Hill College, 1953.

BANKS, GLORIA DEAN .................................. Atlanta

BARBOUR, HENRY F. III ............................. Atlanta
A.B., Oakwood College, 1962.

BARINEAUX, JOYCE .................................. Clarkston
B.S., Georgia State College for Women, 1957.

¹ First Semester Only.
² Second Semester Only.
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<th>Name</th>
<th>Degree</th>
<th>Institution</th>
<th>City</th>
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<tr>
<td>Barnes, William Thomas</td>
<td>A.B.</td>
<td>Morehouse College</td>
<td>Macon</td>
<td>1957</td>
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<tr>
<td>Barnett, Gloria S.</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Atlanta</td>
<td>1958</td>
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<tr>
<td>Bassett, Sylvia</td>
<td>A.B.</td>
<td>Hunter College</td>
<td>Atlanta</td>
<td>1938</td>
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<tr>
<td>Batten, Anna Rean McCloud</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Atlanta</td>
<td>1962</td>
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<tr>
<td>Battle, Marguerite H.</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1960</td>
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<tr>
<td>Bell, Emma Jean</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>Atlanta</td>
<td>1954</td>
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<td>Bell, Naomi Jamison</td>
<td>B.S.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1955</td>
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<tr>
<td>Bell, Robert E. L.</td>
<td>B.S.</td>
<td>Florida A&amp;M University</td>
<td>Atlanta</td>
<td>1965</td>
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<td>Bell, Roy R.</td>
<td>B.S.</td>
<td>Alabama State College</td>
<td>Atlanta</td>
<td>1966</td>
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<tr>
<td>Bellino, Paul Edward</td>
<td>B.S.</td>
<td>Nyack Missionary College</td>
<td>Atlanta</td>
<td>1916</td>
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<tr>
<td>Belton, Maudie F.</td>
<td>B.S.</td>
<td>Grambling College</td>
<td>Jonesboro</td>
<td>1952</td>
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<tr>
<td>Berrien, Ina E. Andrews</td>
<td>B.S.</td>
<td>Alabama A&amp;M College</td>
<td>Rome</td>
<td>1952</td>
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<td>Black, Sam Newton</td>
<td>B.S.</td>
<td>Jacksonville State College</td>
<td>Decatur</td>
<td>1957</td>
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<td>Blackerby, Huey T.</td>
<td>B.S.</td>
<td>Jacksonville State College</td>
<td>Decatur</td>
<td>1957</td>
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<td>Blackmon, Sara T.</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1939</td>
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<td>Blackwell, Elizabeth K.</td>
<td>A.B.</td>
<td>West Virginia State College</td>
<td>Atlanta</td>
<td>1952</td>
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<td>Blount, Thomasene E.</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
<td>1965</td>
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1 First Semester Only.
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<tr>
<td>Bluford, Georgia H.</td>
<td>B.S., Fort Valley State College, 1951</td>
<td>Macon</td>
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<td>Bolden, Marynette Reid</td>
<td>B.S., Morris Brown College, 1962</td>
<td>Atlanta</td>
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<td>Bolton, Ethel Johnson</td>
<td>B.S., Morris Brown College, 1961</td>
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<td>Booker, Vivian M.</td>
<td>B.S., Morris Brown College, 1965</td>
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<td>Bottic, Joyce E. P.</td>
<td>A.B., Clark College, 1961</td>
<td>Atlanta</td>
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<td>Bowens, Anthony</td>
<td>B.S., Fort Valley State College, 1950</td>
<td>Vienna</td>
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<td>Bowens, Harriett Witsell</td>
<td>B.S., Florida A&amp;M University, 1961</td>
<td>Atlanta</td>
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<td>Boyd, Gloria S.</td>
<td>A.B., Spelman College, 1956</td>
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<td>Boyer, William C., Jr.</td>
<td>B.S., University of Omaha, 1955</td>
<td>East Point</td>
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<td>Bradley, Brenda Cotran</td>
<td>A.B., Clark College, 1964</td>
<td>Atlanta</td>
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<td>Bramlett, Lindsey Earl</td>
<td>B.S., University of Tampa, 1962</td>
<td>Atlanta</td>
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<td>Brantley, Baby Ruth</td>
<td>B.S., Jackson State College, 1956</td>
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<td>Braynon, Elizabeth Marcella</td>
<td>B.S., Morris Brown College, 1947.</td>
<td>Atlanta</td>
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<td>Brewer, Bettye Sims</td>
<td>A.B., Clark College, 1959</td>
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<td>Brittain, Patricia Ann</td>
<td>B.Ed., Seattle University, 1962</td>
<td>Atlanta</td>
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<td>Brooks, Georgia Bishop</td>
<td>A.B., Clark College, 1933</td>
<td>Atlanta</td>
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<td>Brooks, Marynell</td>
<td>A.B., Clark College, 1958</td>
<td>Atlanta</td>
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1 First Semester Only.
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Broughton, Willie E. ..................................Atlanta
B.S., Savannah State College, 1962.

Brown, Elzata V. ..................................Madison
B.S., Savannah State College, 1969.

Brown, Evelyn D. ..................................Atlanta
B.S., Morris Brown College, 1957.

Brown, Gavin Herbert ......................Green Cove Springs, Fla.
B.S., Tuskegee Institute, 1948.

Brown, Josephine E. ............................Covington
B.S., Savannah State College.

Brown, Leonie M. ..................................Atlanta
B.S., South Carolina State College, 1958.

Brown, Nellie H. .................................Atlanta

Brown, Rebecca Hunt ..........................College Park
B.S., University of Georgia, 1949.

Brown, Robert Van ................................Atlanta

Brown, Roberta Elaine .............................Jamaica, N. Y.
A.B., Ohio University, 1967.

Brown, Ruth Jeter ..............................Atlanta

Brown, William .............................Atlanta
B.S., Miles College, 1951.

Brumfield, Louise Crouch ..........................Macon

Bryant, Deanna Davis ..........................Atlanta
B.S., Western Illinois University, 1962.

Bryson, Carlton Jerome ............................Atlanta
A.B., Clark College, 1959.

Buckins, Hattie Mae ............................Atlanta
A.B., Clark College, 1941.

Bufford, Patricia Ann ..............................Birmingham, Ala.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

BUGGS, CARRIE WHITE 2 ................................... Atlanta

BURNS, MARGARET S. 2 ................................... Atlanta

BURSE, EVA CALLAWAY 2 .................................... Atlanta
B.S., Barber-Scotia College, 1965.

BURSE, MILDRED LEE ..................................... Atlanta

BUTON, DOROTHY GWENDOLYN ........................ Waynesboro
B.S., Barber-Scotia College, 1954.

BUSH, MELVIN 2 ........................................ Damascus
B.S., Savannah State College, 1951.

BUTLER, BERTHEA LA CONYEA ............................. Atlanta

BYROM, HARRIETT FIELDS 2 ................................ Atlanta

CADORA, MARY GILES ...................................... College Park
B.S., University of Georgia, 1964.

CALLOWAY, ADA MURPHY 2 ................................ Rock Hill, S. C.
A.B., Claflin College, 1946.

CAMMON, JULIA IONA 1 ...................................... College Park
A.B., Clark College, 1966.

CARDELL, BARBARA ROBERTS 2 ................................ Atlanta
A.B., Clark College, 1962

CAREY, ALONZO G. JR. 1 .................................... Atlanta

CARITHERS, HELEN 1 ........................................ Atlanta

CARTER, DORIS PERRY ...................................... Atlanta

CARTER, JAMES W. .......................................... Atlanta
A.B., Clark College, 1959.

CARTER, JEANNETTE TARVER 2 ................................ Atlanta

1 First Semester Only
2 Second Semester Only.
CASTEEL, JAMES M. .............................. Tucker
B.S., Florida State University, 1959.

CASUCO, NIEVES VERA CRUZ ....................... The Philippines
B.S.E., Philippines Wesleyan College, 1966.

CHAMPION, LOTTIE M. .............................. Griffin

CHANDLER, CLIFFORD, JR. ......................... Atlanta

CHANAY, GENNIE BRASSIELL .............. Meridian, Miss.
B.S., Jackson State College, 1962.

CHAPMAN, MORELLE WRIGHT ........................... East Point
A.B., Tift College, 1942.

CHATMAN, CALLYE FEARS ............................ Atlanta
A.B., Clark College, 1949.

CHESTER, GLORIA JEAN .............................. Atlanta
B.S., Morris Brown College, 1966.

CHESTER, WILLIE ENGLISH .................. Greensboro

CHISHOLM, WILLIE PONDER ............................. Atlanta
B.S., Alabama State College, 1959.

CHIVERS, JAMES BORING ...................... Atlanta
B.S., Southern Georgia College, 1961.

CHRISTIAN, ELIZABETH J. ........................... Atlanta
A.B., Clark College, 1955.

CHRISTIAN, JOAN SMITH ............................ Atlanta
B.S., Miles College, 1952.

CHRISTIAN, ROSA BRIDGETTE ..................... Atlanta

CLACK, MARVOLENE H. ............................. Atlanta
B.S., Fort Valley State College, 1951.

CLARK, BETTY W. .............................. Atlanta
A.B., Virginia Union, 1953.

CLARK, GLADYS B. THOMAS ...................... Americus
B.S., Fort Valley State College, 1945.

CLARK, MARIAN KAYRELL GREEN .............. Atlanta

1 First Semester Only.
2 Second Semester Only.
CLARK, MABLE HALL\(^2\) .....................................Atlanta

CLAY, RUBY HANSPREEK\(^2\) ..................................Atlanta

CLEMMONS, MARY JONES ...................................Atlanta
B.S., Tuskegee Institute, 1963.

CLEVELAND, WILLIAM HOWARD\(^2\) ...........................Atlanta
B.S., Clark College, 1950.

CLOUD, DOUGLAS D.\(^1\) .....................................Atlanta

COHEN, EULA MAE ........................................Atlanta
A.B., Clark College, 1951; M.A., Atlanta University, 1952.

COLEMAN, HALLIE EUGENE\(^2\) ..............................Atlanta
B.S., Delaware State College, 1946.

COLEMAN, LATIA N.\(^1\) ....................................Atlanta
A.B., Morris Brown College, 1937.

COLLINS, JEAN MOORE\(^1\) ................................Atlanta

CONLEY, GWENDOLYN GILLEY ..............................Atlanta

COOK, EVELYN\(^2\) .........................................Atlanta
A.B., Miles College, 1967.

COOK, SARAH FRANCES\(^2\) ................................Atlanta
A.B., Clark College, 1947.

COOPER, ALMA LYDIA ......................................Atlanta
B.S., Claflin College, 1967.

COOPER, CAROLYN MITCHELL ..............................Ahoskie, N. C.
B.S., Elizabeth City State Teachers College, 1957.

COOPER, DORIS WATKINS .................................Memphis, Tenn.

COPENNY, EDWARD LAMAR\(^2\) ............................Dublin
B.S., Savannah State College, 1947.

\(^1\) First Semester Only.
\(^2\) Second Semester Only.
COPENNY, VERLINE PARROTT ............................. Dublin
B.S., Savannah State College, 1953.

COX, RAY GLENN .............................. Atlanta
A.B., Bob Jones University, 1958.

COYLE, ROBERT P. .................................. Douglasville
A.B., Bucknell University, 1952.

CRAWFORD, LOWELL ............................. Riverdale
A.B., University of Miami, 1963.

CREDELL, EULA JACKSON ........................... Atlanta
B.S., Savannah State College, 1964.

CROWDER, MARY LOUISE .............................. Atlanta
B.S., Spelman College, 1944.

CROWE, LUCIUS C. ............................. Atlanta

CULVER, JACQUELINE VATHRICIA .......................... Atlanta
A.B., Clark College, 1967.

CUMMINGS, SANDRA KAYE ............................. Montgomery, Ala.
A.B., Bennett College, 1966.

CURETON, ELSIE MAE ............................. Roebuck, S. C.
B.S., South Carolina State College, 1963.

DANCY, WILLIE ............................. Atlanta
B.S., Fayetteville State Teachers College, 1962.

DANIEL, JACQUELYN ............................. Atlanta

DANIE, YVONNE ARRINGTON ............................. Atlanta
A.B., Clark College, 1962.

DARBY, WANDA ROBINSON ............................. Atlanta
A.B., Texas College, 1963.

DAVENPORT, FANNIE L. ............................. Atlanta
A.B., Clark College, 1958.

DAVENPORT, HELEN D. ............................. Jonesboro
B.S., Clark College, 1952.

1 First Semester Only.
2 Second Semester Only.
DAVID, DELORES HUTCHENS\(^2\) ..................................................... Atlanta A.B., Clark College, 1962.

DAVIS, BETTYE CORNELIA\(^2\) ..................................................... Atlanta B.S., Allen University, 1955.

DAVIS, CARRIE LAVERNE\(^1\) ..................................................... Macon A.B., Spelman College, 1960.

DAVIS, JOSEPHINE\(^2\) ................................................................. Decatur A.B., Morris Brown College, 1959.


DAY, SALLIE STOKES ............................................................... Atlanta A.B., Clark College, 1951.


DEMONS, NELLIE RUTH\(^2\) ......................................................... Atlanta A.B., Morris Brown College, 1962.

DENSON, THERESA ................................................................. Atlanta B.S., Morris Brown College, 1958.

DERAMUS, FRANCES WILLIAMS\(^2\) ................................................ Atlanta A.B., Clark College, 1962.

DEVLIN, GERALD FRANCES .................................................... Canoga Park, California A.B., Chaminade College of Honolulu, 1962.

DICKERSON, CHRISTINE L. M.\(^1\) ................................................ Atlanta B.S., Morris Brown College, 1965.

DINKINS, MARION RUFUS JR.\(^2\) .................................................... Atlanta A.B., Morehouse College, 1962.

DIXON, BARBARA WATSON ........................................................ Atlanta A.B., Philander Smith College, 1967.

DIXON, MATTIE KATE\(^1\) ............................................................. Atlanta B.S., Morris Brown College, 1957.

\(^1\) First Semester Only.
\(^2\) Second Semester Only.
DIXON, ROSEBUD
B.S., Spelman College, 1936.

DIXON, SANDRA ANN
A.B., Clark College, 1968.

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

DODSON, ALYCE SMITH

DOLLAR, GRACE O.
A.B., Lincoln Memorial University, 1940.

DONABSON, MARY SMITH
B.S., Fort Valley State College, 1964.

DONEHOO, CHARLES FREDERICK
A.B., Bryan College, 1953.

DOWDY, DAVID ANDREW

DRAKE, JANIS MARIE WILSON
B.S., Morris Brown College, 1968.

DREPER, GLADYS IRENE

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

DUMAS, CARRIE M.
B.S., Fort Valley State College, 1963

DUNN, LILLIAN MARIA
B.S., Clark College, 1944.

DURRAH, BETTIE JEAN

DYE, MYRTICE RUTH

DYER, HUSTON FLORENCE J.
A.B., Clark College, 1968.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

EASLEY, HELEN JEAN SAXON ..................................... Atlanta

EAST, DOROTHY GAL2 ........................................... Conley
A.B., Emory University, 1962.

EDWARDS, YVONNE ........................................... Atlanta
B.S., Morris Brown College, 1966.

EKONG, ANTHONY E. U. ...................................... Nigeria
A.B., Lincoln University, 1966.

ELCOCK, RONALD ........................................... Atlanta
A.B., Central State University, 1967.

ELIAS, BETTY PALMER2 ........................................ Atlanta
A.B., Clark College, 1959.

ELKINS, LULA FORCE2 ........................................ Atlanta

ELLIS, GRACE F.1 ........................................... Duluth
B.S., George Peabody College for Teachers, 1932.

ELLISON, LEJEUNE HICKSON ................................... Atlanta
A.B., Spelman College, 1964

ENUS, WILIE2 ............................................... Social Circle
B.S., Fort Valley State College, 1966.

EPPS, LEONDRIA KATHLEEN2 ................................ Atlanta
A.B., Clark College, 1966.

ESKEW, JOHN WILLIAM1 ...................................... Atlanta

EVERGIN, Verna .............................................. Atlanta
A.B., Clark College, 1964.

EZZARD, MERIAN T.1 .......................................... Atlanta

FANNINGS, SHIRLEY McGEE .................................... Atlanta

FARMER, HELEN VIRGINIA .................................... Atlanta
B.S., Morris Brown College, 1966.

FARMER, HENRY BENNETT JR. ................................ Atlanta

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

FEAGAN, ALICE EATON 2 ........................................ Atlanta
    B.S., Alabama State College, 1953.

FERRELL, HAROLD EDWARD .................................. Atlanta

FERRELL, MYRTICE B. ....................................... Atlanta
    B.S., Morris Brown College, 1945.

FEW, BETTY BOGAN 2 ..................................... Atlanta
    A.B., Clark College, 1953.

FEW, JOHN LAMAR ............................................. Atlanta
    B.S., Morris Brown College, 1951.

FEW, MATTIE RUTH 2 ....................................... Atlanta
    B.S., Savannah State College, 1952.

FIELDS, ELIZABETH G. ....................................... Douglas
    B.S., Benedict College, 1960.

FINDLEY, ALICE M. 2 ...................................... East Point
    A.B., Georgia State College for Women, 1935.

FLINT, LOUISE THOMAS ...................................... Atlanta

FLOWERS, ALFRED A. ......................................... LaGrange
    A.B., Morehouse College, 1954.

FLOYD, MARY E. .............................................. Montgomery, Ala.

FLYNT, JAMES THOMAS ...................................... Atlanta
    B.S., Berry College, 1965.

FOBES, MARY AGNES ......................................... Webster Groves, Mo.
    A.B., Webster College, 1955.

FOSTER, ARTHUR JR. ......................................... Valdosta

HOWLER, ELINOR ATKINS ..................................... Atlanta

FRALEY, JAMES NELSON ..................................... Atlanta

FRANKEL, EPHRAIM ............................................. Atlanta
    A.B., Boston University, 1954.

2 Second Semester Only.
FRANKLIN, SEYMOUR H. ........................................ Torrington, Conn.
A.B., High Point College, 1940.

FREEMAN, BARBARA BRIDGES ............................. Atlanta

FREEMAN, ELLA JUANITA B. .............................. Rome
B.S., Fort Valley State College, 1950.

FUNDERBURK, EUGENE MEMMON ........................ Marietta
B.S., Newberry College, 1951.

FUSSELL, JUANITA W. ..................................... Atlanta
B.S., Morris Brown College, 1959.

GAINES, WILLIAM GEORGE .............................. Clarkston
A.B., University of Alabama, 1964.

GALLOWAY, MARGARET JONES .......................... Bogie Chitts, Miss.
B.S., Mississippi Industrial College, 1963.

GARDNER, DAVID EDWARD ................................ Atlanta
B.S., South Carolina State College, 1951.

GARDNER, JANIE THOMPSON ............................. Atlanta
A.B., South Carolina State College, 1951.

GARLINGTON, CATHERINE GHOULSTON .................. Atlanta

GARY, EMERY IRVING ................................. Atlanta

GARY, ROBINEZ G. MURPHY .......................... Atlanta
A.B., Clark College, 1952.

GASS, JUANITA H. ................................. Sandersville
A.B., Morris College, 1946.

GATES, MARIAN LOMAX .............................. Atlanta

GEORGE, CLAUDE CLARENCE .......................... Atlanta
B.S., Tuskegee Institute, 1948.

GEORGE, LOUISE YELVERTON ........................ Atlanta
B.S., Tuskegee Institute, 1949.

GILES, OLA MAE ..................................... Selma, Ala.

\*Deceased.
1 First Semester Only.
2 Second Semester Only.
GILHAM, ELISE FORTSON ............................. Atlanta

GLASS, CORNELIA S. .............................. Atlanta

GLASS, KATHERINE TIBBS ............................ Atlanta

GLOVER, GWENDOLYN W. .............................. Atlanta
A.B., Morris Brown College, 1953.

GLOVER, HILLIARD DANIEL ............................. Atlanta

GLOVER, MARIAN STROZIER .............................. Atlanta
B.S., Clark College, 1961.

GOFF, JOAN T. .................................... Chamblee
B.S., East Tennessee State University, 1952.

GOODWIN, PAUL DELL .................................. College Park
B.S., West Liberty State College, 1964.

GOOLEY, CAROLYN SIMS .............................. Atlanta

GORE, ALICE BARBARA .............................. Atlanta

GOSIER, MARJORIE BRUTON .............................. Atlanta
B.S., Morris Brown College, 1951.

GRACE, ROSLYN .................................. Cleveland, Ohio
B.S., Wilberforce University, 1967.

GRADY, ALFREDA JEAN .............................. Tampa, Florida
B.S., Fort Valley State College, 1966.

GRAHAM, BETTY JOYCE .............................. Sandersville

GRAVES, JAMES EDWARD .............................. Jacksonville, Fla.
A.B., Florida A&M University, 1951.

GRIGGERS, WILLIAM MARVIN .............................. College Park
B.S., Georgia Southern, 1955.

GRIGGS, VIRGINIA LEE .............................. Atlanta

1 First Semester Only.
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<td>Gross, Barbara Maddox</td>
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<td>Gurley, Terri Grant</td>
<td>Decatur</td>
<td>A.B.</td>
<td>Georgia State College</td>
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<td>Gutting, M. Hope</td>
<td>LaCrosse, Wis.</td>
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<td>Hadley, Roy Edward</td>
<td>Atlanta</td>
<td>B.S.</td>
<td>Fort Valley State College</td>
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<td>Haines, Carleatha Modest</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>Spelman College</td>
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<td>Hairston, Joyce C.</td>
<td>Stone Mountain</td>
<td>A.B.</td>
<td>Oglethorpe University</td>
<td>1957</td>
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<td>Hall, Floyd John</td>
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<td>Southern University</td>
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<td>Hampton, Annette West</td>
<td>Atlanta</td>
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<td>Clark College</td>
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<td>Oglethorpe</td>
<td>B.S.</td>
<td>Savannah State College</td>
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<td>Harper, Clifton Stewart</td>
<td>Atlanta</td>
<td>A.B.</td>
<td>Morehouse College</td>
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<td>Harrell, Dorothy Foster</td>
<td>Atlanta</td>
<td>B.S.</td>
<td>Clark College</td>
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1 First Semester Only.
2 Second Semester Only.
HARRIS, ANNE MARIE ..................................... Atlanta
B.S., Howard University, 1965.

HARRIS, BETTYE H. ..................................... Atlanta
B.S., Morris Brown College, 1954.

HARRIS, CARL LEONARD .................................. Atlanta

HARRIS, CHARLES EDWARD .................................. Decatur
B.S., University of Georgia, 1957.

HARRIS, ELOISE LYONS .................................. Atlanta
A.B., Clark College, 1950.

HARRIS, FLORENCE GILL .................................. Atlanta
B.S., Clark College, 1955.

HARRIS, HERLENA YVONNE* .................................. Atlanta

HARRIS, IRVING B. ...................................... Atlanta
A.B., Clark College, 1950.

HARRIS, THERETHA D. .................................... Atlanta
B.S., Fort Valley State College, 1954.

HARVEY, ANNE MARIE .................................... Atlanta

HARVEY, DORIS LEARY ................................... Atlanta
A.B., Paine College, 1962.

HARVEY, JANETTE GRIMES* ................................ Atlanta
A.B., Morris Brown College, 1957.

HARVEY, ROBERT L. ...................................... Atlanta

HATCH, MARIAN FARRIS ................................... Atlanta
B.S., Alabama State College, 1950.

HAWES, HORACE LEE ..................................... Macon

HAWK, CHARLES NATHANIEL JR. ................................ Atlanta
B.S., Northwestern University, 1953.

HAWKINS, KATE THOMPSON* .................................. Atlanta
B.S., Fort Valley State College, 1944.

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1 First Semester Only.
2 Second Semester Only.
HAWKINS, Themis Douglas ..................................... Atlanta
B.S., Morehouse College, 1953.

HAWKINS, Virginia Davis\(^2\) .................................. Atlanta

HENDERSON, Bettie Meadows ..................................... Atlanta
B.S., Morris Brown College, 1957.

HENDRICKS, Nettie Shaw\(^2\) .................................. Atlanta
A.B., Clark College, 1948.

HENRY Clara Pearl ........................................... Atlanta
B.S., Rust College, 1964.

Henson, Veleria Bettye ........................................ Atlanta

Hewitt, Basaline\(^1\) ........................................ Atlanta

Hicks, James Leon\(^1\) ........................................ Atlanta
A.B., Morehouse College, 1950.

Hill, Edwina Woodard .......................................... Atlanta
A.B., Morris Brown College, 1953.

Hill, Matthew Douglas\(^2\) ................................... Cartersville
B.S., Bethune-Cookman College, 1956.

Hill, Sharon Anita\(^2\) ........................................ Atlanta
A.B., Texas Women’s University, 1966.

Hillman, Zelma Louise\(^2\) ..................................... Covington
B.S., Fort Valley State College, 1952.

Himmelbrand, Adrian Bert\(^2\) ................................ New York, N.Y.

Hinton, Claude Dixon .......................................... Ellenwood
B.S., Morris Brown College, 1969.

Hipsher, Charles Haskle\(^1\) ................................... Riverdale
B.S., University of Tennessee, 1956.

Hodges, Juanita M. ............................................ Atlanta
A.B., Clark College, 1962.

Hogans, Norris Leo ............................................. Atlanta

\(^1\) First Semester Only.
\(^2\) Second Semester Only.
HOLLINSHED, S. R. 2 ................................. Marshallville
  B.S., Fort Valley State College, 1948.

HOOKS, ALTONIA FAY ................................. Birmingham, Alabama
  A.B., Knoxvile College, 1968.

HOPSON, ANNETTE PORTER 2 ............................... Albany
  B.S., Albany State College, 1951.

HOPSON, LEON ELWESLEY 2 ............................... Albany

HORNE, WALTER OSTELL 2 ............................... Vidalia
  B.S., Savannah State College, 1947.

HORNSBY, KLINE WEAVER 2 ............................... Atlanta
  B.S., Huston-Tillotson College, 1948.

HOUSTON, BERNICE TERRELL 2 .............................. Atlanta
  A.B., Morris Brown College, 1952.

HOUSTON, ELEANOR 2 .....................................Atlanta
  B.S., Tennessee A & I State University, 1962.

HOWARD, HENRIETTA .....................................Atlanta
  B.S., Morris Brown College, 1954.

HOWARD, MATTIE WHITE 2 ............................... Atlanta
  B.S., Miles College, 1963.

HUDSON, ELLERN WEB 2 ..................................Atlanta
  B.S., Tennessee State University, 1940.

HUGULEY, MARY BURGE ..................................Atlanta

HURLEY, HATTIE ESTHER 1 ................................Atlanta

HURST, MARIAN BROWN 1 ................................Atlanta

INGRAM, BARBARA EVERETTE .............................. Atlanta

INGRAM, JANICE LALANE ................................Atlanta

IRONS, OCIE JAMES 2 ..................................Atlanta
  A.B., Morehouse College, 1957.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

IVERY, GLADYS ........................................ Sandersville
B.S., Albany State College, 1957.

JACKSON, CAROLYN JEAN .................................. Atlanta
B.S., Morris Brown College, 1966.

JACKSON, CONSTANCE SCOTT² .................................. Atlanta

JACKSON, DOLORES W ........................................ Atlanta
B.S., Morris Brown College, 1958.

JACKSON, EMILY GIBSON² .................................. Newnan
B.S., South Carolina State College, 1946.

JACKSON, EMMA LOIS² .................................. Atlanta
B.S., Morris Brown College, 1952. M.A., Columbia University,
1957.

JACKSON, ETHEL M² ........................................ Atlanta

JACKSON, FLORENCE ELIZABETH .......................... Atlanta

JACKSON, HARRIET OSWELL² .................................. Atlanta
A.B., Spelman College, 1935.

JACKSON, JOSEPHINE WILLIAMS² .................................. Atlanta
B.S., Fort Valley State College, 1963.

JACKSON, ROBERT FRANCIS² ................................ Madison
B.S., Savannah State College, 1955.

JACKSON, SHIRLEY ANN .................................. Montgomery, Ala.

JACKSON, WILLIAM JAMES¹ .................................. Atlanta

JEFFERSON, EARL THOMAS .................................. Atlanta

JENKINS, LEOLA¹ .......................................... Atlanta

JENKINS, ORA BELL ........................................ Atlanta
A.B., Clark College, 1942.

JOHNSON, BARBARA P¹ .................................. Atlanta

¹ First Semester Only.
² Second Semester Only.
JOHNSON, CATHERINE ..................................... Atlanta
B.S., Fort Valley State College, 1963.

JOHNSON, HARRIETT ROBINSON 2 ........................... Atlanta
B.S., Spelman College, 1941.

JOHNSON, INEZ G. 1 ..................................... Atlanta
A.B., Spelman College, 1933.

JOHNSON, LAWARE LEWIS ..................................... Atlanta

JOHNSON, LILLIAN ...................................... Madison
B.S., Fort Valley State College, 1966.

JOHNSON, SANDRA VIRGINIA .......................... West Hartford, Conn.
B.S., Central State University, 1962.

JOHNSON, WALTER JR. .......................... New Haven, Conn.

JOINER, DOLLENA M. 2 ..................................... Dublin
B.S., Fort Valley State College, 1953.

JONES DORIS ELIZABETH ................................. Atlanta
B.S., Fort Valley State College, 1960.

JONES, FAYE MARGREZELLE ................................ Atlanta
B.S., Savannah State College, 1956.

JONES, FRANCES P. 2 ..................................... Atlanta

JONES, J. L. 2 ........................................... Marietta

JONES, JEANENE S. 1 ..................................... Decatur
B.S., Berry College, 1952.

JONES, JOHNNY Jr. ................................. Atlanta
A.B., Dillard University, 1959.

JONES, LEONARD FLOYD 2 ............................... Marietta
B.S., Troy State College, 1956.

JONES, LOIS FLUELLEN 1 .................................. Atlanta
B.S., Fort Valley State College, 1951.

1 First Semester Only.
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CATALOGUE

JONES, MAGGIE HOLLIDAY\(^1\) ........................................ Atlanta B.S., Morris Brown College, 1961.


JONES, RUTH KEARNEY\(^2\) ........................................ Atlanta A.B., Morris Brown College, 1967.

JONES, SYLVIA LEE .................................................. Atlanta A.B., Clark College, 1956.

JONES, THEODORE ROOSEVELT, JR. ............................. Atlanta A.B., Clark College, 1956.

JONES, WESLEY S.\(^2\) ............................................... Atlanta A.B., Morehouse College, 1962.

JORDAN, DOROTHY WILLOUGHLY ................................. Atlanta B.S., Fort Valley State College, 1949.


JORDAN, EDWARD EUGENE\(^1\) .................................... Atlanta B.S., East Tennessee State College, 1954.

JORDAN, ELIZABETH C. .............................................. Atlanta B.S., Morris Brown College, 1959.

JORDAN, ROBERT ALVIN ............................................ Atlanta A.B., Clark College, 1954.

JORDAN, WILLIE G. .................................................. Robins B.S., Fort Valley State College, 1967.

KELLOGG, MYRTLE CECILE\(^2\) ..................................... Cartersville B.S., Clark College, 1967.

KELLY, CHRISTINE MCKINNEY .................................... Atlanta B.S., Fort Valley State College, 1947.

KEMP, DORIS ADAMS\(^1\) ............................................. Atlanta A.B., Morris Brown College, 1944.

KENDRICK, ALMA WARDLAW\(^2\) .................................... Atlanta A.B., Clark College, 1938.

KIEL, ALFRED JAMES\(^2\) ............................................ Atlanta B.S., Tuskegee Institute, 1964.

\(^1\) First Semester Only.
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<td>Kieran, Richard Andrew</td>
<td>B.S., St. Patricks Ireland College, 1961; B.D., St. Patricks Ireland College, 1964.</td>
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<td>King, Betty Jean</td>
<td>B.S., New York State University, 1957; M.S., 1958.</td>
<td>Westbury, N.Y.</td>
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<td>King, Joyce B.</td>
<td>A.B., Morris Brown College, 1962.</td>
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<td>B.S., Florida A&amp;M University, 1964.</td>
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<td>A.B., Clark College, 1954.</td>
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<td>A.B., Morris Brown College, 1954.</td>
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<td>A.B., Morris Brown College, 1950.</td>
<td>Butler</td>
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<td>Krafchick, Harold</td>
<td>B.S., University of Georgia, 1959.</td>
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<td>A.B., Morehouse College, 1950.</td>
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<td>B.S., Morris Brown College, 1963.</td>
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<td>A.B., Cornell College, 1950.</td>
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<td>Leaphart, Wilbur Thomas</td>
<td>A.B., Morehouse College, 1958.</td>
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<td>Lee, Eva M.</td>
<td>B.S., Allen University, 1951.</td>
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<td>A.B., Clark College, 1955.</td>
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<td>Leonard, Joseph F.</td>
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<td>Lilly, Minnie B.</td>
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<td>1946; M.A., Columbia</td>
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<td>A.B., Clark College</td>
<td>1952; M.A., Atlanta University</td>
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<td>Lowney, John Michael</td>
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<td>Carroll College</td>
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<td>Florida A &amp; M University</td>
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<td>McBride, Floyd Melvin</td>
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<td>Mississippi State College</td>
<td>1968</td>
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<th>Name</th>
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<td>McBride, Floyd Melvin</td>
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<td>Mississippi State College</td>
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<td>Clark College</td>
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<td>McClendon, Ruby Durden</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Atlanta, 1949</td>
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<td>McClure, Marvin John</td>
<td></td>
<td>St. Paul, Minn. University of Minnesota, 1965</td>
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<td>McClure, Susie R.</td>
<td>B.S.</td>
<td>Savannah State College</td>
<td>Rockmart, 1946</td>
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<td>McCady, Betty Jean</td>
<td>B.S.</td>
<td>Tuskegee Institute</td>
<td>Atlanta, 1966</td>
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<td>McGhee, Tommy Gene</td>
<td>B.S.</td>
<td>Alabama State College</td>
<td>Griffin, 1958</td>
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<td>M. Ed.</td>
<td>Alabama State College</td>
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<td>McGuire, Mercedes F.</td>
<td>B.S.</td>
<td>Morris Brown College</td>
<td>Atlanta, 1957</td>
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<td>McIntosh, Vertis</td>
<td>B.S.</td>
<td>Miles College</td>
<td>Elberton, 1963</td>
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<td>McIver, Joseph Rainey</td>
<td>A.B.</td>
<td>Yankton College</td>
<td>Atlanta, 1967</td>
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<td>McKennie, Joyce Edwards</td>
<td>A.B.</td>
<td>Howard University</td>
<td>Atlanta, 1950</td>
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<td>McKisic, Roy</td>
<td>A.B.</td>
<td>Morris Brown College</td>
<td>Atlanta, 1963</td>
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<td>McLemore, Carolyn Dawson</td>
<td>B.S.</td>
<td>Spelman College</td>
<td>Atlanta, 1960</td>
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<td>McMillan, Lessie Jackson</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>Atlanta, 1963</td>
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<td>McMillon, Leroy</td>
<td>B.S.</td>
<td>Florida Memorial College</td>
<td>Atlanta, 1962</td>
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<td>McNair, Beulah Heard</td>
<td>A.B.</td>
<td>Albany State College</td>
<td>Newnan, 1951</td>
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<td>McWilliams, Luther James Jr.</td>
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<td>East Point</td>
<td>A.B., Oglethorpe University, 1955</td>
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1 First Semester Only.
2 Second Semester Only.
MABRY, OLIVE JACKSON ....................................Macon
B.S., Savannah State College, 1947.

MACK, JESSIE MIMS ..................................Jeffersonville
B.S., Fort Valley State College, 1946.

MALCOLM, CARESSA ..................................Atlanta

MALCOM, JOHN ANDREW JR. ..........................Grantville
B.S., Fort Valley State College, 1956.

MALLERY, MILDRED LOUVENIA ..........................Atlanta
B.S., Morris Brown College, 1950.

MARCHMAN, RICHARD RUSSELL ......................Decatur
B.S., Berry College, 1958.

MARTON, ROSA HAMPTON* ..........................Atlanta
B.S., Barber-Scotia College, 1965.

MARSHALL, HOWARD ..................................Atlanta

MARSHALL, MELVIN LEROY ....................Dothan, Ala.

MARTELL, JACQUELYN B., ........................Carney's Pt., N. J.
A.B., Douglass College, 1968.

MARTIN, CATHERINE FARLEY .......................Rentz
B.S., Morris Brown College, 1949.

MARTIN, CLARA HOWELL ..................................Atlanta
B.S., Clark College, 1951.

MARTIN, MELVIN EUGENE* ..........................Marietta
B.S., Tennessee State University, 1941.

MASSEY, MELTON EUGENE* ..........................Atlanta
A.B., West Georgia College, 1968.

MATTHEWS, HENRY LEWIS* ..........................Atlanta
B.S., Edward Waters College, 1962.

MATTHEWS, JOHN WILLIAM ..........................Luthersville
A.B., California Western University, 1967.

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* First Semester Only.
* Second Semester Only.
MATTOX, FELIX GEORGE .................................. Atlanta
A.B., Clark College, 1937.

MAXWELL, HARVEY W.¹ .................................. Smyrna
B.S., Albany State College, 1953.

MAY, EMMANUEL CURTIS .................................. Atlanta

MAYS, ROY .............................................. Atlanta

MEHTA, HASMUKH CHHABKDAS .................................. Atlanta
A.B., Bombay University, 1963.

MELTON, CHARLES LOUIS² .................................. Atlanta
B.S., Alabama A & M University, 1968.

MERIWETHER, LILLIE B.² .................................. Atlanta
B.S., Fort Valley State College, 1963.

MEYER, EDWARD L.² ..................................... Decatur
B.S., Jacksonville State College, 1957.

MIDDLEBROOKS, LILLIE PEARL² .................................. Atlanta

MILLER, BESSIE M.¹ ..................................... Atlanta

MILLER, VERNAL HANNON² .................................. Atlanta

MILTON, OCTAVIA W.² .................................. Atlanta
B.S., Hampton Institute, 1954.

MITCHELL, WILLIE MAB² .................................. Atlanta

MOEN, LEONARD ALBERT² .................................. Forest Park
B.S., West Georgia College, 1962.

MOMON, RUBIE N. DANIEL .................................. Atlanta

MONROE, ALBERT ............................................. Covington
B.S., Fayetteville State Teachers College, 1959.

¹ First Semester Only.
² Second Semester Only.
CATALOGUE

MONTGOMERY, ELLA E. JACKSON .................................. Atlanta
A.B., Clark College, 1953.
M.S., Atlanta University, 1958.

MOORE, DORIS MARTIN .................................. Atlanta
B.S., Morris Brown College, 1949.

MOORE, ESTHER J. .................................. Atlanta
A.B., Morris Brown College, 1939.

MOORE, RUBY S. .................................. Atlanta
B.S., Morris Brown College, 1958.

MORELAND, ARIE O. .................................. Atlanta
A.B., Savannah State College, 1932.

MORRIS, MARGARET JO AN ............................. East Point
B.S., Phillips University, 1955.

MORRIS, MARY WILDER .................................. Atlanta
B.S., Clark College, 1952.

MORRIS, PHENECIA C. ..................................... Atlanta
A.B., Clark College, 1950.
M.A., Atlanta University, 1956.

MORRIS, Verna Coggins .................................. Atlanta
B.S., Morris Brown College, 1949.

MORROW, CHARLES RICHARD .................................. Gainesville
A.B., Morehouse College, 1950.

MOSS, RETICE JONES .................................. Atlanta
A.B., Clark College, 1953.

MURPHEY, CECIL BLAINE .................................. Decatur
B.S., Chicago Bible College, 1959.

NEAL, BETTY MARIE .................................. Atlanta
B.S., Albany State College, 1957.

NEAL, CHARLES HIRAM .................................. Atlanta

NEELY, ARTHUR JR. .................................. Atlanta

NEWBY, MARY SHERFIELD .................................. Atlanta
A.B., Clark College, 1960.

1 First Semester Only.
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<th>Name</th>
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<td>nichols, marrian oliver^2</td>
<td>A.B., Clark College, 1957.</td>
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<td>nichols, rosa lee</td>
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<td>nix, james ellis</td>
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<td>norman, m. c.^3</td>
<td>Decatur</td>
<td>Decatur</td>
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<td>norwood, thomas l.</td>
<td>A.B., Oklahoma Baptist University, 1958.</td>
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<td>odom, gene r.^1</td>
<td>A.B., Fort Valley State College, 1965.</td>
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<td>odom, irene w.^2</td>
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<td>o'kelly, grace crawford^2</td>
<td>B.S., Fort Valley State College, 1950.</td>
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<td>o'malley, joseph p.</td>
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<td>osby, gwendolyn elaine</td>
<td>A.B., Spelman College, 1960.</td>
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<td>osgood, mary ellen</td>
<td>B.S., Barber-Scotia College, 1963.</td>
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<td>o'quinn, leroy watts^2</td>
<td>B.S., Jackson State College, 1956.</td>
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<td>owens, frances mildred^2</td>
<td>B.S., Savannah State College, 1954.</td>
<td>Bloomingdale</td>
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<td>pace, patricia perria^2</td>
<td>A.B., Spelman College, 1962.</td>
<td>Atlanta</td>
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<td>pace, burnestine jacqueline^2</td>
<td>B.S., Clark College, 1948.</td>
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^1 First Semester Only.
^2 Second Semester Only.
PALMER, AUGUSTA M. DRAPER \(^2\) ...................................... Cleveland, Ohio  
B.S., Tuskegee Institute, 1942.

PALMER, MEADE W. ................................................. Hatboro, Pa.
A.B., LaSalle College, 1958.

PARHAM, DAISY BENITA ........................................... Atlanta  
B.S., Savannah State College, 1954.

PARKO, EDITH MARGARET ............................................. Atlanta  
A.B., Stetson University, 1965.

PARSONS, ADOLPH .................................................... Forsyth  
A.B., Morehouse College, 1940.

PATRICK, LANE ALEXANDER \(^2\) ................................. Forest Park  
A.B., Stetson University, 1950.

PATTERSON, LOIS GARTRELL \(^2\) .................................. Atlanta  
A.B., Clark College, 1962.

PEARSON, AGNES OLIVER \(^1\) ........................................ Atlanta  

PENN, VERA COOPER \(^2\) ............................................ Atlanta  
B.S., Winston Salem State Teachers College, 1956.

PERDUE, JERRY BABONOWISKI ....................................... Atlanta  
A.B., Clark College, 1937.

PERKINS, THOMAS HOLLIS .......................................... Jonesboro  
A.B., Mercer University, 1952.

PETTIGREW, MARY L. \(^2\) ............................................ Madison  

PHILLIPS, DON CARLOS \(^1\) ......................................... Atlanta  

PHILLIPS, FRANCES ................................................... Atlanta  
B.S., South Carolina State College, 1956.

POLK, ANNA HELENA .................................................. Jackson, Miss.  
B.S., Tougaloo College, 1962.

POPE, JOHN ARTHUR \(^2\) ............................................. Hawkinsville  
B.S., Fort Valley State College, 1963.

PORTER, LAURA JEANNETTE ......................................... Atlanta  
B.S., Fort Valley State College, 1963.

\(^1\) First Semester Only.  
\(^2\) Second Semester Only.
POST, GORDON J. ....................................... Atlanta
B.S., Toccoa Falls Bible College, 1966.

POWERS, HORACE ALEXANDER ..................... Ormond Beach, Fla.
B.S., Bethune-Cookman College, 1959.

PRESSLEY, OLIN CHESTER 2 ....................... Conley
B.S., Georgia Southern College, 1962.

PRICE, LOURETTA CARTER ........................ Atlanta

PRIMUS, FREDERICK ................................. Hammond, La.
A.B., Southern University, 1967.

PRINCE, JOHN WESLEY 2 ............................ Hampton
B.S., University of Georgia, 1962.

PRINGLE, NELLIE MAE .............................. Georgetown, S. C.

PROCTOR, EMMETT LA COSTE JR. 2 ............... Atlanta
A.B., Morehouse College, 1948.

PRYOR, GEORGE WALTER JR. 2 ..................... Gainesville

RAIFORD, LORETTA MATHEWS 2 ..................... Atlanta

RAINEY, JOHNNIE MAE 2 ............................ Atlanta
A.B., Clark College, 1966; M.A., Atlanta University, 1963.

RAMOS, MARION RALPH 2 ........................... Atlanta
B.S., University of Georgia, 1951.

RAMSEY, CALVIN GORDON 2 ........................ Stone Mountain
B.S., Mississippi State College, 1950.

RANDALL, WILLIE GRACE 2 ........................ Atlanta
B.S., Fort Valley State College, 1957.

RAWLES, CLIFTON ................................... Atlanta
A.B., Clark College, 1966.

REED, RONALD EUGENE ............................. Atlanta
B.S., North Carolina A & T University, 1965.

REID, SONDRA SHEPHERD ............................ Atlanta
B.S., Clark College, 1954.

2 Second Semester Only.
CATALOGUE

REILLY, BERNARD JAMES .................................. Carrollton
A.B., Mary Immaculate Seminary, 1958.

REVIERE, BIRDIE LEE P.² .................................. Glennville
B.S., Savannah State College, 1950.

RHODES, ALICE MIRAM² .................................. Atlanta

RICHARDS, JOHNNY¹ ..................................... Atlanta
A.B., Clark College, 1950.

RICHARDSON, ROBERT LOUIS ............................. Atlanta

ROBERTS, LEVITICUS² .................................. Atlanta

ROBERTS, THERESA DAVIS ............................... Atlanta
B.S., Morris Brown College, 1952.

ROBERTS, THOMAS HERBERT JR. .......................... East Point
A.B., Peabody College, 1955.

ROBERTS, VIDA GOULD ................................. Atlanta

ROBINSON, BETTY WHITED ............................... Atlanta
B.S., Spelman College, 1957.

ROBINSON, FREDDIE A.² .................................. Atlanta
A.B., Clark College, 1948.

ROBINSON, PATRICIA JONES² ............................. Macon
A.B., Southern University, 1957.

ROGERS, GEORGE ......................................... Atlanta

ROSE, CHARLES EDWARD ................................. Atlanta
B.S., Tampa University, 1963.

ROSEN, FREDERICK BRUCE² ............................... Decatur

ROSS, ERNEST BERNARD² ................................. Atlanta
A.B., Morris Brown College, 1953.

ROSS, GWENDOLYN M.² .................................. Atlanta
B.S., Morris Brown College, 1959.

¹ First Semester Only.
² Second Semester Only.
Rowlett, Roy Denvolent 
B.S., Central State College, 1943.

Ructers, Hazel Maude 
Kirkland, Wash.
B.S., University of Wisconsin, 1950.

Ruth, Cheryl Elizabeth
Atlanta

Ruth, Frances Delores
Atlanta

Salter, Jean L.
Atlanta
B.S., Miles College, 1959.

Salter, Mary Eleanor Wade
Dublin
B.S., Morris Brown College, 1951.

Salters, Armstead Leon
Atlanta
B.S., Claflin College, 1961.

Sanders, Dollie J.
Atlanta
A.B., Clark College, 1948.

Sanders, Irma R. Smith
Atlanta
A.B., Clark College, 1954.

Sanders, Janice Delores
Montgomery, Alabama
B.S., Alabama State College, 1954.

Sanders, Sallie Rose
Atlanta
B.S., Allen University, 1960.

Sanford, Malcom Elam
Decatur
A.B., University of Minnesota, 1940.

Saunders, William Alfred
Atlanta
A.B., Morris Brown College, 1957.

Sanford, Thomas Michael
Atlanta
B.S., Toccoa Falls College, 1966.

Scales, Gracie
Chicago, Ill.
B.S., Rust College, 1967.

Scott, Frank Edward
Atlanta

Screws, Eula Jean
Atlanta

1 First Semester Only.
2 Second Semester Only.
SHAKESPEARE, KATE JOHNSON
B.S., Fort Valley State College, 1947.
M.A., Atlanta University, 1951.

SHANNON, LARRY ROLAND
B.S., Florida A & M University, 1959.

SHEA, DONALD P.
B.B.A., University of Georgia, 1956.

SHEPHERD, NETTIE T.
B.S., Alabama State College, 1951.

SHERARD, DORIS ELIZABETH
A.B., Clark College, 1951.

SHUBERT, STEPHEN
B.S., State University of New York at Oneonta, 1966.

SIMMONS, ETHEL D.
B.S., Albany State College, 1950.
M.A., Atlanta University, 1959.

SIMMONS, MARY ALICE
B.S., Miles College, 1968.

SIMMONS, SAM NATHANIEL
B.S., Benedict College, 1966.

SIMS, WARDELL
A.B., Morehouse College, 1959.
M.A., Atlanta University, 1962.

SINGLETON, ALBERT REID
A.B., Morehouse College, 1957.

SKRINE, LUCIUS L.
B.S., Fort Valley State College, 1954.

SMALL, ALLEN THURMAN

SMELLEY, JESSIE M.
A.B., St. Augustine College, 1939.

SMITH, ANNA L. MARTIN

SMITH, ANNIE M.
B.S., Alabama State College, 1947.

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1 First Semester Only.
2 Second Semester Only.
SMITH, CHARLES LEIGH .................................................. Birmingham, Alabama

SMITH, ERNESTINE JACKSON .............................................. Atlanta
B.S., Spelman College, 1951.

SMITH, LAURETTA ANN ..................................................... Denver, Colorado

SMITH, LEWIS L. ............................................................. Atlanta

SMOTHERS, EVANGELINE .................................................. Smithville
B.S., Fort Valley State College, 1966.

SOMERVILLE, BERTHA OGLETREE ........................................ Atlanta
B.S., Morris Brown College, 1962.

SOUTHERLAND, FRANCES ................................................ Jacksonville, Fla.
B.S., Savannah State College, 1965.

SPENCER, FRANCES FOUCHE .............................................. Atlanta
A.B., Howard University, 1962.

SPRATT, ROBERT CURRIE ................................................ College Park
B.S., Ohio University, 1963.

STANLEY, ELLA DERRICOTTE ............................................ Atlanta
B.S., Clark College, 1952.

STEGALL, MARTHA JEAN .................................................. Atlanta

STEPHENS, ETHELYN W. ................................................... Atlanta

STEPHENS, GERALDINE PATTERSON .................................. Atlanta

STEPHENS, JACQUELYN .................................................... Atlanta
A.B., Clark College, 1955.

STEUART, SHIRLEY McCLELLAND ...................................... East Point
A.B., College of Georgia at Milledgeville, 1956.

STEVENS, FORREST RUSSELL ............................................ Norcross
B.S., Milligan College, 1964.

STEWART, KATIE CATHERINE ............................................ Atlanta
B.S., Fort Valley State College, 1957.

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<td>Stokes, Charlie Lewis</td>
<td>A.B., Clark College</td>
<td>Atlanta, 1950.</td>
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<td>Stokes, Oscar Jr.</td>
<td>B.S., Mississippi Valley State College</td>
<td>Griffin, 1964.</td>
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<td>Strange, Janice</td>
<td>B.Ed., University of Toledo</td>
<td>Toledo, Ohio, 1965.</td>
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<td>Stroud, Doris Thomas</td>
<td>A.B., Clark College</td>
<td>Atlanta, 1960.</td>
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<td>Stroud, Howard Burnette</td>
<td>A.B., Morehouse University</td>
<td>Athens, 1956.</td>
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<td>Sullen, Menzie Scruggs</td>
<td>B.S., Morris Brown College</td>
<td>Atlanta, 1953.</td>
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<td>Sullivan, Mattye Leatherwood</td>
<td>A.B., Clark College</td>
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<td>Suttles, Sarah</td>
<td>B.S., University of Georgia</td>
<td>Atlanta, 1938.</td>
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<td></td>
<td>M.A., Atlanta University</td>
<td>1968.</td>
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<td>Swann, Dorothy Thomas</td>
<td>A.B., Clark College</td>
<td>Atlanta, 1960.</td>
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<td>Swiney, James Andrew</td>
<td>B.S., Tuskegee Institute</td>
<td>Atlanta, 1953.</td>
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<td>Tassin, Loretta</td>
<td>A.B., Southern University</td>
<td>Mt. Airy, La., 1962.</td>
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<td>Tate, Robbie Lee</td>
<td>A.B., Spelman College</td>
<td>Atlanta, 1963.</td>
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<td>Tatum, Ruby B.</td>
<td>A.B., Clark College</td>
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<td>Taylor, Dorothy Louise</td>
<td>A.B., Clark College</td>
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<td>Thomas, Carlene Lillian</td>
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<td>Thomas, Danette L.</td>
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<td>Thomas, Dorothy Wilcher</td>
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<td>Thomas, Mamie Jackson</td>
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<td>A.B., Clark College, 1941.</td>
<td>M.A., 1960</td>
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<td>Thompson, Andrew C.</td>
<td>Monticello</td>
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<td>Thompson, Ruby L.</td>
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<td>Tobin, Isabella McIntyre</td>
<td>Atlanta</td>
<td>A.B., Spelman College, 1945.</td>
<td>M.S.W., 1947</td>
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<td>Travis, Patricia Lynn</td>
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<td>Truitt, Corrine Anita</td>
<td>Atlanta</td>
<td>B.S., Morris Brown College, 1966.</td>
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1 First Semester Only.
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TUCKER, ROBERT LEE 1
A.B., Morehouse College, 1965

TURNER, DELORES 1

TURNER, ERMODENE LANELLE 2
B.S., Prairie View A & M, 1952.

TURNER, EVELYN CAWTHERON 2
B.S., Morris Brown College, 1948.

TURNER, WALLACE BEECHER 1

TWIGGS, ROSCO
B.S., Claflin College, 1958.

TWIGGS, SARA WILLIAMS
B.S., Appalachian State University, 1963.

VEALE, JOYCE LA VERNE 2

VEDROS, RALPH GREGORY
A.B., Marist College, 1953.

VERNON, HARRY LOUIS 2

VICKERY, WILLIAM JOSEPH 2
A.B., David Lipscomb College, 1949.

VICKNAIR, WARREN PAGE 2
A.B., Georgia State College, 1967.

WADDELL, RUTH SEALS 1
A.B., Clark College, 1955.

WALKER, JAMES EDWIN 1

WALKER, WILMER D. JR. 1

WALLS, ROBERT LAWRENCE 1
B.S., University of Georgia, 1960.

WALTON, BORAH WAYNE
A.B., Clark College, 1949.

1 First Semester Only.
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<td>Walton, Jesse Isaac</td>
<td>Atlanta B.S., Fort Valley State College, 1956.</td>
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<td>Warman, David A.</td>
<td>Atlanta A.B., Georgia State College, 1960.</td>
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<td>Watkins, James W.</td>
<td>Marietta A.B., Idaho State University, 1960.</td>
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<td>Weaver, Laurine</td>
<td>Atlanta B.S., Virginia State College, 1964.</td>
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<td>Webb, Charlotte</td>
<td>Atlanta B.S., Philander Smith College, 1937.</td>
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<td>Webb, Lera</td>
<td>A.B.</td>
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<td>West, Robert Willie</td>
<td>A.B.</td>
<td>South Carolina State College</td>
<td>Atlanta</td>
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<td>Whaley, Larry Burt</td>
<td>B.S.</td>
<td>Middle Tennessee State University</td>
<td>Atlanta</td>
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<td>Whitaker, J. Aubrey</td>
<td>A.B.</td>
<td>Oglethorpe University</td>
<td>Decatur</td>
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<td>Whitaker, Vera L.</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Scottdale</td>
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<td>White, Alfred Ables</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>Atlanta</td>
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<td>White, Barbara Hazel</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Atlanta</td>
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<td>White, Margaret Cook</td>
<td>B.S.</td>
<td>Berry College</td>
<td>Smyrna</td>
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<td>White, Mary Fallin</td>
<td>B.S.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
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<td>White, Minnie Johnson</td>
<td>B.S.</td>
<td>Morris Brown College</td>
<td>Atlanta</td>
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<tr>
<td>White, Sara Cyrus</td>
<td>B.S.</td>
<td>Jackson State College</td>
<td>Atlanta</td>
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<td>Whitesey, Melvin</td>
<td>B.S.</td>
<td>Bethune-Cookman College</td>
<td>Columbus</td>
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<td>Wideman, Rebecca</td>
<td>A.B.</td>
<td>Clark College</td>
<td>Atlanta</td>
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<td>Wilborn, Bessie</td>
<td>A.B.</td>
<td>Spelman College</td>
<td>Atlanta</td>
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<td>Wilborn, Brenda</td>
<td>A.B.</td>
<td>University of Tennessee</td>
<td>Atlanta</td>
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<tr>
<td>Wilkerson, Ellen</td>
<td>B.S.</td>
<td>Savannah State College</td>
<td>Newnan</td>
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1 First Semester Only.
2 Second Semester Only.
Wilkerson, Robert L. 2 Grantville
A.B., Clark College, 1959.

Williams, Annie Keeley
B.S., Morris Brown College, 1962.

Williams, Annie Loney

Williams, Benjamin F. C.

Williams, Christine 3
Atlanta

Williams, Harriet Ann

Williams, Janice Helen 1
Atlanta
B.S., Boston University, 1957.

Williams, Martha Marie

Williams, Odrie Ruth
Atlanta
A.B., Morris Brown College, 1943.

Williams, Sam O.
Macon
B.S., Fort Valley State College, 1962.

Williams, Thelma Daniely
Atlanta
B.S., Morris Brown College, 1953.

Williams, W. Clyde
Atlanta
A.B., Paine College, 1955.
B.D., Howard University, 1959.

Willingham, Jemmie Lee
Atlanta
B.S., Clark College, 1947.

Wilson, Archie R. 2
Atlanta

Wilson, Arthur Edward
Atlanta

Wilson, Carmen Fernando 1
Atlanta

1 First Semester Only.
2 Second Semester Only.
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<th>Name</th>
<th>Institution</th>
<th>City</th>
<th>Degree(s)</th>
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<tr>
<td>Wilson, Joycelyn Harper</td>
<td>A.B., Spelman College</td>
<td>Atlanta</td>
<td>1960</td>
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<tr>
<td>Wilson, Lester</td>
<td>B.S., Savannah State College</td>
<td>Atlanta</td>
<td>1962</td>
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<tr>
<td>Wilson, Lois Jean</td>
<td>B.S., Tuskegee Institute</td>
<td>Fairfield, Ala.</td>
<td>1964</td>
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<td>Wilson, Marjorie</td>
<td>A.B., Clark College</td>
<td>Atlanta</td>
<td>1961</td>
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<td>Wilson, Thurmon B.</td>
<td>A.B., Clark College</td>
<td>Atlanta</td>
<td>1948</td>
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<td>Wimberly, Lucy Brooks</td>
<td>A.B., Clark College</td>
<td>Atlanta</td>
<td>1940</td>
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<td>A.B., Clark College</td>
<td>Atlanta</td>
<td>1948</td>
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<td>M.A., Atlanta University</td>
<td>1967</td>
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<td>Wise, Dorothy Ivory</td>
<td>A.B., Morris Brown College</td>
<td>Atlanta</td>
<td>1952</td>
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<td>Wood, Jack Dempsey</td>
<td>B.S., University of Georgia</td>
<td>Atlanta</td>
<td>1949</td>
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<tr>
<td>Wood, Jean Marie</td>
<td>University of San Francisco</td>
<td>Dubuque, Iowa</td>
<td>1965</td>
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<td>Wooster, Kenneth Wayne</td>
<td>B.S., Toccoa Falls College</td>
<td>Decatur</td>
<td>1966</td>
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<td>Wooten, Nettie Lee</td>
<td>B.S., Southern University</td>
<td>Monroe, La.</td>
<td>1963</td>
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<td>Wrenn, Margaret Dennis</td>
<td>B.S., Benedict College</td>
<td>Atlanta</td>
<td>1957</td>
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<td>Wright, Carrie Beatrice</td>
<td>A.B., Clark College</td>
<td>Atlanta</td>
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<td>A.B., Clark College</td>
<td>Atlanta</td>
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<td>Wyatt, Joyce P.</td>
<td>B.S., Morris Brown College</td>
<td>Atlanta</td>
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<td>A.B., Clark College</td>
<td>Atlanta</td>
<td>1969</td>
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1 First Semester Only.
2 Second Semester Only.
Wynn, Carey  

Young, Jessye C.  
B.S., Spelman College, 1944.

SCHOOL OF BUSINESS ADMINISTRATION

Acqu, Joseph Kollie  
Monrouia, Liberia
A.B., Shaw University, 1968.

Akor, Martin  
Cameroun
A.B., Lawrence University, 1967.

Akpan, Akpan Jackson  
South East State, Nigeria
A.B., Howard University, 1968.

Akpan, Monday Paul  
Nigeria
B.S., Miles College, 1969.

Akpan, Phillip  
Uyo, Nigeria
B.S., Lane College, 1967.

Alston, Alonzo Kenneth  
Savannah
B.S., Savannah State College, 1967.

Anderson, Arthur  
Eastover, South Carolina

Anderson, Oscar Jr.  

Antwi, Anthony Kwasi  
Juaso, Ghana

Arnold, Althea Jean  
Leesburg, Florida
B.S., Tennessee State University, 1968.

Best, Clifton J.  
Memphis, Tennessee

Bolden, Clarence Jr.  
Atlanta
B.S., Morehouse College, 1968.

Boyd, Morris  
New Orleans, Louisiana
B.S., Southern University, 1965.

Bridges, Dewey LaVorn  
Monticello, Mississippi

2 Second Semester Only.
Bryson, Calvin ........................................ Atlanta

Canty, Clarence ........................................ Atlanta
B.S., Morehouse College, 1956.

Chandak, Govind2 ........................................ Bombay, India
B. Com., Maharani Laxmibai Arts and Commerce College, 1956.

Chaudhuri, Dharmi Chandra ................................ Atlanta

Chen, Ping Kun ........................................ Taipei, Taiwan
A.B., Taiwan University, 1961.

Cho, Park Je2 ........................................ Seoul, Korea
B.B.A., Korea University, 1964.

Chow, Tonny Tsu-Nein ................................ Taiwan
A.B., National Taiwan University, 1960.

Chowdhury, Shuvayb Ali2 ................................ Assam, India
A.B., University of Ganhati, 1957.

Clark, George William Jr. .......................... Philadelphia, Pennsylvania
B.S., Central State University, 1967.

Cooper, Donald H. C. .................................... Atlanta

Crawford, Curtis Tyrone ................................ Birmingham, Alabama

Crawford, Murphey Jr. .................................... Atlanta
B.S., Southern University, 1966.

Crenshaw, Wesley Lewis1 ................................ Broadnax, Va.
A.B., Shaw University, 1968.

Dean, Malcom J.2 ........................................ Atlanta
A.B., Oakwood College, 1954.

Denny, Richard .......................................... Savannah

Desai, Arvindray Kasanji1 .............................. India

Desai, Jitendra Dahyabhai2 .............................. India

1 First Semester Only.
2 Second Semester Only.
DOUGLAS, JAMES A. JR. ........................ Birmingham, Alabama  

DUNCAN, ALBERT ARLINGTON ......................... Longview, Texas  

EGWIM, CHRISTOPHER ......................... Atlanta  

EVANS, JOHN HARVEY JR. ......................... Atlanta  
B.S., Tennessee State University, 1961.

EZIKE, CYPRIAN CHUKS ......................... Biafra  
A.B., Wilberforce University, 1967.

FERGUSON, JOHNNY JAMES ......................... Vicksburg, Mississippi  
A.B., Tougaloo College, 1966.

FIELDS, ELEANOR ......................... Atlanta  
B.S., Savannah State College, 1965.

FLOWNOY, JAMES MORRIS ......................... Atlanta  
B.S., Tuskegee Institute, 1964.

FOGARTY, WILLIAM THOMAS ....................... Newburgh, New York  
B.S., Rider College, 1967.

GIBBS, VERNADINE LOLETA ....................... Jesup  
B.S., Florida A & M University, 1967.

GLASS, DOROTHY JEAN ......................... Postelle, Arkansas  
A.B., Knoxvllle College, 1968.

GLENN, JIM FRANK ......................... Decatur  
B.S., Savannah State College, 1966.

GONZALES, LUIS CANTERO ......................... New Orleans, Louisiana  
A.B., Dillard University, 1968.

GREENE, HILTON IVAN ......................... Brooklyn, New York  
B.S., Oakwood College, 1968.

GREENWOOD, SALLYE LAVERNE ................. Atlanta  
A.B., Clark College, 1968.

GUPTA, GLOPAL LAL ....................... India  

HARRIGAN, ALPHEUS JAMES ................. New York, New York  
B.S., Paine College, 1968.

1 First Semester Only.
HARRIS, JAMES PRESTON\textsuperscript{3} ..................................... Atlanta

HARRIS, WALTER JR. .................................. Baton Rouge, Louisiana
B.S., Southern University, 1965.

HAYNES, LAURENCE GILMER .......................... Lynchburg, Virginia
B.S., Hampton Institute, 1968.

HEARD, LONEAR W. .................................... Chicago, Illinois
A.B., Rust College, 1968.

HIGGINBOTHAN, BOBBY DEAN ....................... Waterproof, Louisiana
B.S., Southern University, 1968.

HILL, BARBARA JEAN .................................. Atlanta

HOLSTON, SIDNEY RICHARD ......................... Decatur

HSIA, DANIEL\textsuperscript{2} .............................. Hong Kong
A.B., St. Johns' University, 1946.

HUDSON, STEPHEN GERALD\textsuperscript{4} .............. Philadelphia, Pennsylvania

JACOBS, LAWRENCE\textsuperscript{3} .......................... Huntsville, Alabama
B.S., Oakwood College, 1968.

JAIN, NEMICHAND RATANLAL .......................... Atlanta
A.B., Vitram University, 1958.

JAMES, WOODROW JR. .................................. Society Hill, S.C.

JEFFERSON, DONALD EDWIN ........................ Camden, Arkansas

JENKINS, FRANK ALLEN III .......................... Savannah

JOHNSON, ABRAHAM** .................................. Savannah
B.S., Savannah State College, 1962.

JOHNSON, ARTHUR DAVID\textsuperscript{1} ............. Bryant, Florida
B.S., Bethune - Cookman College, 1966.

JOHNSON, THEODORE LLOYD .......................... Trenton, New Jersey
B.S., Delaware State College, 1967.

\textsuperscript{**Deceased.}
\textsuperscript{1} First Semester Only.
\textsuperscript{2} Second Semester Only.
JOHNSON, WALTER L. ................................ Uniontown, Alabama

JONES, ALEX JR. .................................. Uniontown, Alabama

JONES, CHEVIENE .................................. Atlanta

JORDAN, WYNETTE O. D.¹ ................................ Jackson, Mississippi

KATHAWALLA, YUNNUS AHMEDALLY .................. India
B.S., St. Xaviers College, 1968.

KENERSON, DOROTHY² .................................. Winnsboro, Louisiana
B.S., Southern University, 1967.

KING, ISAIAH BRUCE .................................. Hendersonville, N. C.

KOGANTI, VENKATARATNAM² ................................ India
A.B., Andhra University, 1960.

KRISHNAVAJHALA, SRINIVASA² ........................ India
A.B., Andhra University, 1965.

LAMAR, BOBBIE J. .................................. Conyers
A.B., Howard University, 1965.

LAMAR, JOSEPHINE .................................. Atlanta

LEE, EVON E. ....................................... Baltimore, Maryland

LEE, PATRICIA ADAMS .......................... Hastings-on-Hudson, N. Y.

LIANG, CATHLEEN KING-FUN .................... Taipei, Taiwan
A.B., Providence College, 1967.

LIN, LUNG YUAN ..................................... Taiwan

LIU, ANTHONY TREN-SIH ....................... Taiwan
A.B., Ching Hsin University, 1965.

LOVETT, CLINTON CLIFTON ....................... Forsyth

¹ First Semester Only.
² Second Semester Only.
CATALOGUE

McCourt, David
B.S., University of Hartford, 1966.

McNeil, Mary Joyce

Machhia, Om Prakash
B.S., University of Jodhpur, 1945.

Mack, David Eugene
B.S., Tuskegee Institute, 1968.

Malak, Amiruddin H. N.
A.B., Hislops College, 1968.

Martin, Sandra Maria
B.S., Texas Southern University, 1967.

Merritt, Thomas Louis
B.S., Clark College, 1963.

Millines, Lucy W.
B.S., Savannah State College, 1964.

Milton, Ruby Florence
B.S., Savannah State College, 1968.

Mims, James R.

Morrow, Louise
B.S., Miles College, 1964.

Moses, Christine Carter

Moses, Stanley Dean
B.S., Florence State College, 1957.

Motley, Eleanor Jewel
B.S., Alabama State College, 1952.

Nelson, John Henry
B.S., Clark College, 1966.

Nwaogwugwu, Nicholas

Nyanibo, Archibong Ita

1 First Semester Only.
2 Second Semester Only.
PAGE, EDDIE BROWN .......................... Atlanta
A.B., Morris Brown College, 1952.

B.S., Central State University, 1968.

PATEL, BHIKHU R. .......................... India
B. Com., M. S. University of Baroda, 1966.

PATELIA, KAHANJI KOHYABHAI ............. India

PEEBLES, DWIGHT ALEXANDER ............ Raleigh, N. C.
A.B., St. Augustine College, 1968.

PORTER, ALBERT WESLEY .................. Atlanta
A.B., Talladega College, 1966.

PORTIS, THOMAS ........................... Atlanta

PRATT, EILEEN OLUBUKONLA ............... Nigeria
A.B., Bennett College, 1968.

PRIESTER, WILLIE R ....................... Atlanta
B.S., South Carolina State College, 1959.

RAMBHIA, HARAKHCHAND M. ............... India
A.B., University of Bombay, 1965.

REED, DOROTHY BEATRICE ................ Atlanta
B.S., Southern University, 1960.

REID, ANTHONY TILFORD, JR ............. Tuskegee Inst., Ala.
B.S., Hampton Institute, 1968.

RICE, LEANDER ............................ Birmingham, Alabama
B.S., Miles College, 1967.

RICHARDSON, WILLIAM HENRY .......... Memphis, Tennessee

ROBERT, CHARLOTTE VERONICA ........... New Orleans, La.
A.B., Dillard University, 1968.

ROBINSON, LA SANDRE MARVETTE ......... Monroe, La.
A.B., Dillard University, 1968.

ROUSE, WARREN JR ........................ Atlanta
B.S., Clark College, 1956.

1 First Semester Only.
2 Second Semester Only.
CATALOGUE

SARWATE, DILYS MAPSHAW ............................... India

SAWYER, JOHN MATTHEW ................................Atlanta
   B.S., Claflin College, 1962.

SCOTT, ROBERT L. ..................................Columbia, S. C.
   B.S., Benedict College, 1968.

SHAH, RAJENDRA H. ..................................India
   B. Com., Bombay University, 1967.

SHEATS, TOMMY ........................................Athens

SHEETH, KISHORE C. ..................................India
   A.B., Bombay University, 1967.

SIMPSON, VERNON JOHNSON ...........................Sheffield, Ala.
   A.B., Dillard University, 1967.

SIMS, IVY NETTE .....................................Atlanta
   A.B., Clark College, 1967.

SIMS, WAYMON JR. ...................................Atlanta
   B.S., Morris Brown College, 1968.

SMITH, WILLIAM CHAUNCEY ..........................Atlanta
   A.B., Clark College, 1968.

SOONG, PETER YU-WENG ...............................Taiwan

SPENCER, ELMORE, JR. ............................Atlanta

STEVENS, MAXWELL McDEW ..........................Morrisville, Pa.
   B.S., St. Augustine's College, 1964.

STEWART, TOBIAS JR. ................................Gray

STINSON, JOHN L. ....................................Atlanta

SUNG, HYANG Pyo .......................................Korea
   B.C., Yonsei University, 1966.

TAYLOR, JAMES ELTON ..............................Edenton, N. C.
   A.B., Shaw University, 1968.

1 First Semester Only.
2 Second Semester Only.
TAYLOR, LEON ........................................... Atlanta

TERRELL, MARIAN NAOMI1 ................................ Zebulon
A.B., Clark College, 1964.

THAKKAR, RAMESH SHAMJI1 ................................ Bombay, India
A.B., Bombay University, 1962.

TOMPKINS, THERESIA .................................. Henryetta, Okla.
B.S., Langston University, 1963.

UMOH, JAMES JOSEPH1 .................................. Nigeria

UNNI, VAKYUMPARAMBAH KUNJU .......................... India

VADEN, ELIZABETH ANNE1 ................................ Hazen, Arkansas
A.B., Philander Smith College, 1967.

VEGI, NARASINURA RAO2 ................................ India
B.S., Andhra University, 1965; M.A., Andhra University, 1967.

VORA, VIVEK RALLABHADAS .............................. India
B. Com., Poona University, 1962.

WADE, PEGGY D. .......................................... Atlanta
A.B., Clark College, 1959.

WALKER, EDLUKE DARNELIUS ............................. Atlanta

WANG, HSOU TAI2 ...................................... Taiwan
A.B., Taiwan University, 1958.

WARD, TILLMAN2 ......................................... Atlanta
B.S., Morris Brown College, 1958.

WASHINGTON, HARRETT2 ................................ Atlanta

WATSON, HENRY LINCOLN, Jr.1 ........................... Atlanta

WELCH, ARTHUR LEE1 ................................ Bessmer, Ala.
A.B., Miles College, 1967.

WELLOWS, WILLIAM, Jr.1 ............................... Atlanta
B.S., Savannah State College, 1964.

1 First Semester Only.
2 Second Semester Only.
WHITE, MILTON J. II
A.B., Howard University, 1961.

WHITE, SAMMY L. WHITE
B.S., Savannah State College, 1959.

WILLIAMS, NATHANIEL ANDREW

WILLIAMS, ROBERT ANDERSON
B.S., Hampton Institute, 1968.

WILLIAMS, ROBERT CHESTER
B.S., Clark College, 1963.

WILLIAMSON, ERNEST ROGERS
B.S., Tennessee State University, 1967.

WOODSON, JOHNNIE M.
A.B., Indiana University, 1965.

Yoo, Ji Hyun
B. Com., Yonsei University, 1966.

YOUNG, CHI-SHENG
A.B., Taiwan University, 1957.

YOUNG, JOHN ROBERT
B.S., Hampton Institute, 1968.

1 First Semester Only.
2 Second Semester Only.
## SUMMARY OF ENROLLMENT — 1968-1969

### GRADUATE AND PROFESSIONAL SCHOOLS

<table>
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<tr>
<th>School of Arts and Sciences</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tr>
<td></td>
<td>114</td>
<td>84</td>
<td>198</td>
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<tr>
<td>School of Social Work</td>
<td>41</td>
<td>109</td>
<td>150</td>
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<td>School of Library Service</td>
<td>26</td>
<td>159</td>
<td>185</td>
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<tr>
<td>School of Education</td>
<td>252</td>
<td>460</td>
<td>712</td>
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<tr>
<td>School of Business Administration</td>
<td>129</td>
<td>33</td>
<td>162</td>
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<td><strong>Total</strong></td>
<td>562</td>
<td>845</td>
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### SUMMER SCHOOL — 1968

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<th></th>
<th>Men</th>
<th>Women</th>
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<tr>
<td>Graduate</td>
<td>516</td>
<td>896</td>
<td>1,412</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>367</td>
<td>309</td>
<td>676</td>
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<td><strong>Total</strong></td>
<td>883</td>
<td>1,205</td>
<td>2,088</td>
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Grand Total (June 1, 1968 to June 1, 1969) 1,445 2,050 3,495
# Geographical Distribution of Enrollment

## 1968-1969

**Arts and Sciences, Social Work, Library Service, Education, Business Administration**

<table>
<thead>
<tr>
<th>State or Geographical Sub-Division</th>
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<td>Alabama</td>
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<td>Arkansas</td>
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<td>California</td>
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<td>Delaware</td>
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<td>Florida</td>
<td>31</td>
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<td>Georgia</td>
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<td>Idaho</td>
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<td>Virginia</td>
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<td>Hong Kong</td>
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<td>India</td>
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<td>Iran</td>
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<td>Kenya</td>
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<td>Korea</td>
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<td>Liberia</td>
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<td>Meigs</td>
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<td>Nigeria</td>
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<td>Pakistan</td>
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<td>Philippines, The</td>
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<td>Ramallah, Jordan</td>
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<td>South America</td>
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<td>Sierre Leone</td>
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<tr>
<td>Taiwan</td>
<td>28</td>
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<td>West Indies</td>
<td>1</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>1407</td>
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# Catalogue

## Enrollment by Colleges Represented

1968-1969

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Total</th>
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<tbody>
<tr>
<td>1. Abilene Christian College</td>
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</tr>
<tr>
<td>2. Agnes Scott College</td>
<td>2</td>
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<tr>
<td>3. Agricultural and Technical College of North Carolina</td>
<td>15</td>
</tr>
<tr>
<td>4. Alabama Agricultural and Mechanical College</td>
<td>11</td>
</tr>
<tr>
<td>5. Alabama State College</td>
<td>39</td>
</tr>
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<td>6. Albany State College</td>
<td>36</td>
</tr>
<tr>
<td>7. Alcorn Agricultural and Mechanical College</td>
<td>3</td>
</tr>
<tr>
<td>8. Aligarh Muslim University (India)</td>
<td>1</td>
</tr>
<tr>
<td>9. Allen University</td>
<td>5</td>
</tr>
<tr>
<td>10. Andhra University</td>
<td>2</td>
</tr>
<tr>
<td>11. Appalachian State University</td>
<td>1</td>
</tr>
<tr>
<td>12. Arkansas Agricultural, Mechanical and Normal College</td>
<td>7</td>
</tr>
<tr>
<td>13. Athens College</td>
<td>1</td>
</tr>
<tr>
<td>14. Atlantic Christian College</td>
<td>1</td>
</tr>
<tr>
<td>15. Barber-Scotia College</td>
<td>5</td>
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<tr>
<td>16. Bates College</td>
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<tr>
<td>17. Belhaven College</td>
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