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Atlanta University

Announcements  
for 1967/68

# CLARK COLLEGE

ATLANTA, GEORGIA



*A record of the  
98th academic  
year 1966/67*

# CLARK COLLEGE

**Announcements  
for 1967 / 68**



**MAY 1967**

**Published by the Office of Public Information Services of Clark College,  
Atlanta, Georgia 30314**

This publication is addressed principally to prospective students, their parents, and high school counselors. Conventional academic and financial information is included, but in addition interpretive material is presented to convey the intellectually invigorating atmosphere and the democratic, purposeful student life characteristic of the college. This is not a contract, and should not be regarded as an irrevocable commitment on the part of the college. Clark College reserves the right to change any administrative policy described in this publication without prior notice.

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**CALENDAR 1967/68****FIRST SEMESTER****September**

- 6 First faculty meeting
- 10 Dormitories open to freshmen at 3 p.m.
- 11 Freshman placement tests
- 11-17 Freshman orientation
- 17 Dormitories open to upper classmen
- 18 Registration of freshmen and sophomores
- 19 Registration of juniors, seniors, and special students
- 20 Classes begin
- 23 Registration closes; last day to change courses without fee

**October**

- 5-6 Make-up examinations

**November**

- 13-15 Mid-semester examinations
- 18 Last day to withdraw from a course
- 20 Last day to file mid-semester reports
- 23 Thanksgiving Day, classes suspended

**December**

- 16 Christmas recess begins at end of scheduled classes

**January**

- 3 Christmas recess ends at 8 a.m.
- 6 English Fundamentals examination
- 22-27 Semester examinations
- 29 Last day to file semester grades

## SECOND SEMESTER

5

### January

29-30 Registration  
31 Classes begin

### February

3 Registration closes; last day to change  
courses without fee  
4 Atlanta University Center convocation  
19-20 Make-up examinations  
28 Founders Day (observed Feb. 27)

### March

3 Atlanta University Center convocation open-  
ing Religious Emphasis observance  
3-6 Religious Emphasis observance  
18-20 Mid-semester examinations  
20 Last day to file mid-semester reports; Easter  
recess begins at end of scheduled classes  
27 Easter recess ends at 8 a.m.; last day to with-  
draw from a course  
29-30 Graduate Record Examination

### April

6 English Fundamentals examination

### May

2 Crogman Day  
23 Semester examinations begin

### June

1 Semester examinations end; Alumni Day  
2 Baccalaureate  
3 Commencement

## ATLANTA UNIVERSITY CENTER SUMMER SCHOOL

### June

10 Registration  
12 Classes begin

### August

9 Classes end



Chrisman Hall, Clark's first major building, stood until late 1920s.



The fifth and sixth grades, when Clark provided instruction at all levels, to students of all ages.



Faculty in 1925. President Matthew S. Davage is in front row center; Professor (later Dean and President) James P. Brawley stands in back row second from right.



A graduating class before the turn of the century.

# introduction

Clark College is a coeducational four-year undergraduate Methodist college operated for the benefit of all qualified students, without regard to creed or race. It is chartered by the State of Georgia and accredited by the Southern Association of Colleges and Secondary Schools. The enrollment is limited by present facilities to approximately 1000 students, who are almost equally divided between campus residents and non-residents. The campus, located in the Atlanta University Center, is a little more than a mile from the business center of the city.

## **From the Beginning to the Present**

Clark was among the first institutions established by religious denominations after the Civil War to provide Negroes in the South with formal education. Clark University, as it was then called in keeping with the custom of the times, was named after Bishop Davis W. Clark, first president of the Freedmen's Aid Society of the Methodist Episcopal Church, under whose auspices the institution operated.

The first class was held in 1869 in a sparsely furnished room in Clark Chapel Methodist Episcopal Church in Atlanta's Summer Hill section. The students, a scant handful, had little or no previous academic training. Clark's beginning was entirely typical. Nearly every Negro "university" founded in the early post-war years began in much the same way.

The type of institution envisaged by the founders, however, is reflected in an allusion to the first instructors, who were described as "good scholars and successful teachers." One early benefactor, Bishop Gilbert Haven, visualized Clark as the school that would "set the tone" for all other Methodist educational institutions for Negroes. As the *Methodist Advocate* of July 5, 1871, confirms: "Over two years ago the Methodist Episcopal Church opened a school in [Atlanta], known as Clark University, intending in the course of years to make it an institution of high rank."

Clark changed location several times during its early years, but with the acquisition of 450 acres in South Atlanta in 1877 and the subsequent move to that site the institution gradually began to realize some of the aspirations of its founders.

With the change in location came a gradual expansion in concept and purpose. The 1879 catalogue indicates emphasis upon the training of teachers and preachers—a giant leap forward considering that the curriculum just a few years earlier was limited to vocational subjects and the rudiments of reading, spelling, geography, arithmetic, and grammar. Nonetheless, the curriculum for some time included courses in woodworking, harness-making, and iron-working.

Clark offered its first degree in 1883, and in the years immediately following Clark graduates became the presidents of Bennett, Philander Smith, and Morris Brown Colleges. Also in 1883, Gammon School of Theology was established as a department of the university. Five years later it became an independent theological seminary, but through the years has maintained close ties with Clark.

Interest in vocational education was gradually replaced by a largely academic curriculum. By 1920, Clark offered the "standard" curriculum of the period and region. During the following decade, concerted effort was made to strengthen the academic program. This was a period of transition: there were innumerable "self-studies," courses and whole departments were dropped, and new ones introduced.

For purposes of economy and efficiency, and to strengthen its library and other academic facilities, it was decided during the '30s to join the Atlanta University complex. While students on the South Atlanta campus fretted over final examinations in the winter of 1939, work was begun across town on an entirely new physical plant adjoining the campuses of Atlanta University,

Morehouse College, and Spelman College.

The move was made in 1941, and at the same time the university became a college. The move to the new campus and accompanying academic developments brought Clark class A rating by the Southern Association of Colleges and Secondary Schools and, when the regional accrediting agency finally accepted institutions serving Negroes as participating members, Clark was among the first admitted.

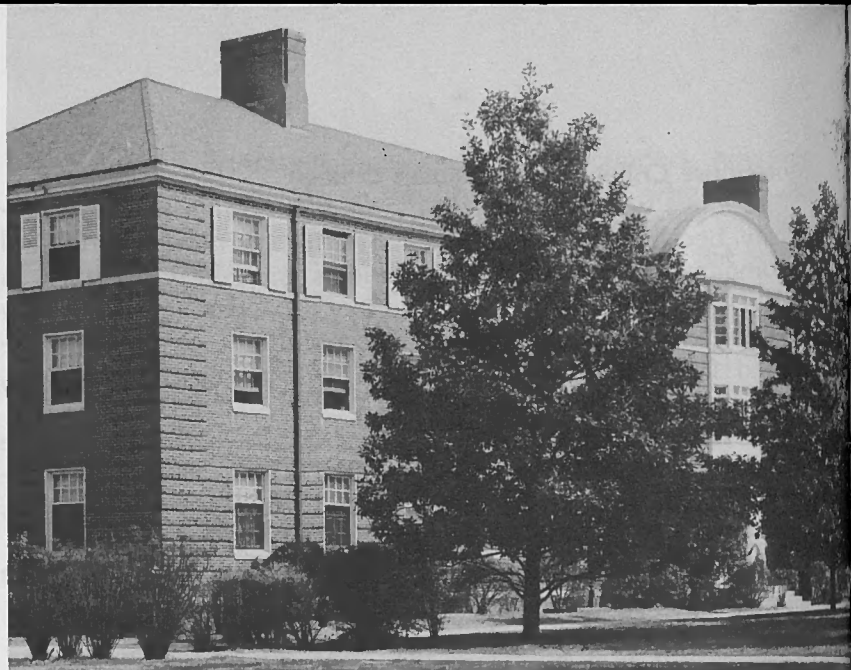
In the past quarter century, Clark has grown steadily in size and stature. It is still, nonetheless, engaged in "self-studies," curriculum changes, and the endless search for improvement. This, hopefully, will never change.

Clark has had 18 presidents. These are the men who have guided the destinies of the college:

Uriah Cleary	1870/71
I. Marcy	1871/72
J. W. Lee	1872/74
J. J. Lansing	1874/76
J. B. Martin	1876/77
R. E. Bisbee	1877/81
E. O. Thayer	1881/90
William Hickman	1890/96
David Clarke John	1896/97
Charles M. Meldon	1897/1903
William M. Crogman	1903/10
S. E. Idleman	1910/12
William W. Foster	1912/15
Harry Andrews King	1915/23
John W. Simmons	1923/24
Matthew S. Davage	1924/41
James P. Brawley	1941/65
Vivian W. Henderson	1965/present

Professor Crogman, who was born in the West Indies and educated in the United States, was the first Negro president. Dr. Davage, whose administration was the second longest after that of Dr. Brawley, lives in retirement in New Orleans. Dr. Brawley, still very active despite retirement, serves the college as a trustee and in numerous advisory capacities.





### Atlanta University Center

Clark is one of the four undergraduate colleges and two graduate schools that now comprise the Atlanta University Center. The other affiliated institutions are Morehouse, Morris Brown, and Spelman Colleges, on the undergraduate level, and Atlanta University and the Interdenominational Theological Center, on the graduate level. (Gammon Theological Seminary, mentioned above, is now part of ITC.)

The Clark Student is also a student of the Atlanta University Center, which has a combined total of more than 4800 students and 420 faculty members. He may, with appropriate approval, take some of his courses at the other three affiliated undergraduate colleges and, in his senior year, in the graduate units. In some departments, to fulfill requirements for a major, he will be obliged to do some "campus hopping." Since four of the campuses adjoin and the other two are within easy walking distance, this presents no problem.

Increasingly, inter-institutional programs are being offered in the center. Through the Cooperative General Science Project, for example, non-science majors in the four undergraduate colleges are provided an introduction to science by a special faculty selected for their particular ability to make science intelligible—and relevant—to all. Another center-wide program that has attracted attention in academic circles is a journalism

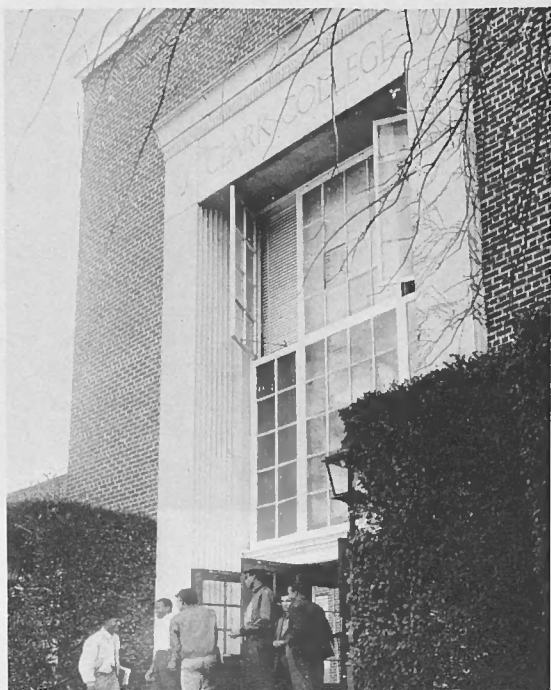


workshop and summer internship program, under the direction of outstanding practicing journalists. Both these innovative programs are under the aegis of Clark.

In addition, Clark students share in the cultural life of the center. A week does not pass that one of the affiliated institutions does not present an event in music, drama, art, or dance. Many are of outstanding merit, and the annual exhibition of art by Negro artists sponsored by Atlanta University has achieved national distinction. The center also attracts many speakers of varied background and persuasion. Clark students are encouraged to avail themselves of these many opportunities for intellectual and cultural growth.

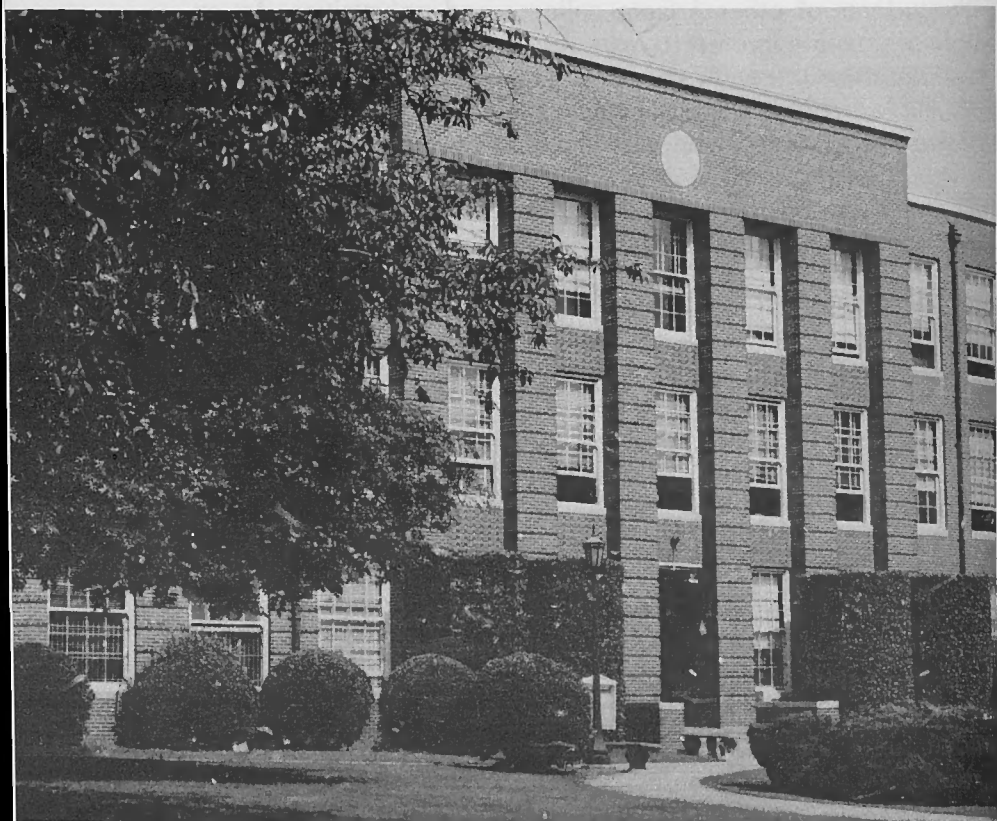
### Other Cooperation

Inter-institutional cooperation is not confined to the Atlanta University Center. As the racial customs of the region change, Clark students increasingly participate in cooperative programs with students of other Atlanta colleges and universities. An example of possible interest to male students is an inter-institutional Naval Reserve Officers Training Corps program offered at Georgia Tech, in which Clark participates. The Greater Atlanta College Theatre Association, composed of seven campus theatre groups, provides another example. This organization, of which Clark is a founding member, promotes the exchange of talent, among other objectives.



### Exchange Programs

Student exchange programs have been established with four institutions: Miami University, Oxford, Ohio; DePauw University, Greencastle, Indiana; Simpson College, Indianola, Iowa, and Western Maryland College, Westminster, Maryland. Students from these colleges and universities spend a semester at Clark, while Clark students "fill in" for them at their home campuses, and vice versa. Although the primary purpose of the exchange is academic (nearly all exchange students at Clark take the course in Negro history, since it is not offered at their colleges), the program also allows students to benefit from a different social and ethnic environment.



## FACILITIES AND SERVICES

Although Clark will celebrate its centennial in 1969, its physical facilities all date from the relocation of the campus in 1941. There are eight permanent buildings and six temporary structures. A new academic building is planned for the near future.

### Libraries

The Trevor Arnett Library, a half block from the campus, is the main library of the Atlanta University Center. Its resources include approximately 250,000 volumes, of which 25,000 are periodicals. Among its special collections are the Henry P. Slaughter Collection of books and documentary material on Negro life and culture and the Countee Cullen Memorial Collection on Negro art, music, and theatre. The Thayer Lincoln Collection, consisting of more than 300 items of Lincoln memorabilia, is probably one of the most important of its kind. The library also has a splendid art collection.

The Georgia Smith Keeney Library, located on the second floor of Haven-Warren Hall, is the main campus library. Its collection is addressed directly to programs offered at Clark. In addition, there are departmental collections for student use. These collections number approximately 28,500 volumes.

Clark students may also draw upon the library resources of Morehouse, Morris Brown, and Spelman Colleges. A union catalogue of all books in the Atlanta University Center is maintained in the Trevor Arnett Library.

### Laboratories

Clark's science laboratories are entirely adequate for the programs offered in biology, chemistry, and physics. Expansion of these facilities is planned, however, when a new academic building is constructed. Three large laboratories are used for work in biology. Chemistry students have the use of two large laboratories, a balance room, and an instrument room. Facilities for work in physics include one large laboratory and an x-ray diffraction laboratory. Computer programming facilities for the entire center are located at Morehouse College.

## **Residence Facilities**

Five dormitories, three for women and two for men, house about 500 students. They provide an attractive and comfortable "home away from home." All are staffed by experienced resident directors. Cafeteria-style eating facilities are provided for campus residents; non-residents patronize the snack shop in the Student Center and the numerous restaurants and soda shops near the campus.

## **Health Services**

An infirmary, staffed by a physician and two registered nurses, provides emergency and routine medical care. When not on duty, the doctor and nurses are on call. Major illness, however, ordinarily requires hospitalization, for which students are insured.

Through a cooperative agreement among the colleges of the Atlanta University Center, mental health services also are available without charge. The staff includes a psychiatrist and a psychiatric social worker.

## **Counseling**

In addition to counseling provided by faculty advisors and the personnel deans, an organized counseling program is available to students. The Counseling Office, staffed by a full-time female counselor and a part-time male counselor, provides trained professional assistance to students with academic, personal, and social problems. Assistance is also given in vocational planning. Freshman Orientation Week, which might be regarded as a form of preventive therapy, is part of the counseling program.

## **Placement Service**

The Placement Office assists students and alumni in finding part-time and full-time employment. The services of this office include job referrals, on campus interviews, and alumni placement. It also arranges career conferences and maintains a library of vocational literature. These services are available to both students and alumni without charge.

## **Alumni Services**

Services to alumni, other than job placement, are centralized in the Office of Alumni Affairs. Through this office, headed by a full-time director, alumni are kept in touch with the college and with each other. The availability of grants and scholarships

for graduate study, as well as many other kinds of valuable information, is publicized among alumni by this office. The Mentor is the official publication of the Alumni Association.

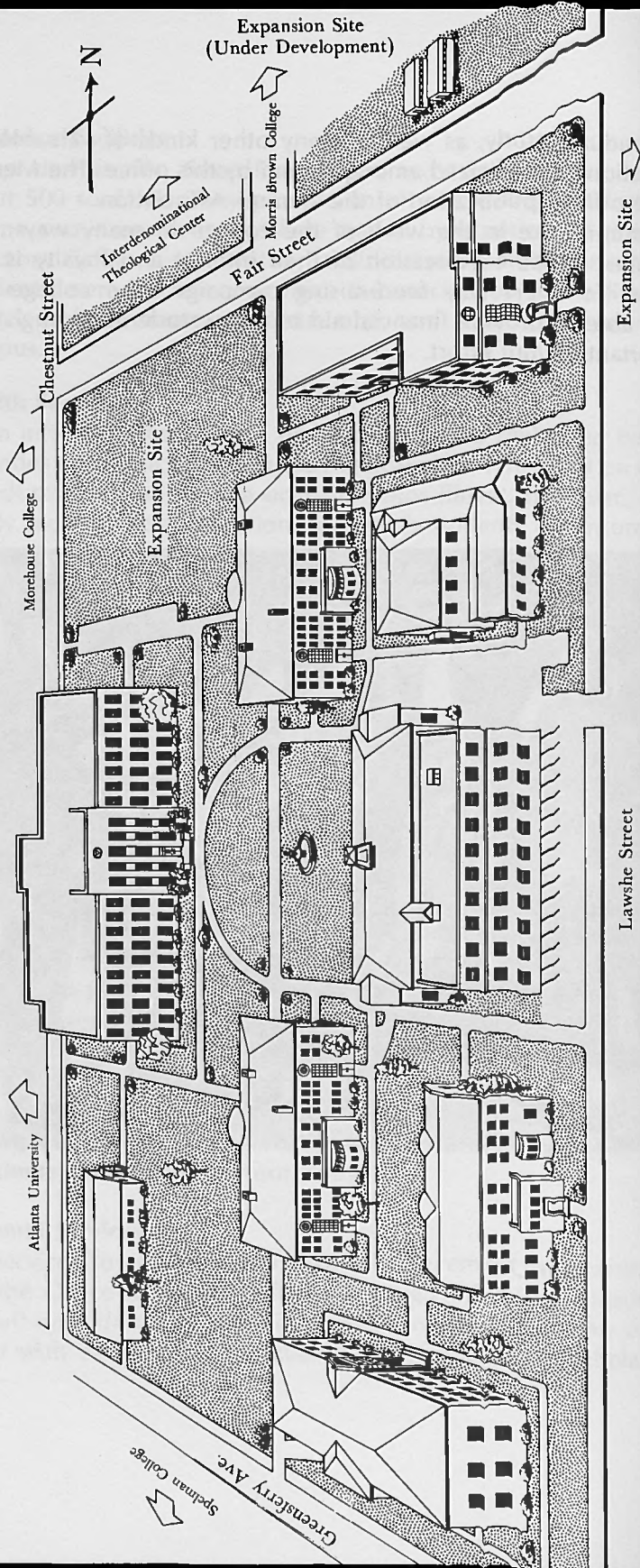
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Alumni share in the work of the college in many ways, but the most tangible expression of their interest and loyalty is the annual Founders Day fund-raising campaign. The college has been able to provide financial aid to many students through this important alumni effort.





# CLARK COLLEGE CAMPUS



# admission

Admission is based solely upon the qualifications of the applicant and is made without regard to race, creed, or other consideration irrelevant to scholastic aptitude and desirability in an academic community. Students are selected on the basis of their secondary school grades, test scores, character, health, and special talents.

It is desirable to begin the admission procedure early in the senior year of high school. For first semester admission, credentials should be in by March 1 and for second semester admission, by January 15. Applicants not meeting these dates may be accepted for admission, if space is available, but cannot be considered for scholarships and many other forms of financial aid.

Members of the admissions staff are available for counseling, and a personal interview may be arranged at any time during the application process, although an interview is not a requirement for admission.

All communications concerning admission should be directed to: Office of Admissions, Clark College, Atlanta, Georgia 30314.

## **Admission Documents**

Before an applicant can be admitted, the following documents must be submitted to the Office of Admissions:



- Application for admission
- Official transcript of high school credits
- Report of scores on the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board
- Two character recommendations
- Certificate of good health
- Student data form

### Secondary School Preparation

Sixteen units of acceptable secondary school work, distributed as follows, are normally required for admission:

	Minimum	Maximum
English . . . . .	4	5
Foreign language . . . . .	1	4
Mathematics . . . . .	3	4
Science . . . . .	2	4
Social Studies . . . . .	3	4
Electives		
Vocational subjects . . . . .		2
Music . . . . .		1
Other . . . . .		4

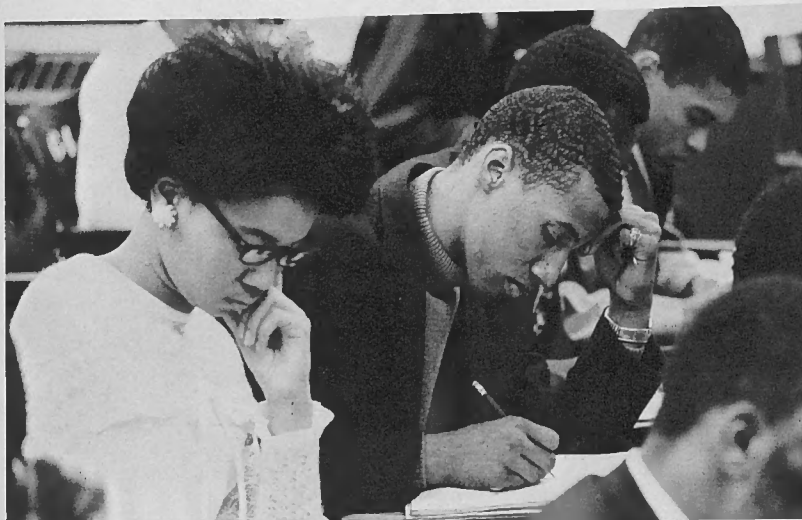
To succeed in college, a high school average of **B** is considered essential in most cases. Applicants with a grade average below **C** in English or two other required fields of preparation will not be considered.

The high school transcript must be sent directly to the Office of Admissions by the principal or counselor. A transcript of the first three and a half years of high school work, with indication of courses being taken during the final half year, is satisfactory for admission and financial aid purposes, but must be followed by a complete transcript as soon as the academic year is completed.

### Scholastic Aptitude Test

The SAT is given in December, January, March, May, and July. Applicants who plan to matriculate in September should take the SAT in December or January and candidates for scholarships and most other forms of financial aid must do so. Information concerning the SAT, including the application to take the examination, may be obtained from the high school counselor or principal, or directly from

Educational Testing Service  
Box 592                      or                      Box 1025  
Princeton, N. J. 08540      Berkeley, Calif. 94701



### **Transfer Students**

Applicants for admission with advanced standing must have an official transcript of their previous college work sent to the Office of Admissions, and must submit the other documents required for admission. In all cases, satisfactory academic achievement, good character, and honorable dismissal from the institution previously attended are required.

Transfer students who have completed more than half of their major or minor at another college cannot be considered for admission. Those who cannot complete work toward a degree within a period of five years, including the years in attendance at other colleges, are ineligible. Except for graduates of junior colleges, whose work is immediately evaluated, advanced standing is provisional until the transfer student has been in attendance two semesters.

### **Veterans**

Clark College is among the institutions approved by the Veterans Administration for training veterans. In the admission of veterans, admission policies are as flexible as sound educational practice will allow. Following the recommendations of the American Council on Education, credit may be given for courses completed and for certain types of work done while in the Armed Forces of the United States. A veteran seeking benefits under Public Law 550, 894, or 634 should apply for admission in the prescribed manner and obtain from the Veterans Administration



a Certificate for Education and Training. The Veterans Administration will provide more complete details of its requirements.

### **Foreign Students**

The enrollment of students from other countries is encouraged in the belief that cultural exchange is beneficial to both the American student and the foreign visitor. In addition to meeting the regular requirements for admission, with allowance for differences abroad in secondary school curriculums, the foreign student must demonstrate reasonable proficiency in English, if it is not his mother tongue or second language.

### **Former Students**

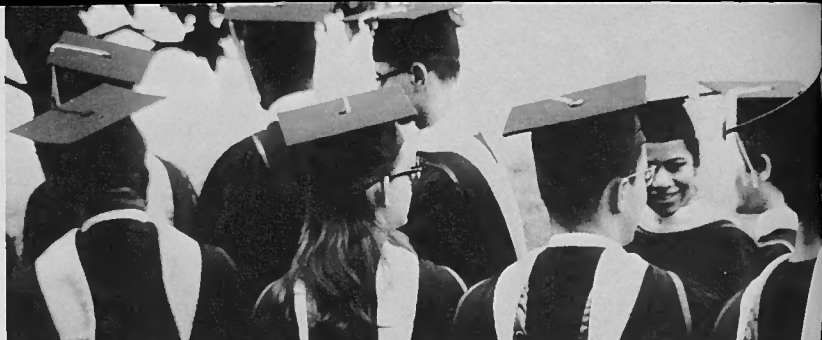
Students who have withdrawn voluntarily from the college may apply for readmission by letter to the Office of Admissions. The applications of students who were obliged to withdraw are considered on a case-by-case basis.

# curriculum

Clark recognizes that students seek a college education for a variety of reasons. Some come for a degree, knowing that it stands today as a virtual requirement for economic success. A few, even at the outset of their college education, are directed by a lively intellectual curiosity. Between these extremes lies a variety of motives. For nearly all college-bound students, however, the notion of utility plays a part in their decision to continue their formal training. In the kind of world in which we live, this is entirely reasonable.

We believe at Clark that the most utilitarian kind of college education is one that emphasizes those apparently non-utilitarian disciplines called the "liberal arts." The pace of technological progress and rapid advances in all fields of knowledge have re-emphasized the need for a relatively broad liberal arts background. In such a fluid situation, the most utilitarian curriculum is one that stresses enduring fundamentals and the development of those skills and attitudes of mind which promote lifelong study and growth.

It is upon this premise that the curriculum is organized. About half of the courses a student takes are in the liberal arts—broadly defined. The remainder are in a field in which he would like to specialize—the major—and in a related field—the minor. Through such a combination, the student serves his immediate and long-range vocational needs and, at the same time, hopefully becomes an educated person.



This characterization—educated person—requires definition. There are many, and none is wholly adequate. Certainly, an attribute of the educated person is freedom from limitations of personal and ethnic background, social class, community, and culture, without alienation from any of them. Viewed from a somewhat different perspective, the educated person is one who has catholicity in interests, discernment in values, and maturity in both. These definitions, such as they are, reflect the kind of education to which Clark is committed.

### Organization of the Curriculum

Instruction is offered through 14 departments: Art, Biology, Business Administration and Economics, Chemistry, Education and Psychology, English, Foreign Languages, Home Economics, Mathematics, Music, Physics, Religion and Philosophy, Social Science, and Speech and Drama.

For administrative purposes and to facilitate inter-departmental cooperation, the departments are organized into four divisions comprising more or less related disciplines. The student, in selecting a minor and electives related to the major, will find it useful to keep in mind this divisional structure.

Divisions		Departments
Arts	}	Art Home Economics Music Speech and Drama
Languages and Literature	}	English Foreign Languages
Natural Sciences and Mathematics	}	Biology Chemistry Mathematics Physics
Social Sciences	}	Business Administration and Economics Education and Psychology Religion and Philosophy Social Science



## Majors

Each department offers one or more fields in which a student may major. These fields of specialization, together with the requirements for a major, are discussed under the various department headings which follow. Every student working for a degree must select a department in which to major. This is a very important step in a student's career and should be undertaken with the counsel of his advisor and prospective department chairman. To change a major requires the approval of the department chairmen involved and the Dean of Faculty and Instruction.

## Minors

Students working for a degree must choose a department in which to minor. Each department offers one or more minors, which are discussed under the various department headings. Normally, the minor is closely related to the major or to the student's vocational objectives.

## Degree Programs

Four degrees are granted: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Home Economics, and Bachelor of Science in Medical Technology. Except for the last, which requires a year of clinical work after three years of study at Clark (see Department of Biology), a degree program ordinarily requires satisfactory completion of 120 semester hours of course work over a period of four years.

The following core courses are prescribed:

For the Bachelor of Arts degree	Semester hours
Art 201 and/or Music 215 and/or Speech-Drama 211 . . .	6
Biology 101 . . . . .	3
Education 101, 102 . . . . .	2
English 105/106, 201/202 . . . . .	12
French or German or Spanish 101/102, 201/202 . . .	12
History 213/214 . . . . .	6
Mathematics 101/102 . . . . .	6
Physics 102 . . . . .	3
Psychology 211 (or approved substitution) . . . . .	3
Religion-Philosophy 101/102 . . . . .	6
Social Science 101/102 . . . . .	6
Speech-Drama 101 . . . . .	3

**For the Bachelor of Science degree**Semester  
hours

Art 201 and/or Music 215 and/or Speech-Drama 211 . . .	6
Education 101, 102 . . . . .	2
English 105/106, 201/202 . . . . .	12
French or German or Spanish 101/102, 201/202 . . . . .	12
History 213/214 or Social Science 101/102 . . . . .	6
Mathematics 101/102 or 111, 112 . . . . .	6
Psychology 211 (or approved substitution) . . . . .	3
Religion-Philosophy 101/102 . . . . .	6
Speech-Drama 101 . . . . .	3

**For the Bachelor of Science in Home Economics degree**Semester  
hours

Art 201 and/or Music 215 and/or Speech-Drama 211 . . .	6
Education 101, 102 . . . . .	2
English 105/106, 201/202 . . . . .	12
French or German or Spanish 101/102 . . . . .	6
History 213/214 or Social Science 101/102 . . . . .	6
Mathematics 101/102 . . . . .	6
Psychology 211 (or approved substitution) . . . . .	3
Religion-Philosophy 101/102 . . . . .	6
Speech-Drama 101 . . . . .	3

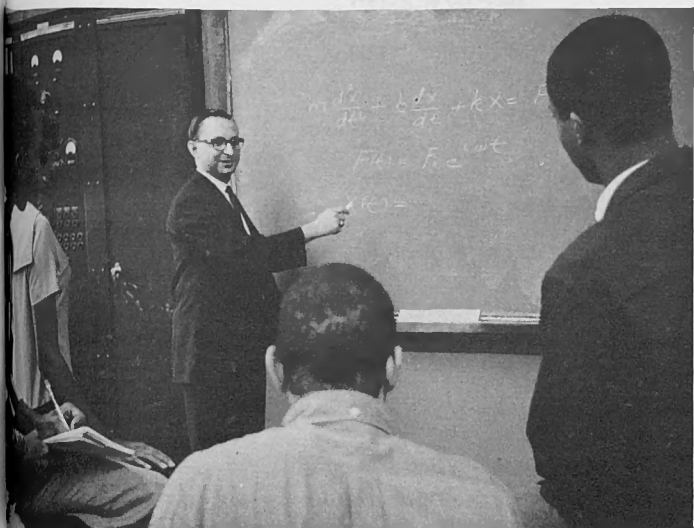
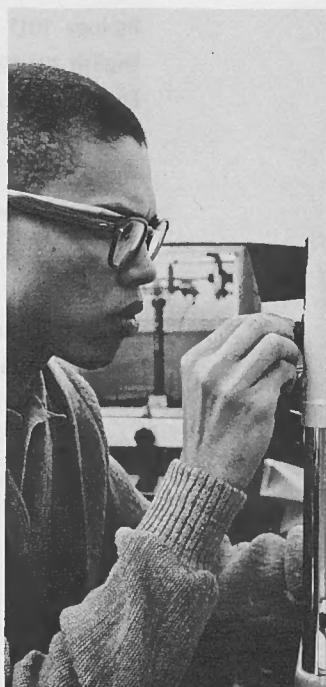
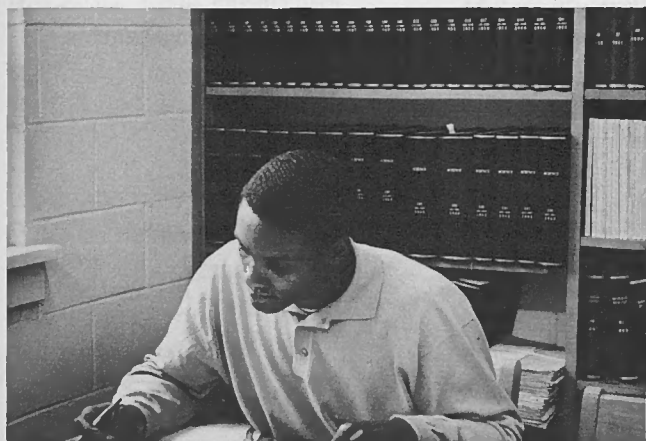
In many instances, departments will either require or recommend that prospective majors substitute another introductory course for the one listed. (For example, a prospective science major planning to work for the Bachelor of Arts degree will be assigned by his advisor to introductory courses in his major department in lieu of Biology 101 and Physics 102, which are designed for non-science majors.) It should also be noted that the foreign language requirement depends upon the student's high school preparation. Another exception to these requirements is the exemption of majors in art, business education, secretarial science, and music from History 213/214 as a degree requirement.

Typical programs for each of the degrees are given on the pages that follow. The sequence of courses is suggestive, rather than mandatory. (A prospective major in elementary education, for example, will want to substitute Education 211 for one of the courses suggested for the first semester of the sophomore year, but no one may take Education 101—College Orientation—at any time but that indicated, obviously.) While considerable latitude is allowed to accommodate the programs of the various depart-



ments, the student should plan to complete most of the prescribed core requirements by the end of the sophomore year, so that the junior and senior years may be devoted largely to the major and minor.

In all instances, the student must obtain the prior approval of his advisor for his program. The responsibility of fulfilling the requirements of the college and of his department is, nevertheless, his alone. The cautious student will request his department chairman to check his course record for any deficiencies before beginning the junior year, and each semester thereafter if he is at all uncertain.



## Typical Program for Bachelor of Arts degree

### FRESHMAN YEAR

First semester	Semester hours	Second semester	Semester hours
Education 101 . . . . .	1	Education 102 . . . . .	1
English 105 . . . . .	3	English 106 . . . . .	3
French or German or		French or German or	
Spanish 101 <sup>1</sup> . . . . .	3	Spanish 102 <sup>1</sup> . . . . .	3
Mathematics 101 . . . . .	3	Mathematics 102 . . . . .	3
Religion-Philosophy 101 . . . . .	3	Religion-Philosophy 102 . . . . .	3
Social Science 101 . . . . .	3	Social Science 102 . . . . .	3

### SOPHOMORE YEAR

Biology 101 <sup>2</sup> . . . . .	3	English 202 . . . . .	3
English 201 . . . . .	3	French or German or	
French or German or		Spanish 202 <sup>1</sup> . . . . .	3
Spanish 201 <sup>1</sup> . . . . .	3	History 214 <sup>3</sup> . . . . .	3
History 213 <sup>3</sup> . . . . .	3	Physics 102 <sup>2</sup> . . . . .	3
Speech-Drama 101 . . . . .	3	Major . . . . .	3

### JUNIOR YEAR

Art 201 or Music 215 or		Major . . . . .	6
Speech-Drama 211 . . . . .	3	Minor . . . . .	3
Psychology 211 . . . . .	3	Elective . . . . .	4
Major . . . . .	6		
Minor . . . . .	3		

### SENIOR YEAR

Art 201 or Music 215 or		Major . . . . .	9
Speech-Drama 211 . . . . .	3	Minor . . . . .	6
Major . . . . .	6		
Minor . . . . .	6		

<sup>1</sup>German is the preferred language for science majors.

<sup>2</sup>Open to non-science majors only.

<sup>3</sup>Majors in art, business education, music, and secretarial science are exempt.

# **Typical Program for Bachelor of Science degree**

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## **FRESHMAN YEAR**

First semester	Semester hours	Second semester	Semester hours
Education 101 . . . . .	1	Education 102 . . . . .	1
English 105 . . . . .	3	English 106 . . . . .	3
French or German or Spanish 101 <sup>1</sup> . . . . .	3	French or German or Spanish 102 <sup>1</sup> . . . . .	3
Mathematics 101 or 111 . . . . .	3	Mathematics 102 or 112 . . . . .	3
Religion-Philosophy 101 . . . . .	3	Religion-Philosophy 102 . . . . .	3
Major <sup>2</sup> . . . . .	3	Major . . . . .	3

## **SOPHOMORE YEAR**

English 201 . . . . .	3	English 202 . . . . .	3
French or German or Spanish 201 <sup>1</sup> . . . . .	3	French or German or Spanish 202 <sup>1</sup> . . . . .	3
Social Science 101 or History 213 . . . . .	3	Social Science 102 or History 214 . . . . .	3
Speech-Drama 101 . . . . .	3	Major . . . . .	3
Major . . . . .	3	Minor <sup>2</sup> . . . . .	3

## **JUNIOR YEAR**

Art 201 or Music 215 or Speech-Drama 211 . . . . .	3	Major . . . . .	6
Psychology 211 . . . . .	3	Minor . . . . .	6
Major . . . . .	6	Elective . . . . .	4
Minor . . . . .	3		

## **SENIOR YEAR**

Art 201 or Music 215 or Speech-Drama 211 . . . . .	3	Major . . . . .	6
Major . . . . .	6	Minor . . . . .	6
Minor . . . . .	6		

<sup>1</sup>German is the preferred language for science majors.

<sup>2</sup>Although many science courses carry four semester hours of credit, the usual three credits per course is given in this table.

## Typical Program for Bachelor of Science in Home Economics degree

### FRESHMAN YEAR

First semester	Semester hours	Second semester	Semester hours
Education 101 . . . . .	1	Education 102 . . . . .	1
English 105 . . . . .	3	English 106 . . . . .	3
Mathematics 101 . . . . .	3	Mathematics 102 . . . . .	3
Religion-Philosophy 101 . . . . .	3	Religion-Philosophy 102 . . . . .	3
Social Science 101 or History 213 . . . . .	3	Social Science 102 or History 214 . . . . .	3
Major . . . . .	3	Major . . . . .	3

### SOPHOMORE YEAR

Art 201 or Music 215 or Speech-Drama 211 . . . . .	3	English 202 . . . . .	3
English 201 . . . . .	3	French or German or Spanish 102 <sup>1</sup> . . . . .	3
French or German or Spanish 101 <sup>1</sup> . . . . .	3	Major . . . . .	3
Major . . . . .	3	Minor . . . . .	3
Minor . . . . .	3	Elective . . . . .	3

### JUNIOR YEAR

Art 201 or Music 215 or Speech-Drama 211 . . . . .	3	Major . . . . .	6
Psychology 211 . . . . .	3	Minor . . . . .	6
Speech-Drama 101 . . . . .	3	Elective . . . . .	3
Major . . . . .	3		
Minor . . . . .	3		

### SENIOR YEAR

Major . . . . .	9	Major . . . . .	6
Minor . . . . .	3	Minor . . . . .	6
Elective . . . . .	4		

<sup>1</sup>French is the preferred language for home economics majors.



### **Pre-professional Programs**

Students planning a career in medicine, dentistry, law, social work, library work, the ministry or Christian education are guided by their advisor in selecting courses which will qualify them for admission to professional schools in their field. Pre-professional curriculums in social work and library science are offered in co-operation with Atlanta University. In addition, a two-year pre-pharmacy curriculum and three-year medical technology program are offered. Both are under the aegis of the Department of Biology.

### **Honors Study**

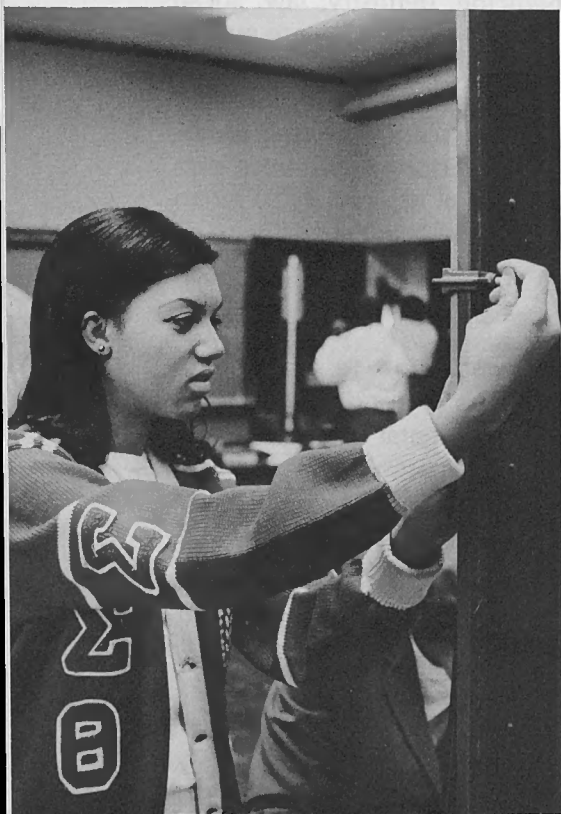
Students of superior ability—with motivation to match—are encouraged to test their mettle as scholars in honors study. Two types of honors study are offered: departmental (notably in the natural sciences, but also in some other departments) and inter-departmental. Both involve independent research under faculty guidance, supplemented by discussions with visiting scholars and field trips. The programs differ primarily in the breadth of their focus, rather than in their objectives.

## Degree Requirements

A candidate for a degree must have met all the requirements of the college and of his major and minor departments before his name is submitted to the faculty for its approval. The Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Home Economics degrees each require a minimum of 120 semester hours with a grade point average (see below) of 2.00. Further, at least 45 semester hours must represent advanced work (courses numbered above 300). The minimum residence requirement is 30 semester hours and this work must have been completed since 1958.

## Course Load

The average—and recommended—course load for a full-time student is 15 or 16 semester hours. A student may register for 18 hours provided he has carried not less than 15 hours during the preceding semester and maintained a 3.00 average. Nineteen or 20 hours may be carried the next semester provided a 4.00 average was maintained. The minimum for a full-time student is 12 semester hours. A student cannot meet graduation requirements with a minimum course load in four years without summer study.





## Grading System

31

Course work is evaluated in the following terms:

- A** = Work of unusual excellence
- B** = Work above average
- C** = Work of average quality
- D** = Passing, but below average work
- F** = Failure
- I** = Incomplete
- WP** = Withdrew passing
- WF** = Withdrew failing

Incomplete grades must be removed by the end of the period set for delinquent examinations in the next semester. If they are not removed within this time limit, a mandatory grade of **F** is substituted for **I**.

Numerical values are assigned to grades as follows:

For grade	Points per semester hour
A . . . . .	4
B . . . . .	3
C . . . . .	2
D . . . . .	1
F . . . . .	0

A grade point average is determined by dividing the sum of points earned in all courses by the total number of semester hours for which the student has registered.

## Grade Requirements

Students are expected to maintain a grade average of **C** and must do so in their major and minor. Full-time students who have not accumulated 36, 96, and 156 points at the end of their freshman, sophomore, and junior years, respectively, and a grade point average of 2.00 at the end of their senior year will be asked to withdraw. Further, no student may have a point deficiency of 24 or more points.

## Examinations

Grades are determined in part by two required examinations: a mid-semester examination, given at the end of the first nine weeks of the semester, and a semester examination, given at the end of the semester. A permit, indicating that all expenses for the semester have been paid, is required for admission to semester examinations. Absence from a semester examination is regarded



as a grave dereliction. Application must be made to the Dean of Faculty and Instruction to take a deferred semester examination and evidence produced to justify his consent. A special fee also is required. In addition to these two mandatory examinations, instructors from time to time give tests to determine academic progress.

All students must take a classification examination upon admission to the freshman class. Solely for the purpose of assigning freshmen to appropriate class sections, this examination has no bearing on admission or grades. An English Fundamentals examination, required of all degree candidates upon completion of English 105/106, is discussed under Department of English. Seniors are required to take the Graduate Record Examination.

### **Class Attendance**

Students are expected to attend their classes and assigned laboratory periods regularly and punctually. This is, obviously, a student's primary responsibility. If for any reason it is necessary for a student to absent himself, he is nonetheless responsible for work he missed. Whatever the contingency, including protracted illness, no credit can be granted for a course if absences exceed one-fifth of the class periods.

### **Reports**

Parents and students are kept informed of academic progress by the Registrar. Grade reports are issued at the conclusion of each semester and special reports may be made at any time in case of academic peril.

### **Classification**

Students who have completed 28 semester hours and 56 points, 60 semester hours and 120 points, and 90 semester hours and 180 points are classified as sophomores, juniors, and seniors, respectively. However, no student may be classified a junior until having satisfactorily completed English 105/106 or the equivalent, if a transfer student. Anyone registered for less than 12 semester hours, except in the senior year, is classified as part-time. A student who is not working toward a degree is a special student.

### **Withdrawal**

Withdrawal from a course may be authorized by concurrence of the Dean of Faculty and Instruction and the instructor, up to a

designated date (see Calendar) near mid-semester. When a student is authorized to withdraw from a course, he is assigned the grade **WP** or **WF**. Neither is counted in computing grade point average. Unauthorized withdrawal from a course results in a grade of **F**.

### Honors

Students achieving a 3.00 grade point average in their semester's work, with no grade below **C**, are listed in that semester's Honor Roll.

In recognition of superior scholarship, a student may be graduated, with faculty approval, with these honors:

Cum laude (with distinction), if his grade point average is between 3.00 and 3.49;

Magna cum laude (with great distinction), if his grade point average is between 3.50 and 3.79, and

Summa cum laude (with greatest distinction), if his grade point average is 3.80 or higher.

For these graduation honors, the candidate must have a passing grade in all courses and must have maintained a minimum grade point average of 3.00. The same standards apply to a transfer student's work at another institution.

Recognition of academic achievement also is given by election to Alpha Kappa Mu national honor society. Excellence in the natural sciences and mathematics is acknowledged by election to Beta Kappa Chi, in French by election to Pi Delta Phi, and in sociology to Alpha Kappa Delta.

### Course Numbers

Courses numbered 100 through 199 are of an introductory nature, while those in the 200s represent somewhat more advanced work. These courses should be taken in the freshman and sophomore years. Courses numbered in the 300s and 400s are progressively more advanced and are ordinarily open only to juniors and seniors. A 500 course, representing graduate level work, may be required to complete the major.

Odd numbered courses are given the first semester and even numbered courses the second semester. In the case of year courses (indicated by a double number), the first half is a prerequisite to the second and credit is stated for the entire course. The middle number represents the following: 0, general educa-

tion course; 1-4, major or minor required course; 5-9, major or minor elective.

This numbering system was adopted in 1966/67 and extensive changes were made for the 1967/68 academic year. Students continuing their work at Clark are cautioned to check the title before enrolling in a course. Unless specifically allowed, a course may not be repeated for credit.

### Credit

Credit is stated in semester hours and is indicated in brackets after the title in the course descriptions. Unless otherwise indicated, the number of hours a class meets per week is the same as the number of credits.





## DEPARTMENT OF ART

**Assistant Professor Coleman (Chairman)**

**Instructors Plutchok, Stecker**

The responsibilities of the Department of Art are twofold: to promote the creative development of students whose interests and talents lead them toward careers in the visual and plastic arts and to contribute to the cultural enrichment of the entire college community. The curriculum is designed to encourage intellectual and perceptual growth, as well as to develop art skills. In addition to the course offerings, the department sponsors numerous exhibitions, including an annual showing of works by students.

The department offers instruction leading to the Bachelor of Arts degree in Art for students planning to do advanced work in art and a curriculum leading to the B.A. in Art Education for students preparing for a teaching career on the elementary and secondary levels.

Fifty-six semester hours in the department are required for the B.A. in Art. The required courses are Art 111/112, 113, 114, 201, 221, 222, 223, 224, 226, 229, 331, 332, 441, 442, and 444.

Students majoring in art education are required to take 51 semester hours in the department. Along with studio courses, the art education major must take Art 228, 333, and 443.

A minor in the department consists of 18 semester hours and must include Art 111/112, 113, 201, and 222.

## Art Courses

{ 1st semester  
2nd semester }

- |           |   |
|-----------|---|
| 111 / 112 | <b>Basic Drawing</b> [6]<br>The fundamentals of drawing, with emphasis on composition, perspective, development of form, and line, shade and shadow. Four hours per week.                                     |
| 113       | <b>Design</b> [3]<br>The fundamentals of design, with emphasis on color, textural relationships, and composition that can be applied in various media. Six hours per week.                                    |
| 114       | <b>Three Dimensional Design</b> [3]<br>A course devoted to gaining sensitivity to various materials through three dimensional constructions and reliefs in wood, clay, metal, etc. Six hours per week.        |
| 201       | <b>Survey of Fine Arts</b> [3]<br>The visual arts of the Western world from the Renaissance to the present, with emphasis on the dominant ideas of the successive cultures as expressed in various art forms. |
| 221       | <b>Intermediate Drawing</b> [3]<br>Introduction to color and abstraction, including study of modern masters. Individual expression using various subject matter. Six hours per week.                          |
| 222       | <b>Painting I</b> [3]<br>A course dealing with the craft and techniques of painting. Six hours per week.  |
| 223       | <b>Introduction to Printmaking</b> [3]<br>An examination of graphic processes, with emphasis on serigraphic and intaglio processes. Six hours per week.   |

**224 Printmaking II [3]**

Practice in intaglio printing and experimental prints; color printing. Six hours per week.

**226 Painting II [3]**

Fundamentals of painting in oils and acrylics, incorporating elements of drawing and design. Still life and landscape subject matter. Six hours per week.

**228 Design and Crafts [3]**

The exploration of plastics, papier mache, simple jewelry, and other materials and processes. Six hours per week.

**229 Advanced Drawing [3]**

A course allowing concentration in abstract drawing, including experimentation in various media. Individual projects. Six hours per week.

**331 Painting III [3]**

The exploration of acrylics, including a study of modern masters. Six hours per week.

**332 Painting IV [3]**

Advanced work leading to professional competence. Creative painting in various media, with emphasis on modern design. Six hours per week.

**333 Art Education [3]**

The principles and problems in the teaching of art on the elementary and secondary levels, including criteria for understanding and evaluating children's art work at various levels.

**335 Printmaking III [3]**

Study of inks, grounds, and color processes. Six hours per week.

**336 Printmaking IV [3]**

Continuation of Art 335. Experimentation with materials and mordants as applied to relief and intaglio printing; investigation and development of surface qualities. Six hours per week.

**441 Portfolio I [4]**

Prerequisite: Senior standing.

Preparation of portfolio under the guidance of the art faculty.

**442 Portfolio II [4]**

Continuation of Art 441. Senior exhibition required.



**Seminar in Art Education****[3]**

A study of contemporary practices in art education. Problems implementing theories in practical situations at the elementary and secondary levels.

**Seminar in Twentieth Century Art****[3]**

A study of experiments and achievements in the visual arts from the period of Fauvism through the revolutionary movements to the present time.

**Special Problems****[2 or 3]**

This course provides the student with the opportunity to do serious work in any area of interest and competence. May be repeated.

**Professor Withers (Chairman)**

**Associate Professor Kowal**

**Assistant Professors Johnson, Rusinko, Sears**

**Instructor Fryer**

The Department of Biology seeks to develop in students the attitude and ability to think critically and investigate independently. An overall goal of the department is to help students develop an appreciation of biology as an evolving product of human endeavor. For those who major in the department with the intention of making a career in the discipline, it seeks to provide the background necessary for them to contribute to the development of the field, as others have who preceded them at Clark.

The department offers the choice of a concentration in animal science or plant science. This is further augmented by the close relationship existing among the biology departments of the Atlanta University Center. Junior and senior students showing promise and having mastered the courses and techniques taught in the freshman and sophomore years are encouraged to participate in the departmental honors program (see Biology 480).

Three degrees may be obtained in this department: Bachelor of Science, Bachelor of Arts, and Bachelor of Science in Medical Technology. A student majoring in biology with a minor in another science is a candidate for the B.S. degree; a minor in a non-science field (secondary education, for example) leads to the B.A. Thirty-six semester hours of biology, 24 semester hours of chemistry, and two years of a foreign language (German is much preferred) are prescribed for both the B.S. and B.A. degrees. Required courses are: Biology 111, 112, 312, and 411/412.

The program in medical technology involves three years of study at Clark; the fourth, a clinical year, is spent in a hospital school of medical technology approved by the Council on Medical Education of the American Medical Association and by the Department of Biology of Clark College. Upon successful completion of the program, the student receives the Bachelor of Science

degree in Medical Technology from Clark and certification by the Registry of Medical Technologists of the American Society of Clinical Pathologists. Required courses are: Biology 111, 141, 142, 233, 234, 241/242, 341/342, and 411.

A minor in the department consists of 24 semester hours, which must include Biology 111, 112, 312, and 411/412.

## Biology Courses

{ 1st semester  
2nd semester }

- |     |  |     |
|-----|--|-----|
| 101 | <b>Biological Science Survey</b><br>Fundamental principles of animal and plant life are studied. The course is intended for students who do not plan to either major or minor in biology. Two hours lecture, two hours laboratory per week. (Offered through Cooperative General Science Project.)   | [3] |
| 111 | <b>General Biology I</b><br>This course embodies the initial half of the introductory program in the department. The animal kingdom is surveyed by utilizing examples from all major groups, with emphasis on physiology, development, genetics, evolutionary mechanisms, behavior, and ecology. Three hours lecture, four hours laboratory per week.            | [4] |
| 112 | <b>General Biology II</b><br>This course embodies the second half of the introductory program in the department. By utilizing examples from the major plant phyla, the whole of the plant kingdom is surveyed. Modern concepts in plant biology, physiology, ecology, and taxonomy are studied and applied. Three hours lecture, four hours laboratory per week. | [4] |
| 141 | <b>Introduction to Biological Sciences I</b><br>The study of terms basic to the biological sciences and medical terminology; introduction to areas of study in the biological, paramedical, and medical fields.  | [1] |
| 142 | <b>Introduction to Biological Sciences II</b><br>Continuation of Biology 141.  | [1] |
| 231 | <b>Plant Morphology</b><br>Prerequisite: Biology 112.<br>A survey of the plant kingdom, with emphasis on relation-   | [4] |

ships as shown by basic similarity in organization and life histories. In particular, the student is introduced to the cytological relations involved in alteration of generations, including the behavior of the chromosomes in vegetative mitosis, fertilization, and meiosis. Three hours lecture, four hours laboratory per week.

233

**Microbiology I****[4]**

Prerequisites: Biology 111 and 112, Chemistry 201 or 331, or permission of instructor.

Methods and techniques of culturing microorganisms, the important Gram staining reactions, acid-fast staining, and other staining procedures; methods of identification, such as isolation, pure culture technique, selective type media, and biochemical means of identification; basic procedures of sterilization, culturing, and isolation of microorganisms. The physiology of microorganisms and the biochemical reactions of their product are stressed. Three hours lecture, four hours laboratory per week.

234

**Microbiology II****[4]**

Prerequisite: Biology 233.

Continuation of Biology 233, with emphasis on improvement of laboratory technique, readings from the literature, and original research. Three hours lecture, four hours laboratory per week.

241 / 242

**Orientation to Medical Technology****[2]**

Prerequisite: Biology 141 and 142.

Introduction to the principles and practices of hematology, serology, immunohematology, and other subjects related to the study of medical technology. This course is restricted to students in the medical technology program.

251

**Comparative Vertebrate Anatomy****[4]**

Prerequisite: Biology 111.

Each organ system studied is described microscopically, grossly, functionally, and as an integral part of the entire animal. The embryological development and occurrence of the organ in major vertebrate groups are described to emphasize evolutionary relationships and importance. Three hours lecture, four hours laboratory per week.

255

**Invertebrate Zoology****[4]**

Prerequisite: Biology 111.

Consideration of the morphology, physiology, and phylogeny of the metazoan invertebrates, excluding insects. Laboratory work on practical anatomy and physiology of indigenous and exotic species.

**312 Genetics****[4]**

Prerequisites: Biology 111 and 112.

A presentation of basic concepts, including mitotic and meiotic cell division, theory of probability, and Mendelian inheritance, together with an introduction to such modern concepts as gene and chromosomal structures as related to cellular chemistry and physiology.

**322 Entomology****[4]**

Prerequisites: Biology 111 and 112.

The morphology, taxonomy, and ecology of the principal orders of insects. Two hours lecture, four hours laboratory per week.

**331 Systematic Botany****[4]**

Prerequisite: Biology 112.

Principles of identifying and classifying vascular plants, with emphasis on the flowering taxa. Field collecting, identifying, and utilization of the material in biology teaching laboratory. Recommended for prospective high school teachers of biology.

**341 / 342 Introduction to Clinical Laboratory  
Diagnostic Methods****[8]**

A survey of procedures used in clinical laboratories. Topics include: clinical microbiology, chemistry, serology, hematology, microscopy, histology, and blood banking. This course is restricted to students in the medical technology program. Three hours lecture, four hours laboratory per week.



**356 Vertebrate Embryology [4]**

Prerequisite: Biology 111.

A course dealing with early development from fertilization through cleavage, and origins of organs and organ systems. Three hours lecture, four hours laboratory per week.

**411 / 412 General Physiology [8]**

A comparative and integrated presentation of the 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. Three hours lecture, four hours laboratory per week.

**427 Animal Histology and Micrology [4]**

Prerequisite: Biology 251.

A study of cell and tissue structure, together with laboratory practices. Two hours lecture, six hours laboratory per week.

**451 Ecology [4]**

Prerequisites: Biology 111 and 112, and Chemistry 221 and 222.

Investigation of mutual interrelationships between animals, plants, and the physical and chemical environment; principles involving populations, communities, and ecosystems are emphasized. Two hours lecture, four hours laboratory per week.

**454 Plant Geography [4]**

Prerequisites: Biology 111 and 112, Chemistry 111/112, and Biology 451, or permission of instructor.

A study of the historical, evolutionary, and environmental causes of present world distribution of plants, with emphasis on the climate, geology, soils, and vegetation of North America.

**471 Parasitology [4]**

Prerequisites: Biology 111 and 112.

The morphology, taxonomy, life cycles, and host-parasite relationships of animal parasites. Two hours lecture, four hours laboratory per week.

**480 Problems in Biology [1 to 4]**

Prerequisite: Permission of department chairman.

Students are provided an opportunity in this course to engage in independent reading and/or laboratory investigation on topics of special interest under faculty supervision. Periodic reports are required. May be repeated.



## DEPARTMENT OF BUSINESS ADMINISTRATION AND ECONOMICS

**Assistant Professors Cothran (Acting Chairman), Robie**

**Instructors Brown, Harland, Thom**

This department offers theoretical and applied courses in business administration, business education, and secretarial science (listed under the general heading, "Business Courses"), and in economics. A major, leading to the Bachelor of Arts degree, may be pursued in each of the business areas; a minor is offered in economics and the business areas.

### **Business Administration**

The major in business administration consists of 33 semester hours and must include the following: Business 230, 325, 331/332, 431, 441, 445, and Economics 312. Economics 211/212 is a prerequisite to a major in business administration and must be taken as the first basic course.

A minor consists of 21 semester hours and must include Business 230, 331/332, 335, 431, and Economics 312. Economics 211/212 is a prerequisite.

Business administration majors should enroll in a course in typewriting for at least one year.

### **Business Education**

The program in business education is designed to prepare students for teaching positions in the secondary school. Because of the need for quality performance, the program emphasizes: (1) development of superior business skills and knowledge, (2) possession of marketable skills comparable to workers in the field, (3) development of personality which will permit the effective use of skills and knowledge acquired, and (4) possession of traits required for successful classroom teaching. In an effort to assure quality performance, no grade below C will be credited toward satisfaction of major requirements.

The curriculum in business education consists of the following courses: Business 221/222, 223/224, 230, 321, 323/324, 325,

331/332, 421, 422, 423, 431, and Economics 211/212, 312. The minor in secondary education consists of the following courses: Education 211, 443, 448, and Psychology 311, 312. History 213/214, one of the core requirements for the B.A. degree, is waived for business education majors.

### Secretarial Science

The program in secretarial science is designed to prepare students for top-level secretarial positions. The program emphasizes: development of (1) superior skills and knowledge, (2) executive judgment, and (3) personality necessary for success. No grade below C will be credited toward satisfaction of major requirements.

The curriculum in secretarial science consists of the following courses: Business 221/222, 223/224, 230, 321, 323/324, 331/332, 421, 422, 431, 441, and Economics 211/212, 312. History 213/214, one of the core requirements for the B.A. degree, is waived for secretarial science majors.

### Economics

A minor in economics consists of 21 semester hours, which must include Economics 211/212, 312, 313, and 412. Elective courses may be taken, with the prior approval of the departmental advisor, at any of the undergraduate colleges of the Atlanta University Center.

## Business Courses

{ 1st semester  
2nd semester }

- |           |   |            |
|-----------|---|------------|
| 121       | <b>Elementary Typewriting</b>   | <b>[0]</b> |
|           | A non-credit course designed to give students mastery of the keyboard by the touch system and thorough knowledge of the parts of the machine. Students must achieve a speed of 30 wpm with a minimum of errors. |            |
| 221 / 222 | <b>Intermediate Typewriting</b>   | <b>[4]</b> |
|           | Intensive training in the preparation of business letters, business forms, legal forms, and manuscript typewriting. Students must achieve a speed of 60 wpm with a minimum of errors.                           |            |
| 223 / 224 | <b>Elementary Shorthand</b>   | <b>[6]</b> |
|           | The Gregg system of shorthand is taught with the application of principles to sentence and short letter dictation.  |            |



- 230 Business Law** [3]  
 The object of this course is to give the student a functional knowledge of law. Topics of study include: court procedure, contracts, agency, bankruptcy, negotiable bailments; chattel mortgages, and conditional sales.
- 321 Advanced Typewriting** [2]  
 A course designed to train students to produce typewritten work with the efficiency and speed that would be acceptable in the most exacting business office.
- 323 / 324 Advanced Shorthand** [6]  
 Prerequisites: Business 221/222 and 223/224.  
 Speed drills, transcription, and correspondence, with a review of theory.
- 325 Business Communication** [3]  
 Prerequisites: English 105/106 and completion of English Fundamentals Examination.  
 The application of good grammar and composition to business letters and oral business transactions.
- 331 / 332 Elements of Accounting** [6]  
 Topics of study include: assets, liabilities, and proprietorship; construction and interpretation of accounts; books of original entry; books of final entry; reports; depreciation; controlling accounts; accruals; preferred items; consignments; percentages and statistics, and graphic methods.
- 335 Principles of Marketing** [3]  
 A survey of the institutions, processes, and policies involved

in the distribution of consumer and industrial goods. This study of marketing is approached from the viewpoints of both the consumer and the businessman.

**336 Cases in Marketing [3]**

Prerequisite: Business 335.

A case-study analysis of problems in marketing, including selection of channels, branding, market promotion, and pricing.

**351 Management of Personal Finances [3]**

The main object of this course is to train students to reflect intelligently on matters pertaining to their personal financial problems. Among the topics considered are: personal budgets, personal credit, installment credit, savings funds, personal loan institutions, buying techniques, life insurance, wills and trusts, banking relations, retirement income and pensions, and investing in securities.

**372 Principles of Personnel Management [3]**

An introduction to personnel management and labor relations. Managerial functions, procedures, and relationships are stressed, with attention given to procuring, developing, and maintaining an effective work force.

**375 Principles of Life Insurance [3]**

A study of life insurance companies, insurance policies, investments, and other phases of life insurance.

**376 Property Insurance [3]**

Prerequisite: Economics 211/212.

An analysis of the various kinds of insurance associated with property in general, with emphasis on fire, automobile, and marine insurance.

**385 Real Estate Principles and Practices [3]**

Prerequisite: Economics 211/212.

The fundamental concepts, principles, and current practices involved in real estate decision-making processes as they relate to the ownership, the transfer of real property interest, and the professional techniques and procedures by which real property transactions are consummated. Emphasis is placed on the "why," rather than the "how to," of real estate.

**421 Office Practice [3]**

Prerequisite: Business 321.

An analysis of the work of the secretary and administrative assistant. Instruction in this course includes practice on general business forms, use of reference books, telephone practice, filing, operation of dictating and transcribing machines, use of duplicating machines, and an introduction to the operation of adding and calculating machines.

**422 Office Management [3]**

Problems involved in planning and directing the functions of business and professional offices; executive duties and responsibility for office personnel; selection and training of office personnel, and selection and care of office supplies and equipment.

**423 Methods of Teaching Business Subjects [3]**

The methods, materials, and procedures involved in teaching business subjects.

**431 Principles of Business Management [3]**

Prerequisites: Business 331/332 and Economics 211/212.

Fundamental principles and concepts of management are taught in this course, emphasizing their applicability to all enterprises. Stress is placed on the essential managerial functions of planning, organizing, actuating, and controlling as they relate to the decision-making processes of management.

**441 Business Finance [3]**

Prerequisites: Business 331/332 and Economics 211/212.

The objective of this course is to develop an understanding of financial institutions and instruments of finance.

**445 Small Business Enterprise [3]**

The economic necessity, organization, and operation of small business enterprises. Study of service enterprises operated by Negroes and the possibilities for their development is undertaken. For practical experience, students are required to work on a part-time, short-term basis in a small business.

**470 Business Internship [3]**

Prerequisite: Permission of program director.

The Business Intern Program provides practical experience in various business enterprises for majors in Business Administration, Business Education, and Secretarial Science. Participating organizations include: American Red Cross, Citizens and Southern National Bank, Coca-Cola Company, Davison's Department Store, Economic Opportunity-Atlanta, Gulf Oil Company, Hughes Spalding Pavilion, Lockheed-Georgia Company, Q. V. Williamson Company, and Sears, Roebuck and Company.

**481 Fundamentals of Investing [3]**

The historical background of the stock market and the laws that govern the securities industry. Also considered are the fundamentals of buying and selling securities. Students interested in the field of finance as a career receive special assignments dealing principally with federal and state laws and the agencies that regulate the securities market.

- 211 / 212 Principles of Economics [6]**  
A study of production, consumption, distribution, and business organization in modern economic society. Price and output determination under various market structures; the laws of supply and demand, foreign trade, business combinations, and large-scale production are studied. Governmental monetary and fiscal policies as means to achieve full employment and high levels of income and consumption are analyzed in the second semester.
- 250 General Economics [3]**  
An analysis of production, distribution, consumption, business organization, and national monetary and fiscal policy is made to give the student a comprehensive view of the operation of modern industrial society.
- 251 Economic History of the United States [3]**  
The economic development of the United States from the late Colonial period to the present in agriculture, manufacturing, foreign and domestic commerce, tariff policy, transportation, banking and currency, the trust movements, labor organization, and social control.
- 312 Money and Banking [3]**  
Prerequisites: Business 331/332.  
A study of the nature and function of the monetary system of this country, followed by a survey of the development, characteristics, and functions of the banking system. Topics of study include: the Federal Reserve System, policies and means of credit control, the bank loan, and the investment process. Some practice is given in recording typical banking transactions.
- 313 Statistics [3]**  
The logic, reasoning, and methods used in economic research.
- 412 Development of Economic Thought [3]**  
The development of economic ideas from the Mercantilists through John Maynard Keynes, with emphasis on the classical and neo-classical traditions.
- 453 Labor Problems [3]**  
A survey of the wage-earner in modern industry, with special attention to the Negro. Some of the topics of study are: wages, hours, working conditions, accidents, unemployment, trade unionism, and labor legislation.



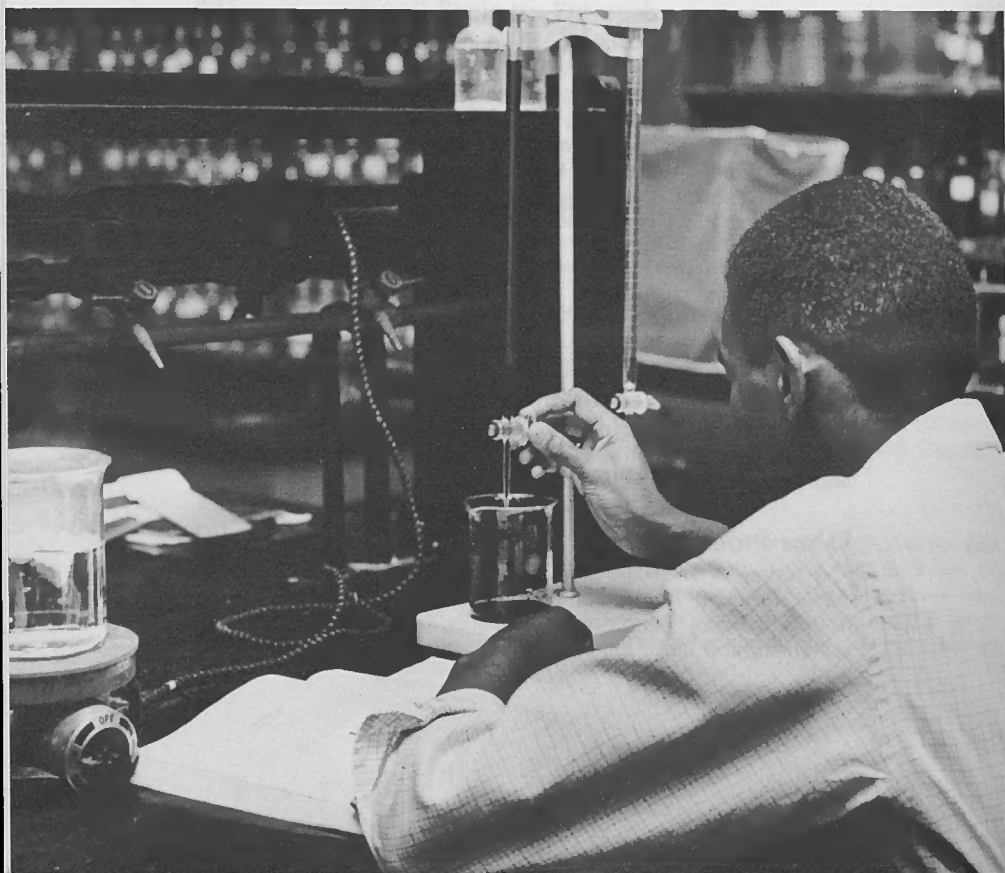
**Professor Spriggs (Chairman)**

**Associate Professor Simpson**

**Instructor McCray**

The course offerings in the Department of Chemistry are designed for students who desire to major in chemistry in preparation for graduate study or work in the chemical professions, for students who desire a teaching certificate in chemistry, and for students in the related areas of biology, physics, mathematics, and home economics. The department also provides the requisite courses for students in preprofessional study for careers in medicine, dentistry, nursing, medical technology, and pharmacy.

For the Bachelor of Science degree with a major in chemistry, the following courses are required: Chemistry 111/112, 221, 222, 331/332, 441/442 and six semester hours in advanced chemistry courses, for a total of 38 semester hours in the department.



The minor in chemistry requires Chemistry 111/112, 221, 222, and 331/332, a total of 24 semester hours.

For a teaching certificate in chemistry, the following courses must be taken: Chemistry 111/112, 221, 222, 321, and 331/332. Students in this program are candidates for the Bachelor of Arts degree in General Science with a concentration in chemistry.

## Chemistry Courses

{ 1st semester  
2nd semester }

### 101 / 101      **General Chemistry**      [8]

More descriptive and less mathematical than Chemistry 111/112, this course is designed for non-majors and non-minors. The first semester is concerned with theories and laws, structure, periodic classification, equations, atomic and molecular structure, and descriptive chemistry of non-metals. The second semester includes the study of equilibria, the chemistry of metals, and nuclear chemistry, and provides an introduction to organic chemistry. Three hours lecture, four hours laboratory per week.

### 111 / 112      **General Chemistry**      [8]

The first semester is concerned with fundamental theories and laws, chemical calculations, equations, periodic classification of the elements, structure of matter and ionization. The second semester includes the study of chemical and ionic equilibria, nuclear chemistry, the chemistry of the metallic elements, elementary qualitative analysis of the positive ions of the alkali metal, alkaline earth, silver groups, and qualitative anion analysis. Three hours lecture, four hours laboratory per week.

### 201      **Organic Chemistry**      [4]

A survey course designed for students not majoring or minoring in chemistry, who need a basic understanding of organic chemistry for their work in other departments. It includes a study of hydrocarbons and their derivatives, the carbohydrates, fats, proteins, steroids, vitamins, and the aromatic series of compounds. Three hours lecture, four hours laboratory per week.

### 202      **Organic Chemistry**      [4]

Continuation of Chemistry 201. A more intensive study of organic compounds, their biochemical significance, and the study of various related analytical procedures in the laboratory. Three hours lecture, four hours laboratory per week.

**Analytical Chemistry I****[4]**

A study of homogeneous and heterogeneous equilibria to include principles related to ionization, solubility, complex ions and molecules, oxidation and reduction in solution, redox potentials, nuclear chemistry, and electrochemical cells. Qualitative analysis of the copper-arsenic group, aluminum-zinc group, the less familiar cation, and quantitative volumetric analysis. Three hours lecture, minimum of four hours laboratory per week.

**222****Analytical Chemistry II****[4]**

Prerequisite: Chemistry 221.

This is the second half of the analytical chemistry sequence. Major attention is given to the principles and stoichiometry relating to acidimetry, alkalimetry, redox methods, and iodometry. Gravimetric, electrometric, optical and instrumental methods of analysis, and the basic chemical theory related to these procedures also are studied. Two hours lecture, minimum of six hours laboratory per week.

**321****Chemical Calculations****[3]**

Prerequisites: Chemistry 221 and 222, or permission of instructor.

A review of the fundamental calculations of chemistry, designed to develop proficiency in applying mathematical reasoning to the solution of chemical problems and to the interpretation of chemical phenomena.

**331 / 332****Organic Chemistry****[8]**

Prerequisites: Chemistry 221 and 222.

A study of fundamental principles, this course deals with the properties and reactions of aliphatic and aromatic compounds, stereochemistry, tautomerism, proteins, carbohydrates, drugs, and dyes. Laboratory work includes the preparation and typical reaction of the main classes of organic compounds. Required of all chemistry majors and biology majors. Three hours lecture, four hours laboratory per week.

**431 / 432****Advanced Organic Chemistry****[6]**

Prerequisite: Chemistry 331/332.

Critical evaluation of modern organic theory, reactions, mechanisms, and rearrangements. This course includes a detailed study of important organic reactions and their applications to methods of synthesis. Three hours lecture per week with selected laboratory experiments.

**441 / 442****Physical Chemistry****[8]**

Prerequisites or corequisites: Chemistry 331/332, Physics 111 and 112, and Mathematics 211 and 212.

A study of the laws and theories of chemical phenomena,

including elementary thermodynamics, the gaseous, liquid and solid states, chemical kinetics and equilibria, and the modern views of atomic structure and radioactivity. Required of chemistry majors. Three hours lecture, six hours laboratory per week.

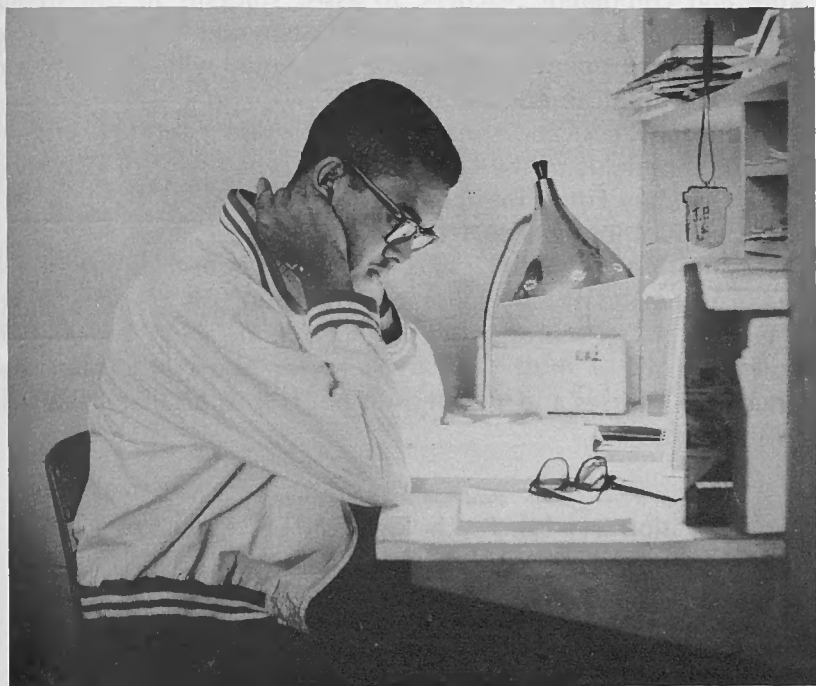
443

### **Advanced Inorganic Chemistry**

[3]

Prerequisites: Chemistry 111/112, 221 and 222.

A study of the elements according to the periodic classification. Properties, electronic structures, complex formation, oxidation-reduction potential, and other selected topics are considered. Three hours lecture per week with laboratory.



## DEPARTMENT OF EDUCATION AND PSYCHOLOGY

**Professors Bolden, Brantley, Dove (Chairman)**  
**Associate Professor Lee**  
**Assistant Professors Dooley, Epps**  
**Instructor Mayes**  
**Supervisor of Student Teaching Davis**

This department offers programs leading to the Bachelor of Arts degree in elementary education and in psychology. It also offers minor programs in secondary education, physical education, and psychology.

### **Education**

The education curriculum seeks, beyond training knowledgeable and competent teachers, to assist students in discovering the nature of a dynamic educational system and their proper role in it. The department is particularly concerned with the "problem areas" in American education.

The teacher education phase of the program meets the certification requirements of the Georgia State Department of Education for Elementary Education (general program, grades 1-7) and Secondary Education (grades 8-12).

Application for entrance into the teacher education program is made at the end of the sophomore year. Students are selected on the basis of test scores, grade averages, and faculty ratings. The education major must take 18 semester hours in professional education courses and 17 semester hours in specialized subjects, as follows:

#### **Professional Education**

Education 211 [3], Psychology 311 [3], Psychology 312 [3], Education 441 [3], Education 446 [6].

#### **Specialized Subjects**

Education 212 [2], Education 213 [3], Education 311 [3], Education 314/315 [6], Education 415 [3].

The major is also required to take 24 semester hours above freshman level courses in one of the following fields (called Concentration Area I):

Art, Biology, Chemistry, English, French, Mathematics, Music, Spanish, Physics.

A further requirement for majors is 12 to 18 semester hours in a second concentration (Concentration Area II). The same fields listed above, plus Social Science (history, political science, sociology), may be chosen for the second concentration. Courses taken in fulfillment of the core requirements for a degree may be counted to meet this requirement.

For a minor in education, the following courses are prescribed:

Education 211 [3], Psychology 311 [3], Psychology 312 [3], Education 441 or 443 [3], Education 446 or 448 [6] or six semester hours in approved education electives.

A minor in physical education consists of 18 semester hours.

Since students differ in ability and background, the sequence of courses in the teacher education program is determined on an individual basis. Students must, therefore, consult a departmental advisor in planning each semester's course of study.

### Psychology

The program in psychology is designed to add breadth to the curriculum of the college and to provide specialized study for students planning a professional career in psychology, sociology, or special education services.

The 30 semester hours required for a major must include Psychology 211, 313, 315, 371, 413, and 553. Sociology 216 also is required. The suggested minor for psychology majors is biology or mathematics, although other fields are not excluded.

Required courses for a minor in psychology are Psychology 211, 313, 371, and nine semester hours of electives in the field.



## Education Courses

{ 1st semester  
2nd semester }

- 101 College Orientation [1]**  
Students are assisted in this course in adjusting to college life through discussion of commonly encountered problems. Required of all freshmen.
- 102 Occupational Information and Introduction to Vocations [1]**  
This course acquaints students with the variety of occupations in American society, as well as their respective academic and other requirements. Principles and techniques in occupational selection are discussed.
- 211 Orientation in Education [3]**  
An introduction to the major divisions of the field of education and to basic principles and practices in American pedagogy. Students are encouraged to analyze their suitability for a teaching career. Prerequisite to all other courses in the teacher education program.
- 212 Children's Literature [2]**  
An evaluation of current children's literary materials through wide reading and class discussion.
- 213 Health Education [3]**  
Health instruction in the elementary school and the organization and administration of health programs for the junior and senior high school are considered in this course. Personal and community hygiene also are treated from both social and economic points of view.
- 311 Modern Mathematics for the Elementary School Teacher [3]**  
For course description, see Mathematics 311.
- 314 / 315 Creative Expression [6]**  
The student becomes acquainted with the various media used in the fine arts curriculum of the elementary school. Through a variety of laboratory experiences, the prospective teacher gains knowledge of the use of art materials, music, speech, and drama.

**350 School and Society [3]**

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An analysis of community resources and their relation to education, both formal and informal.

**415 Teaching of Reading [3]**

An introduction to the process of reading development. Topics of study include: determination of reading abilities and skills at various levels, correction of reading difficulties, and adjustment of materials and methods to individual needs.

**441 Principles, Materials, and Methods of Elementary Instruction [3]**

Curriculum materials and methods of presentation of the various elementary school subjects are discussed. The purpose of curriculum content in the elementary program is stressed.

**443 Principles, Materials, and Methods in Secondary Schools [3]**

Prerequisite: Senior standing.

An analysis of problems involved in high school instruction and methods of solution. Topics of study include: the curriculum, guiding the teaching-learning process, and evaluation.

**446 Observation and Student Teaching in Elementary Schools [6]**

Prerequisite: Senior standing.

Practical experience in planning and implementing the daily program in the elementary school under supervision. Instruction and evaluation are provided through conferences and seminars with supervisors and departmental faculty.

**448 Observation and Student Teaching in High Schools [6]**

Prerequisite: Senior standing; corequisite: Education 443.

Practical experience in meeting and solving typical instructional problems in the high school under supervision. Instruction and evaluation are provided through conferences and seminars with supervisors and departmental faculty.

**449 Student Teaching Seminar [0]**

Prospective teachers are assisted in further developing an understanding of the approaches, methods, tools, and professional attitudes needed to effectively guide the learning experiences of children and youth. Required of teacher education candidates during the year they are assigned to student teaching.

**450 Principles and Techniques of Guidance [3]**

The principles of guidance and the techniques of the vari-

ous guidance and student personnel services at the elementary secondary, and collegiate levels.

**452 Social Studies in the Elementary Grades [3]**

An analysis of the purposes of the social studies program, with attention to its contributions to the goals of American education.

**453 Educational Measurements [3]**

Prerequisite: Psychology 211.

This course is designed to enable the prospective teacher to: (1) select and administer typical standardized school-type tests, (2) construct and use formal and informal teacher-made tests, and (3) interpret the results obtained from the uses of the tests. The study of elementary statistics is functionally related to these experiences.

**457 Curriculum Planning [3]**

The principles underlying curriculum development at the elementary and secondary levels.

### Physical Education Courses

**111 / 112 Fundamentals of Coaching [6]**

The theory and practice of coaching and officiating the major sports (basketball, football, track, and baseball) in high school.

**211 History of Physical Education [3]**

The historical background of physical education and developments in this area of education.

**212 Intramurals and Recreation Activities [3]**

The means and methods of conducting an intramural program in high school.

**213 Health Education [3]**

For course description, see Education 213.

**311 Principles of Physical Education [3]**

Prerequisite: Physical Education 211.

The purposes of physical education in the school curriculum and the development of a physical education program.

**412 Organization and Administration of Health and Physical Education [3]**

Prerequisite: Physical Education 212.

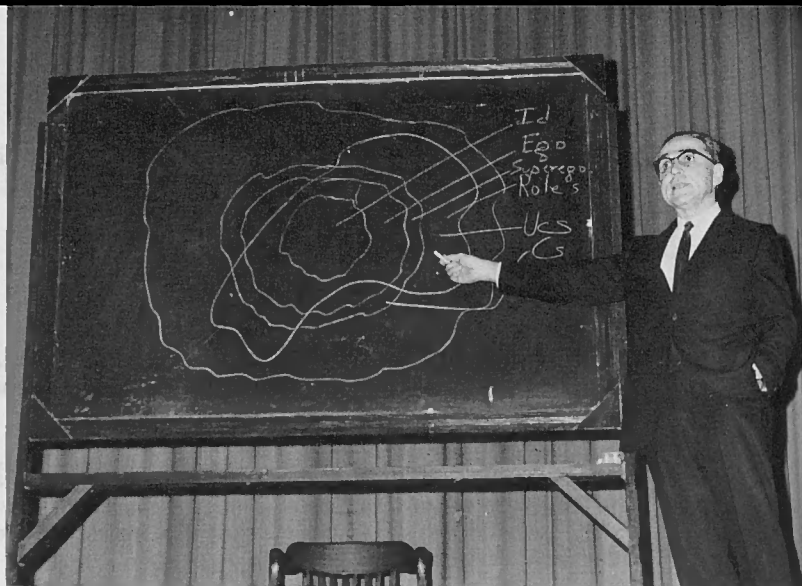
An analysis of curriculum materials and methods of presenta-

tion of various types of programs. Program construction is a part of this course.

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## **Psychology Courses**

- 211      Introductory General Psychology      [3]**  
Study of such broad topics as motivation, learning, perception, adjustment, the nervous system, and related sub-topics.
- 311      Developmental Psychology      [3]**  
This course integrates child, adolescent, and educational psychology, with emphasis on understanding the individual (the learner) as a developing and adjusting organism.
- 312      Educational Psychology      [3]**  
The processes of learning and the role of the teacher in the guidance of the learning process.
- 313      Statistics      [3]**  
Introduction to descriptive and inferential statistics, with applications for psychological, sociological, and business data.
- 315      Social Psychology      [3]**  
Prerequisites: Three semester hours in psychology and sociology.  
A study of the individual's interaction with his social environment and the mutual effects of this interaction.
- 351      Tests and Measurements      [3]**  
Prerequisite: Psychology 211.  
Theory and methods of measuring human behavior; a survey of tests of intelligence, aptitude, achievement, and personality. (Offered at Morehouse College.)
- 371      Experimental Psychology      [3]**  
Prerequisites: Psychology 211 and 313.  
A course dealing with the general field of experimental psychology. Lectures, demonstrations, and experiments. (Offered at Morehouse and Spelman Colleges.)
- 372      Sensory Processes      [3]**  
Prerequisites: Psychology 211, 313, and 371.  
Experimental emphasis on receptor and sensory processes. (Offered at Morehouse College.)
- 385      Abnormal Psychology      [3]**  
Prerequisite: Psychology 211.  
A study of the causation, structure, and treatment of the com-



mon neuroses, and organic and functional psychoses. (Offered at Morehouse College.)

#### 408 **Personality** [3]

Prerequisite: Psychology 211.

The principles and problems involved in the development, nature, and functioning of the integrated personality. (Offered at Spelman College.)

#### 411 **Educational Measurements** [3]

For course description, see Education 453.

#### 413 **Learning** [3]

An introduction to the psychology of learning with an experimental emphasis. Problems considered include: the relationships between learning and motivation, phylogenetic differences in learning among animals, and verbal considerations.

#### 414 **Motivation** [3]

An introduction to the study of motivation from a semi-experimental point of view, focusing on the psycho-biological nature of motivation. Problems considered include: primary and secondary motivation, need-drive relationships, sexual motivation, phylogenetic differences regarding motivation, and a psychoanalytic interpretation of motivation.

#### 553 **Statistics in Psychology and Education** [3]

Prerequisites: Psychology 211 and 313.

This course is designed 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 samples of data and provides opportunities for practice of computation basic to these understandings. (Offered at Atlanta University.)

**Professor Brookes (Chairman)**

**Assistant Professors Butts, Davis, Dutch, Fields**

**Instructors Baker, Black, D'Souza, Gillespie,**

**Jackson, McFadden, Murphy**

**Journalists Long, McMillan, Watters**

The Department of English helps all students to recognize the importance of effective communication and seeks to develop appreciation of good books. The program for non-majors is so arranged that students must include one year's work in composition and one year's work in literature. The student who chooses English as a field of concentration is offered a variety of courses.

A candidate for the Bachelor of Arts degree with a major in English must take 30 semester hours in the department, exclusive of English 105/106. The program must include English 213, 214, 311, 312, 315, 316, and 418. Prospective teachers must take English 417.

A minor in English consists of 18 semester hours, exclusive of English 105/106. The program must include English 213, 214, 311 or 312, 315, and 316.

Students whose placement test results indicate a marked deficiency in reading and English usage are required to take English 101 and 103 as a prerequisite of English 105/106. All students are required to take English 105/106. English 201/202 also is required of all students, except English majors and minors. Majors and minors must take English 213 and 214 as a prerequisite for all other courses in the department. Students who have done superior work in English 213 may be permitted by the department to enroll in an advanced course while taking English 214.

Candidates for graduation are required to take an examination in English Fundamentals. The examination is taken during the second semester of the sophomore year or the first semester of the junior year. Students who are found deficient in the mechanics of expression are required to take English 107. Any student in any department unable to express his thoughts with a reasonable degree of accuracy may be required to take English 107.



## English Courses

{ 1st semester  
2nd semester }

- 101 Writing [2]**  
Students are assigned to this course by the department after a diagnosis of writing habits and abilities. It is a course to develop college level proficiency in communication. Five hours lecture per week.
- 103 Reading [2]**  
A course to improve the reading ability of freshman students. Diagnosis of difficulties and individual instruction are available. Assignment to this course is based on the results of a reading test required of entering freshmen.
- 105 / 106 Composition [6]**  
A course to integrate the study and practice of language skills on the cultivated level of contemporary society. (A student satisfies requirements for Composition only by completing this course with at least a grade of C.)
- 107 English Fundamentals [0]**  
A study of the minimum essentials of grammar and syntax necessary for intelligible and accurate expression, with emphasis on expository writing. Recommended for advanced students who show marked deficiencies in expression.
- 201 / 202 Introduction to Literature [6]**  
A course designed to develop the student's ability to understand, interpret, and appreciate literature. Types of literature studied in the first semester: the short-story, novel, and essay; second semester: biography, poetry, and drama. Required of all sophomores, except English majors.
- 213 Survey of English Literature I [3]**  
A chronological study of principal authors, their works, and trends in English literature to 1780.
- 214 Survey of English Literature II [3]**  
A chronological study of principal authors, their works, and trends in English literature from 1780 to the present.
- 311 Advanced Composition [3]**  
A study of problems and practices in expository, descriptive, persuasive, and narrative composition.

**312 World Literature [3]**

The student is acquainted in this course with selected world masterpieces in translation and with the historical and philosophical background of these works.

**315 American Literature I [3]**

A survey of important poetry and prose to 1865.

**316 American Literature II [3]**

A survey of important poetry and prose from 1865 to the present.

**319 Shakespeare [3]**

A study of representative plays, with emphasis on the great tragedies and later comedies.

**352 Writers' Workshop [3]**

Prerequisite: Permission of instructor.

A laboratory course for students demonstrating ability in factual or fictional composition, with emphasis on journalistic writing.

**353 Introduction to Journalism [3]**

The newspaper audience, newspaper organization, news values, and journalistic vocations are considered. Practice in newspaper writing is a part of the course.

**356 Reporting and Writing [3]**

The following forms are studied: the magazine article, feature article, and editorial. Practice in newspaper writing and editing.

**357 American Folk Literature [3]**

An introduction to the science of folk literature, with emphasis on methods of collecting and classifying folklore. The background of American literature revealed in traditional tales, ballads, proverbs, games, customs, and place-names.

**358 Studies in Restoration and Eighteenth Century Literature [3]**

A study of the types of literature characteristic of the Restoration and early 18th century, with consideration of the social, political, and philosophical movements of the period.

**417 Methods of Teaching English in Secondary Schools [3]**

A study of recent trends in the teaching of composition and literature. Designed especially for prospective English teachers.

- 418 History of the English Language [3]**  
An introduction to the study of language: the nature and function of language; historical changes in English pronunciation, grammar, and vocabulary from the beginnings of the language to the modern period.
- 451 The Media of Mass Communications [3]**  
An examination of the techniques employed by the propagandist with application to war, revolution, and politics; the agencies of communication that serve as channels of propaganda with special reference to the newspaper and its ethics.
- 452 Editorial Techniques [3]**  
Instruction and practice in copyreading, headline writing, news display, and illustration.
- 453 Literary Criticism [3]**  
A course designed to acquaint the student with the writings of some important literary critics, and with the values or ideas behind their critical judgments. The major theories of literary criticism are considered.
- 454 The Romantic Period [3]**  
A study of the general literary tendencies and thought of the period, with emphasis on the productions of Wordsworth, Coleridge, Byron, Shelley, and Keats.
- 456 The Victorian Period [3]**  
A study of the general literary tendencies as reflected in the major poets, essayists, and novelists of the age.
- 457 History of the Novel I [3]**  
The major English writers to 1850 and the relationship of the novel to political, social, and literary movements.
- 458 History of the Novel II [3]**  
Representative works by American, English and continental novelists since 1850 are examined in the light of the theory of the novel and movements in modern fiction.
- 459 Introduction to Contemporary Literature [3]**  
The significant writers, works, and shaping forces of the period from 1920 to the present.

**Professors Palacin, Reynolds**

**Associate Professors Cureton, McGirt (Acting Chairman)**

**Assistant Professors Armand, Grund, Guinle**

**Instructors Liebig, Shriver, Snedgen**

In addition to training candidates for graduate study and secondary school teachers of foreign languages, the department seeks to provide every student—whatever his academic interests—with the foreign language competence expected of college graduates. All students studying toward a degree must, therefore, take 12 semester hours of course work in the department (six hours only are required of home economics majors).

French and Spanish are offered as a major or minor; German as a minor.

### **French**

A candidate for the Bachelor of Arts degree in French is required to take 24 semester hours above French 201/202. The following courses are prescribed: French 311, 312, 313/314, 315/316, 317, and for prospective teachers 411. A minor consists of 18 semester hours above in the intermediate course and must include French 311 or 317, 312, and 313/314.

### **Spanish**

A candidate for the Bachelor of Arts degree in Spanish is required to take 24 semester hours above Spanish 201/202. The following courses are prescribed: Spanish 311/312, 313, 314, 315/316, 317, and for prospective teachers 411. A minor consists of 18 semester hours above the intermediate course and must include Spanish 311/312, 313, 314, and 317.

### **German**

A minor in German consists of 18 semester hours above German 201/202 and must include German 311/312 and 313/314.

{ 1st semester  
2nd semester }

- 101 / 102 Elementary French [6]**  
For students with no previous knowledge of French or students whose pre-college training has not given them functional control of the language. Provides instruction in the four language skills (listening, speaking, reading, writing). Five class meetings, one hour language laboratory per week.
- 201 / 202 Intermediate French [6]**  
For students with one year of college French or equivalent language proficiency as evidenced by scores on standardized tests. Instruction in the four language skills, with emphasis on reading, discussion, and writing on the basis of specially selected reading materials as well as grammar review based on oral drill. Three class meetings, one hour language laboratory per week.
- 311 Conversation [3]**  
Prerequisite: French 201/202 or equivalent.  
Designed to increase the student's vocabulary and to develop his fluency in oral expression. Three class meetings, minimum of one hour language laboratory per week.
- 312 French Civilization [3]**  
A study of the culture and language of the French people: their social institutions, history, politics, philosophies, science, literature, and art.
- 313 / 314 Advanced Grammar and Composition [6]**  
A general review of the essentials of grammar and introduction to advanced principles. Practice in rapid reading and conversation.
- 315 / 316 Survey of French Literature [6]**  
An introduction to the field of French literature and to methods of research and investigation. Prerequisite for all subsequent literature courses.
- 317 Pronunciation and Phonetics [3]**  
A thorough study of the fundamentals of French pronunciation, with personal attention to individual difficulties. Three class meetings, one hour language laboratory per week.
- 356 Applied Linguistics [3]**  
An introduction to linguistic science, with application to the teaching of modern foreign languages.

- 411 The Methodology of Modern Foreign Language Teaching [3]**  
 The history of modern language teaching in the United States, modern methods and techniques, audio-visual aids, and the language laboratory.
- 451 Explication de Textes [3]**  
 Detailed critical analysis of selected passages with reference to biographical elements, sources and origins, literary meaning, authenticity, and aesthetic qualities. Oral and written reports in French.
- 453 / 454 Nineteenth Century French Literature [6]**  
 Examination of the masterworks of prose fiction and selected works of the great poets and playwrights of the century.
- 455 Studies in the Literature of the Twentieth Century [3]**  
 The novel from Proust to the "nouvelle vague."

### Spanish Courses

- 101 / 102 Elementary Spanish [6]**  
 For students with no previous knowledge of Spanish or students whose pre-college training has not given them functional control of the language. Provides instruction in the four language skills (listening, speaking, reading, writing). Five class meetings, one hour language laboratory per week.
- 201 / 202 Intermediate Spanish [6]**  
 For students with one year of college Spanish or equivalent language proficiency as evidenced by scores on standardized tests. Instruction in the four language skills, with emphasis on reading, discussion, and writing on the basis of specially selected reading materials as well as grammar review based on oral drill. Three class meetings, one hour language laboratory per week.
- 311 / 312 Advanced Composition and Conversation [6]**  
 A thorough study of grammar and composition, oral and written, with the aim of developing the ability to write clear and fluent Spanish. Practice in oral composition.
- 313 Spanish Civilization [3]**  
 A study of the culture and language of the Spanish people: their social institutions, history, politics, philosophies, science, literature, and art.



**314 Spanish-American Civilization [3]**

A study of the culture and mores of the Spanish-American people: their institutions, arts, sciences, language, and literature.

**315 / 316 Survey of Spanish Literature [6]**

A study of Spanish literature from the "Cantar de Mio Cid" to the 20th century, with emphasis on main literary currents in each century. Prerequisite for all subsequent literature courses.

**317 Pronunciation and Phonetics [3]**

A thorough study of the fundamentals of Spanish pronunciation, with personal attention to individual difficulties. Three class meetings, one hour language laboratory per week.

**356 Applied Linguistics [3]**

For course description, see French 356.

**411 The Methodology of Modern Foreign Language Teaching [3]**

For course description, see French 411.

**413 / 414 Spanish-American Literature [6]**

An introduction to the great writers, movements, ideas, and literary compositions of the Spanish-speaking nations of the Western hemisphere.



**Explicacion de Textos****[3]**

Detailed critical analysis of selected passages with reference to biographical elements, sources and origins, literary meaning, authenticity, and aesthetic qualities. Oral and written reports in Spanish.

**Spanish-American Novel of the Nineteenth Century****[3]**

An examination of the aesthetic, cultural, and social aspects of prose fiction in Latin America during the 19th century through a study of representative writers.

**The Generation of '98****[3]**

An examination of the movement; its political, historical, and social background: Ganivet, Unamuno, Azorin, et al.

**German Courses****Elementary German****[6]**

For students with no previous knowledge of German or students whose pre-college training has not given them functional control of the language. Provides instruction in the four language skills (listening, speaking, reading, writing). Five class meetings, one hour language laboratory per week.

**Intermediate German****[6]**

For students with one year of college German or equivalent language proficiency as evidenced by scores on standardized tests. Instruction in the four language skills, with emphasis on reading, discussion, and writing on the basis of specially selected reading materials as well as grammar review based on oral drill. Three class meetings, one hour language laboratory per week.

**Advanced German****[6]**

Prerequisite: German 201/202.

Intensive oral practice in conversation and oral presentation of prepared reports to develop students' reading ability. Introduction to advanced principles of grammar and modern idiomatic usage.

**German Civilization****[6]**

Prerequisite: Permission of instructor.

A study of the culture and language of the German people. their social institutions, history, politics, philosophies, science, literature, and art.

315 / 316

**Survey of German Literature**

[6]

An historical survey of representative German literature. Selections from important authors and discussions accompanied by lectures, reports, and collateral reading. Prerequisite for subsequent literature courses.

350

**Scientific German**

[3]

Reading of scientific texts to acquaint science and mathematics majors and minors with the necessary vocabulary in their fields. Needs of business majors and minors are also considered.

411 / 412

**Klassik und Romantik**

[6]

Prerequisites: Two 300 courses or permission of instructor.

Examination of the age of Goethe. Selections of literary works from prose and poetry from Lessing to Schiller; Romanticism and contributions of the movement.



**Associate Professor Davis (Chairman)**

**Assistant Professor McDonald**

**Instructor Gilliard**

This department is concerned with the application of knowledge from a variety of fields besides home economics: the physical, biological, behavioral, and social sciences, and the humanities. These concerns are basic to improving the lives of individuals and families, so that they may exercise the responsibilities of citizenship, contribute to the improvement of human relations, and attain individual success. The work of the department is not, in other words, purely vocational, though vocational preparation is one of its important functions.

Two curriculums, both leading to the Bachelor of Science degree in Home Economics, are offered by the department. One, offered jointly with Morris Brown College and Spelman College, is designed to train homemaking teachers. The other trains dietitians. Students in the dietetics program are referred to the section on Financial Aid for information concerning dietetic internship grants.

The program in home economics education requires completion of the following courses in the department: Home Economics 111, 113, 211, 212, 214, 312, 313, 314, 316, 413, 414, 415, 416, 422, 441/442, and 448. In addition to the requirements for a minor in secondary education (see Department of Education and Psychology), students will be assigned by their advisor to required course work in other departments.

The program in foods and nutrition (dietetics) requires completion of the following courses in the department: Home Economics 113, 212, 213, 312, 313, 411, 413, 414, 415, 416, 417, 418, and 419. In addition, students will be assigned by their advisor to required course work in other departments, of which 20 to 24 semester hours will be in natural sciences.

{ 1st semester  
2nd semester }

- 111 Color and Design [2]**  
Basic art principles applied to color and use of color in good design; the part both play in one's surroundings.
- 113 Foods and Nutrition [3]**  
The essentials of an adequate diet for persons of different age groups; the nutritive value of foods and their relationship to health.
- 211 Clothing I [3]**  
Fundamental techniques of clothing construction, with emphasis on the use of commercial patterns and clothing selection. Criteria for clothing selection according to individual features are considered. One hour lecture, four hours laboratory per week.
- 212 Food Selection and Preparation [3]**  
A study of the principles and techniques of food selection and preparation.
- 213 Consumer Education [3]**  
A study of buying problems and an evaluation of difficulties involved in making intelligent selections in relation to the expenditure of time, energy, and money.
- 214 Home Nursing [2]**  
The part the home plays in the maintenance of positive personal health. Training for emergency illness in the home.
- 216 Experimental Cookery [3]**  
Experimental methods applied to the preparation of foods.
- 312 Advanced Foods [3]**  
The theory and practice of planning, preparing, and serving family meals.
- 313 Child Development [3]**  
The mental and physical development of the child from prenatal to school age stages; care of the mother and baby up to a year. (Offered at Spelman College.)

**314      Handicrafts      [2]**

This course is designed for students interested in recreational leadership, pre-school activities, and elementary teaching.

**316      Textiles and Clothing      [3]**

A study of textile fibers and their uses. Attention is given to fiber identification, fabric construction, recent trends in the manufacture of fabrics, finishes, standardization of fabrics, and labeling.

**411      Food Organization and Management      [3]**

A study of the organization and management of different types of food services, equipment, food plans, and personnel. Supervised experience in meal management.

**413      Family Living      [3]**

Prerequisites: Psychology 311, 312 and Sociology 215.

A course in family relationships, with opportunity to study home situations and to discuss personal problems.

**414      Housing and Equipment      [2 or 3]**

A study of the consumer's problems in the selection of a house and household equipment.

**415      Home Management Principles      [3]**

An analysis of personal and family finances and underlying economic principles affecting them. Topics of study include: distribution of income, simple accounts, real estate problems, banking problems, and legal contracts.

**416      Home Management Residence      [3]**

Eight to nine weeks' residence in the Home Management House with resident instructor. Students put into practice the principles learned in all home economics courses.

**417      Diet and Disease      [3]**

A study of nutritional problems, with special attention given to diets in relation to various diseases.

**418      Advanced Nutrition      [3]**

A study of principles of human nutrition and the application of these principles to human growth, maintenance, and development.

**419      Quantity Food      [3]**

Application of the principles of cookery to quantity food preparation, cost, and buying.



**422 Clothing II****[3]**

Prerequisites: Home Economics 211 and 316.

Advanced methods and techniques in the construction of garments for members of the family, including the adaptation and modification of commercial patterns. One hour lecture, four hours laboratory per week.

**441 / 442****Methods of Teaching Home Economics****[6]**

Classroom techniques which contribute to successful teaching, together with recent developments for testing results of instruction. (Offered at Morris Brown College.)

**448****Directed Teaching****[6]**

Supervised teaching in homemaking classes in selected high schools. Evaluation is provided through conferences and seminars with supervisors and departmental faculty. (Offered through Morris Brown College.)

**451****Soft Tailoring****[3]**

Prerequisites: Home Economics 211, 316 and 422.

The construction of softly tailored garments (coats and suits) to introduce techniques and principles of custom tailoring and to give further experience in clothing construction. One hour lecture, four hours laboratory per week.



**Professor Dennis (Chairman)**

**Assistant Professors Hall, Harris, Robinson**

**Instructor Clifton**

The program of the Department of Mathematics is organized to serve several classes of students: those who will take only the required minimum of work in the department, those who need a stronger background in mathematics for specialization in the physical or behavioral sciences, those whose interest is teaching mathematics on the secondary school level, and those majoring in the department for preparation for graduate work in mathematics or industrial employment upon graduation.

Depending upon the minor, a major in mathematics leads to either the Bachelor of Science or Bachelor of Arts degree. A student majoring in mathematics with a minor in a science is a candidate for the B.S. degree; a minor in a non-science field leads to the B.A.

The following courses are prescribed for a major in this department: Mathematics 111, 112, 211, 212, 213/214, 313, 314, and 411/412. Candidates for the B.S. degree must also take Physics 111/112. Prospective high school teachers of mathematics take a minor in education and must take Mathematics 312 in lieu of 412 (but not 411).

Mathematics 111, 112, 211, 212 and at least two courses in the department numbered above 212 are required for a minor.

Computer facilities, shared by Atlanta University and the four undergraduate colleges of the Atlanta University Center, are available to students in the department. The equipment includes an IBM 1130 computer. Mathematics 300 will introduce the student to computer programming.

{ 1st semester  
2nd semester }

**101 / 102      Integrated College Algebra and Trigonometry      [6]**

The fundamentals of algebra and trigonometry, with attention to the nature of mathematics as a logical system. This course is designed to prepare the student for study in analytic geometry, calculus, statistics, mathematical logic, and studies in the natural sciences. It also provides a foundation in mathematics for students who will concentrate in the social sciences and economics.

**111              Plane Analytic Geometry              [3]**

An introduction to plane analytic geometry, including rectangular, oblique and polar coordinates in the plane, the straight line, and an introduction to the conic sections.

**112              Solid Analytic Geometry              [3]**

Prerequisite: Mathematics 111.

The study of planes and straight lines; conicoids; polar, spherical and cylindrical coordinates, and the general equation of the second degree.

**114              College Geometry for the Secondary School Teacher              [3]**

Prerequisite: Mathematics 111.

Preparation for teaching modern geometry in the secondary school, following the axiomatic structure of geometry. Several geometries are considered and compared, with emphasis on Euclidean geometry.

**211              Calculus I              [3]**

An introduction to the concept of a limit of a function of one variable, differentiation and integration of algebraic functions, and applications of the calculus to elementary problems in mechanics and physics.

**212              Calculus II              [3]**

Prerequisite: Mathematics 211.

Differentiation and integration of transcendental functions, integration by various methods, and applications of these operations to elementary problems in mechanics and physics involving transcendental functions.

**213 / 214      Modern Algebra              [6]**

Prerequisite: Permission of instructor.

The number system, groups, rings, fields, matrices and linear

transformations, linear algebras, other algebraic systems, vector spaces, systems of linear equations, reducible polynomials, algebraic and transcendental numbers.

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**300 Introduction to Computer Programming [2]**

Prerequisite: Mathematics 101/102.

Fundamentals of the digital computer system, languages for communicating with the computer with emphasis on Fortran, coding, uses of a computer in problem solving and data processing. This course is offered each semester.

**311 Modern Mathematics for Elementary School Teachers [3]**

Prerequisite: Mathematics 101/102.

Designed to prepare the student to teach modern mathematics in the elementary school. The course aims to increase the student's knowledge, in breadth and in depth, of those areas of mathematics that are basic for elementary school teachers. It provides a good foundation of sets, the meaning of numbers and their basic operations, elementary geometry, probability and permutations. Attention is given to effective teaching.

**312 Teaching of Mathematics in Secondary Schools [3]**

Prerequisite: Mathematics 211.

A study of the field of secondary school mathematics from both quantitative and qualitative viewpoints, review of the field of high school mathematics, and adaptation of high school mathematics to student needs.

**313 Calculus III [3]**

Prerequisite: Mathematics 212.

The study of infinite series, expansion of functions, partial differentiation, maxima and minima of functions of more than one independent variable, and multiple integrals.

**314 Differential Equations [3]**

Solution of ordinary differential equations with problems in applied mathematics involving ordinary differential equations.

**325 Elementary Mathematical Statistics and Probability [3]**

Prerequisite: Permission of instructor.

Collection and classification of data, tabulation and graphical representation of data, averages, errors, measures of dispersion, the percentile method, and the normal probability curve.

**327 Projective Geometry [3]**

Point and line coordinates, principle of duality, theorems in projective geometry using both the synthetic and analytic methods. Offered in alternate years.

**400 Introduction to the Theory of Numbers [3]**

Prerequisite: Mathematics 313

Diophantine equations, congruences, theory of residues and indices, polynomials and partitions. The course also includes study of some classical problems in number theory.

**411 / 412 Advanced Calculus [6]**

Prerequisite: Mathematics 313

The study of the theory of limits, functions, and continuity; definition and meaning of ordinary and partial derivatives; definition of definite integrals, proper and improper; line and surface integrals; mean value theorems; convergence of series; power series; implicit functions.

**424 Theory of Matrices [3]**

The arithmetic of matrices (parts 1 and 2), linear transformation of the plane, determinants, vectors and inner products, matrices as operators, characteristic values and their application, matrices and abstract algebra.

**426 Introduction to Complex Functions [3]**

A study of complex numbers, complex polynomials, rational functions, stereographic projection, bilinear transformations, the function  $Z^n$  where  $n$  is a positive integer, analytic functions of a complex variable, elementary transcendental functions, and an introduction to complex integration.



## DEPARTMENT OF MUSIC

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**Professor Killingsworth (Chairman)**

**Associate Professor Carver**

**Assistant Professor Hunter**

**Instructors Meeks, Patterson, Slife, Trutzchler, Wyatt**

The purposes of the Department of Music are: (1) to provide preparation for those who intend to make music their career, whether as teachers or performers, or both; and (2) to offer courses and provide an atmosphere on the campus which will help broaden the cultural outlook of our entire academic community.

Music 215 is intended primarily for students majoring in other departments, and is an alternative requirement for a degree. In addition, majors in any department working toward the Bachelor of Arts degree may take up to eight semester hours in applied music, if their schedule of electives permits.

A major in the department may concentrate in music or in music education. Courses required for the former are: Music 111/112, 113/114, 211/212, 311, 315, 317/318, 322, 351, and 418, plus 16 semester hours of applied music. For a concentration in music education, the following are required courses: Music 111/112, 113/114, 211/212, 213/214, 311, 313/314, 316, 317/318, 411/412, 413/414, 415, 417, and 418, plus the courses prescribed for a minor in secondary education (see Department of Education and Psychology).

A minor in the department consists of 35 semester hours and includes Music 111/112, 113/114, 211/212, 315, and 317/318, plus nine semester hours of applied music.

Since special qualifications are needed for work in music, no student should consider a major or minor in this department without first consulting a departmental advisor. All majors and minors in the department are required to participate every semester in the musical organization which lies in their major performance area and to attend campus recitals. Performance standards and other regulations of the department are posted in the department office.



One credit per semester is granted for participation in the performing ensembles administered by the Department of Music. These organizations are: the Philharmonic Society, the Concert Choir, the Chapel Choir, the Band, and a madrigal group. Membership is selected by audition.

## Music Courses

{ 1st semester  
2nd semester }

### 111 / 112      **Basic Musicianship**      [6]

Study of the elements of theory, with practice in musical writing and oral dictation; simple consonances and dissonance, with easy dictation and sight singing. More difficult dictation and rhythmic problems are taken up during the second semester.

### 113 / 114      **Theory I**      [4]

Topics of study during the first semester include: intervals, scales, triads in root and inverted position, figured bases, harmonization of given melodies, and cadences. The dominant chords, secondary sevenths, regular and irregular resolutions, and modulations are studied during the second semester.

### 159      **Piano**      [1]

Group instruction, with some individual attention, for students with little or no background in piano. Recommended to music majors to gain a knowledge of piano class procedure.

### 211 / 212      **Theory II: Harmony**      [6]

Leading tone seventh chords, secondary sevenths, regular and irregular resolutions, and ninth chords—all worked from given bass or melody.

### 213 / 214      **Individual Instruction**      [2]

Individual instruction in piano, organ, voice, or wind instruments.

### 215      **Music Appreciation**      [3]

This is a non-technical course designed to increase students' knowledge and discrimination of music. Various forms from the folk song and dance to the symphony, oratorio, and opera are heard and discussed.

**252      Advanced Sight-Singing and Ear Training      [1]**

**81**

Advanced sight-singing using Sol-Fa syllables, numbers, and mono-syllables; advanced ear-training based on the principal and secondary triads and seventh chords. Further work in sight-singing and ear-training by use of modulation to both closely and distantly related keys; further work in melodic, harmonic, and rhythmic dictation and aural analysis.

**253      Strings      [2]**

Applied instruction in the fundamentals of a stringed instrument. Study of a limited repertoire for that instrument.

**263      Woodwinds      [2]**

Applied instruction in the fundamentals of four woodwind instruments: flute, oboe, clarinet, and bassoon. Study of a limited repertoire for these instruments.

**311      Theory III: Counterpoint      [3]**

Prerequisites: Music 113/114, and 211/212.

Writing of two-, three-, and four-part exercises in the prelude, choral prelude, and invention styles of J. S. Bach, with analysis of Bach works of this type.

**313 / 314      Individual Instruction      [2]**

Continuation of Music 213/214.



**Literature and Instrumental Conducting [2]**

The study of selected scores, with emphasis on baton technique, score reading, and rehearsal procedures. Thorough consideration is given to repertory from principles of interpretation and program building.

**316 Methods and Materials I [3]**

An introductory course dealing with the aims and objectives of music education in the first six grades of elementary school. Topics include: the child voice, monotones, song literature, rhythm problems, part singing, discriminative listening lessons, and the organization of materials.

**317 / 318 Music History and Literature [6]**

The history of music in the Western world from its beginning to the present. During the first semester, attention is given to the development of music in the early Christian church, the music of the Middle Ages, and the development of modern musical art. Second semester study is focused on the pre-classic, classic, romantic, and modern composers.

**320 Music for the Elementary School Child [3]**

A critical study of the musical needs of the child, with emphasis on rhythmic development, dramatic play, listening, appropriate song repertory, music reading, part-singing, and beginning instrumental instruction.

**322 Theory IV: Form and Analysis [2]**

Dissection of Binary and Ternary forms into periods, phases, motives and figures, with special attention to rhythms and cadences. Analysis of dance and song forms of all types. Themes with variations showing the many ways of motive development. Definitions, analysis of large forms: fugue, sonata, rondo, concerto, symphony, oratorio, cantata, mass, and opera.

**351 Theory V: Composition [2]**

Prerequisites: Music 111/112 and 113/114.

Forms of musical composition, including the two-part song form, the three-part song form, song form with trio, the three renodo forms, the sonatina, the sonata forms, and the irregular forms.

**352 Church Music [2]**

An examination of the principles and practical problems of music used in the church service, with emphasis on hymns of various historical periods.

**353 The Symphony [2]**

An analysis of the symphony, with attention to the historical and aesthetic background of this musical form.

**354      Brasses      [2]**

Applied instruction in the fundamentals of four brass instruments: cornet or trumpet, trombone, French horn, and tuba. Study of a limited repertoire for these instruments.

**356      Percussion Instruments      [2]**

Rhythm drills, rhythmic dictation, and technical proficiency in the use of all percussion instruments.

**359      Voice      [2]**

Applied instruction in the fundamental processes of breath control and tone production. Study of standard song literature.

**411 / 412      Orchestration and Band Arranging      [4]**

Prerequisite: Music 211/212.

Study of arranging for school orchestras and bands. Range, transposition of instruments; training to meet problems that may arise in directing school musical organizations.

**413 / 414      Individual Instruction      [4]**

Continuation of Music 313/314.

**415      Methods and Materials II      [3]**

A study of methods and materials suited to the junior and senior high school chorus and glee club. Other topics considered include: the adolescent voice, voice testing, music theory, and music appreciation.

**417      Choral Literature and Conducting      [2]**

The essentials of choral conducting, problems of enunciation, intonation, tone production, and choral style. Study of selected choral works covering the period from the Renaissance to the present.

**418      Senior Recital      [1 or 2]**

Presentation of a public recital of 45 to 60 minutes in length. Required of voice and instrument majors.



## DEPARTMENT OF PHYSICS

**Professor Puri (Chairman)**  
**Instructors Bush, Wise**

The Department of Physics seeks to provide the student with an understanding of the principles governing the behavior of the physical universe and to develop in the student an appreciation of the scientific method and its application to the technological problems of today. The department offers a major for students preparing for a career in teaching or research and a minor for those seeking an understanding of basic physical principles and their relationship to their own scientific disciplines.

A candidate for the Bachelor of Science degree in Physics is required to complete successfully 36 semester hours of course work in the department. The following courses are ordinarily prescribed: Physics 111, 112, 211/212, 311/312, 322, 411/412, 421, 431, and 432. The passing of a comprehensive examination is required of majors prior to graduation.

A minor consists of 21 semester hours, including Physics 111, 112, 211/212, 322, and 431.

{ 1st semester  
2nd semester }

## 102      **Physical Science Survey (Physics, Chemistry, Astronomy, and Geology)**      [3]

Basic mathematical concepts, Galileo and free fall, motion and force, the solar system, universal gravitation, Newton's work, energy and heat phenomenon, electricity and magnetism, the "New Science", matter, classification, atomic structure, the earth and its materials, some geological phenomena, the philosophy and history of science. (Offered through Cooperative General Science Project.)

## 111      **General and Modern Physics I**      [4]

Prerequisite: Three units of high school mathematics, including algebra and trigonometry.

A lecture and laboratory course for students who want a background in physics. Introduction to the basic principles in physics of mechanics, heat, and sound. Three hours lecture, three hours laboratory per week.

## 112      **General and Modern Physics II**      [4]

Prerequisite: Physics 111.

Introduction to the basic principles in physics of electricity, magnetism, optics, and atomic physics. Three hours lecture, three hours laboratory per week.

## 211 / 212      **Intermediate Physics**      [6]

Prerequisite or corequisite: Mathematics 211.

Continuation of Physics 111, 112. This course is designed to bridge the gap between the introductory courses and advanced work for students planning to major or minor in physics.

## 311 / 312      **Mathematical Physics**      [6]

Prerequisite: Physics 211/212; prerequisite or corequisite: Mathematics 211, 212.

Convergence of infinite sequence and series; uniform convergence; complex variables, functions, and region; conformal mapping and application to solution of two-dimensional potential problems; Fourier series and integrals; vector analysis; second-order ordinary differential equations; adjointness and boundary-value integral theorems; series-method solutions and regular singular points; Legendre and Bessel functions; classification of second-order partial differential equations; integral equations and Sturm-Liouville theory. Applications to solutions of problems in potential theory, wave motion, and heat conduction.



**Electronics**

[3]

Electron emission and its application to small signal rectification, modulation, and detection; oscillator and pulse circuits; differentiating and integrating circuits; introduction to transistor electronics.

**Optics**

[4]

Prerequisite: Physics 311/312.

Geometrical optics, plane surfaces, lenses and mirrors, lens aberrations, optical instruments; physical optics; interference diffraction, polarization, gratings, spectra, light, and quantum physics. Laboratory work required in the area of optics or a related field.

**Electricity and Magnetism**

[6]

Prerequisite: Physics 311/312.

An introduction to the mathematical theory of electrostatics and electromagnetism; errors and precision measurements, magnetic properties of matter, transient and alternating currents, and circuit elements; motion of charged particles in magnetic and electric field, Maxwell's equations and electromagnetic waves. Three hours lecture, three hours laboratory per week.

**Theoretical Mechanics**

[3]

Prerequisite: Physics 311/312.

A vector calculus approach to fundamental concepts of mechanics and applications to physical systems of particles, including rigid bodies. Topics include: Kinematics, particle dynamics, rigid body motion, moving coordinate systems, Lagrangian and Hamiltonian-Jacobi theory.

**Introduction to Quantum Physics**

[3]

Prerequisite: Physics 421.

Concepts of wave-particle duality, Heisenberg's uncertainty principle, and Schroedinger's wave equation with applications to potential problems, to the hydrogen atom, and to atomic spectra. First order perturbation theory, spin orbit interaction, and particle theory.

**Thermodynamics and Kinetic Theory of Gases**

[3]

Prerequisite: Physics 311/312.

The basic laws of thermodynamics and their application to heat, work, states, and change in phase. Entropy, kinetic theory, distribution functions, and Maxwell Boltzmann statistics.

**Atomic and Nuclear Physics**

[3]

Prerequisite: Physics 421 or 422.

A basic study of atomic and nuclear physics, with emphasis on the experimental foundations of these subjects. Topics of study include: theory of relativity, atomic theory of matter,

Rutherford scattering, photo-electric effect, production and characteristics of X-rays, introductory quantum mechanics, atomic spectra, natural radioactivity, beta decay, alpha decay, disintegrations of nuclei, fundamental particles and particle accelerators.

**433 Seminar [1]**

A weekly discussion of topics in contemporary physics. Visiting scientists participate in discussing current research or topics of interest to students.

**441 Solid State Physics [3]**

Prerequisite: Physics 422.

Conduction theory, binding energy levels and other properties of conductors, semiconductors, dielectrics, and magnetics.

**442 X-Ray Diffraction [3]**

Prerequisite: Permission of department chairman.

The history and development of the principles of X-ray in medicine, chemistry, and physics; production and properties of X-rays; Bragg law and crystal structure; diffraction techniques, diffractometer measurements, X-ray spectra, scatterings, chemical analysis, and stress measurements.

**444 Independent Study or Research Project [1]**

Prerequisite: Permission of department chairman.

Students are provided an opportunity in this course to engage in independent reading and/or laboratory investigation on topics of special interest under faculty supervision. Periodic reports are required.



## DEPARTMENT OF RELIGION AND PHILOSOPHY

**Professor Rogers (Chairman)**

**Associate Professor Jackson**

**Instructors Charland, Ross**

The Department of Religion and Philosophy is concerned that every student becomes acquainted with the fundamental and foundational aspects of human existence, especially as expressed in the Judaeo-Christian religion and Greek philosophy. Hence the requirement that all degree candidates take Religion-Philosophy 101/102. In addition to courses primarily for majors in the department, a variety of offerings are available for students in other departments who seek greater understanding in the fields of religion and philosophy.

A major in the department, leading to the Bachelor of Arts degree, consists of 30 semester hours and a minor of 20 semester hours, both including Religion-Philosophy 101/102. With departmental approval, a student may concentrate in either religion or philosophy. Required courses are determined by the department on an individual basis, according to the student's preparation and interests.

### Religion and Philosophy Courses

{ 1st semester  
2nd semester }

#### 101 / 102      **Survey of Religion and Philosophy** [6]

A critical study of Biblical Christian history, literature, and thought from the perspective of basic problems in philosophy. Consideration of the role of religion and philosophy in Western culture.

#### 211      **Life and Teachings of Paul** [3]

Paul's life and teachings as revealed in the Book of Acts and his Epistles.

**212 Life and Teachings of Jesus [3]**

A study of the synoptic gospels and the Gospel of John.

89

**221 Introduction to Philosophy [3]**

An introductory course, prerequisite to subsequent courses in philosophy, in the nature and method of philosophy. Analysis of some typical philosophical problems.

**231 / 232 History of Philosophy [6]**

Reading and discussion of representative works by the major philosophers, with consideration given to their influence.

**311 Introduction to the Eighth Century Prophets [3]**

The teachings of the great 8th century prophets, viewed from the perspective of their background and social environment.

**312 World Religions [3]**

The origin and development of religions and their guiding principles.

**322 Philosophy of Religion [3]**

A critical study of some of the major aspects of religious experience from the perspective of the psychology of personality, with emphasis on the nature of religious experience. Consideration of the practical application of psychological research by the religious worker.



- 331 Elementary Ethics [3]**  
The origin and development of moral ideas, followed by a critical analysis of modern ethical theories. Analysis of the social order from the standpoint of personalistic ethics.
- 342 Modern Christian Ideas and Beliefs [3]**  
Consideration of the province of theology, basic doctrines of Christianity, and the major schools of theological thought.
- 351 Philosophy of Education [3]**  
The historical background, function, and schools of thought in the philosophy of education.
- 352 Religion in Culture [3]**  
An historical study of the relationship of religion to culture in both the Eastern and Western traditions, with emphasis on such contemporary thinkers as Tillich, Barth, and Bonhoeffer.
- 411 Philosophy of Religion [3]**  
A critical examination of the philosophies competing for recognition in Western societies.
- 412 Introduction to Religious Education [3]**  
The underlying principles and objectives of Christian education, including analysis of experiences, desired outcomes, methods and procedures, organization and administration.
- 421 Logic and the Scientific Method [3]**  
A study of argument and proof, the detection of fallacies, an analysis of syllogisms and dilemmas. Consideration of the nature of the scientific method. Typical life situations subjected to logical analysis.

**Professor Sweat (Chairman)**  
**Associate Professor Green**  
**Assistant Professors Burress, Fishman**  
**Instructors Davis, Moore**

Through the social sciences, the student is brought into scientific touch with the most significant forces which mold human civilization and is given insight into the roles which the individual and the group play—and have played—in the development of social life. The department seeks to develop in students an understanding and appreciation of historical, political, economic, and sociological factors which contribute to the development of group life.

Courses in history, political science, sociology, and geography, as well as an interdisciplinary survey course, are taught in the Department of Social Science. Majors and minors in the department may concentrate in history, political science, or sociology. A program to prepare high school teachers of social studies also is offered.

A candidate for the Bachelor of Arts degree majoring in Social Science with a concentration in history is required to take 27 semester hours in history, including History 113/114, 213/214, and 422. Economics 250 and Political Science 219 also are required. A minor consists of 18 semester hours and must include History 113/114 and 213/214.

Students concentrating in political science are required to take 27 semester hours in political science courses, which must include Political Science 219, 220, 313, and 316. History 113/114 and 213/214 and Economics 250 also are required. A minor consists of 18 semester hours and must include Political Science 219, 220, and 311.

A concentration in sociology requires 24 semester hours of sociology, including Sociology 215, 216, 315, and 415. Also required are History 113/114 and 213/214, Economics 250, and Political Science 219. The 18 semester hours for a minor must include Sociology 215, 216, and 315.



Prospective teachers of social studies take 21 semester hours of history, including History 113/114 and 213/214, three semester hours of geography, and a social science "core" program consisting of Economics 250, Political Science 219, and Sociology 215.

Majors and minors in the department are cautioned to obtain prior approval of electives. Although considerable latitude is permitted, not all courses are acceptable in meeting the requirements of the department.

## Department Courses

{ 1st semester  
2nd semester }

### 101 / 102      **Survey of the Social Sciences** [6]

An introduction to the materials of the social sciences and to general social concepts, with attention to their historical background. The course traces the evolution of contemporary civilization through its historical, economic, political, and sociological phases, and introduces the student to the scientific analysis of some contemporary problems. (Does not count toward the major or minor.)

### 351              **Principles of Geography** [3]

A study of climate, relief, location, mineral resources, water-power, soils, and other environmental conditions.

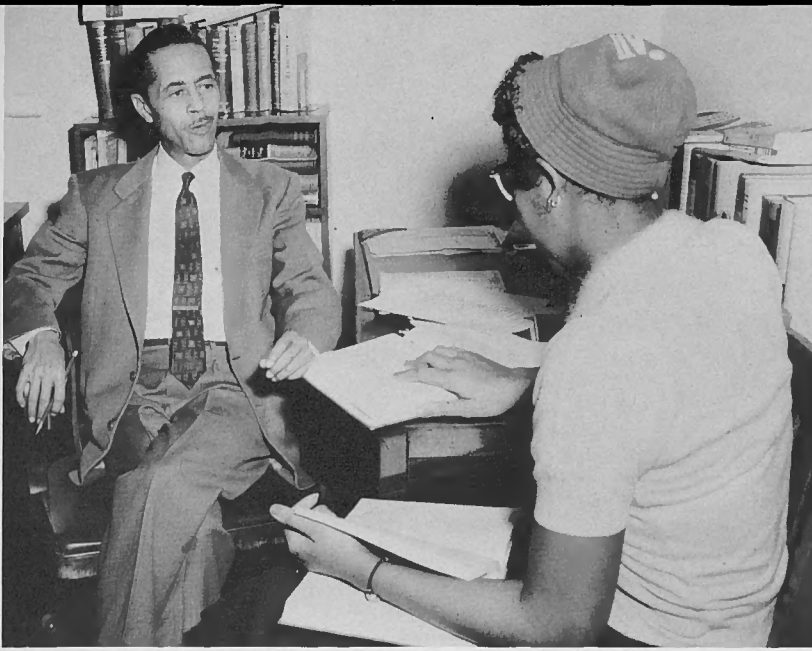
### 352              **Human Geography** [3]

The geographic background of the modern world, the setting and effects of the movement of peoples, and man's adaptation to both his geographical and social-cultural environment. Attention is given to the geographical influences on man's cultural development and to the conservation of natural and human resources, particularly in America.

## History Courses

### 113 / 114      **History of Western Civilization** [6]

A broad survey of the development of Western civilization from earliest times to the present, with emphasis on the social, political, economic, and cultural trends and movements which have produced modern civilization. This course is a prerequisite to all other courses in history for majors.



**213 / 214      American History      [6]**

The social, political, and economic development of American life and institutions, with special attention given to the development of American nationality. The first semester covers the period 1492-1865; the second semester, the period 1865 to the present.

**311      Medieval History      [3]**

Prerequisite: History 113/114.

A study of the history of Europe from the disintegration of the Roman Empire through the 14th century, with emphasis on the church, the self-governing town, and feudal society.

**312      Modern European History      [3]**

Prerequisites: History 113/114 and 311.

A critical analysis of the factors which have produced modern European civilization. Major attention is given to commercial expansion, religious conflicts, the effects of French social upheavals, industrialization, and the development of nationalism and democracy.

**317      Civil War and Reconstruction      [3]**

The economic, social, and political causes of the Civil War are critically examined and an attempt is made to relate the social changes which grew out of the war and the Reconstruction period to present conditions.

**319      Twentieth Century United States History      [3]**

An historical analysis of the United States as a world power, with attention given to aspects of the American experience in the areas of economy, politics, social arrangements, and ideals.

**422 Negro History [3]**

Prerequisite: History 213/214.

The development of the Negro in his American environment, with emphasis on the role of the Negro in American civilization. Major attention is given to contemporary problems.

**423 / 424 English History [6]**

The history of England from earliest times to the present, with emphasis on the factors which have molded English nationality.

## Political Science Courses

**219 Introduction to Government [3]**

An introductory course which seeks to provide the student with a basic understanding of the political process in the United States. Attention is given to the nature of the state, law and authority, the role of government, and the rights and duties of the individual. Reference is made also to the role of the electorate and political parties, the legislative process, public opinion, the concept of the "public interest," foreign policy and national fiscal policy.

**220 State and Local Government [3]**

A systematic comparative analysis of the politics of state and local governments in the United States. Topics for study include: the distribution of governmental powers, constitutional issues, the political process, the legislative process, executive and administrative functions, and the judiciary.

**311 History of American Political Thought [3]**

The development and significance of the political ideas that have influenced the institutional growth of the American system of government.

**312 Contemporary Political Thought [3]**

A critical evaluation of the nature of the political community, power, justice, and law in the contemporary world. The course includes study of such political doctrines as socialism, communism, fascism and national socialism, liberalism, nationalism, political Catholicism, conservatism, democracy, syndicalism, and anarchism.

**313 Comparative Government: Democratic Political Systems [3]**

Contemporary democratic systems are analyzed in terms of dynamics, interaction, and evolution. Attention is given to national ideas, institutions, class structure, press groups, political parties, electoral systems, and domestic and foreign

**314 Comparative Government: Totalitarian Political Systems [3]**

An analysis of salient aspects of the totalitarian state, including leadership, ideology, the revolutionary party, the use of terror, control of mass communication, economic controls, and the problem of resistance. The political systems of the U.S.S.R. and Nazi Germany are studied. In addition, attention is given to the impact of modern mass movements on underdeveloped nations.

**316 International Politics [3]**

An introduction to the study of international relations. Attention is given to theories of international politics, international organization, law, and diplomacy. The approach is interdisciplinary.

**452 American Foreign Policy [3]**

An analysis of the formulation and execution of American foreign policy, as well as of its purposes and trends. Attention is given to the historical background, economic and political factors, national and international determinants, the instruments of policy execution, and major current problems.

**457 Seminar [1]**

Students in this course discuss assigned readings and present critical papers on selected topics in political science.

**458 Basic Factors in American Politics [3]**

The social, political, and economic bases of American political action, with attention to the historical and ideological factors which have influenced American politics. Topics of study include: the effects of technology and urbanization, the relationships between political parties, group behavior, and public opinion.

**461 History of Political Thought: Political Theory from Plato to Machiavelli [3]**

Leading topics of study and discussion are the successive influences upon political theory of Greek thought, the Old and New Testaments, the Roman doctrine of natural law, church and state in the Middle Ages, Machiavelli, and the emergence of the modern state. (Offered at Morehouse College.)

**462 Modern Political Theory: From Machiavelli to the Present [3]**

A study of the results of the Reformation and the Industrial

Revolution on political thought. Critically examined are the political philosophies of Hobbes, Locke, Montesquieu, and Rousseau, and some attention is given to Social Darwinism and communism. (Offered at Morehouse College.)

**481 Systematic Political Analysis [3]**

This course is concerned with general, partial, and integrative approaches to empirically oriented theory and with analysis of the methodological task of theory construction.

**495 Problems in Political Science I [3]**

Prerequisite: Permission of instructor.

Students in this course have an opportunity to engage in independent reading and to apply theory to empirical research.

**496 Problems in Political Science II [3]**

Continuation of Political Science 495.

## Sociology Courses

**215 Introduction to Sociology [3]**

A study of the social structure, its organization and functions, and the basic factors involved in social change.

**216 Introduction to Anthropology [3]**

Prerequisite: Sociology 215.

The origins and development of the human race and human cultural institutions. The student is acquainted with problems and methods of racial classification, the development of religious practices, language development, and the origins of some social institutions.

**315 Social Psychology [3]**

Prerequisites: Sociology 215 and three semester hours in psychology.

A study of the individual's interaction with his social environment and the mutual effects of this interaction.

**351 Urban Sociology [3]**

A study of the forces which shape the city. Effort is made to identify the determinants of various forms of social behavior characteristically found in the city. The aim of the course is to show the urban citizen how to adjust to and exercise control over city conditions.

**352 The Family [3]**

Prerequisites: Sociology 215 and 216.

An analysis of the modern family from the standpoint of the personal development of its members and the mores of the community. Emphasis is placed on problems in marriage, divorce, desertion, illegitimacy, the status of women, and youth guidance.

**356 Social Problems [3]**

Prerequisite: Sociology 215.

A critical study of population problems, poverty, crime, insanity, disease, dependency, family disorganization, and other social maladjustments, with suggested methods of amelioration. Special attention is given to the social pathologies of the Negro.

**415 Social Statistics [3]**

An introduction to descriptive and inferential statistics with applications for psychological, sociological, and business data.

**422 Racial-Cultural Relations [3]**

Prerequisite: Senior standing.

A survey of problems arising from the contact of peoples of differing race and/or culture, with emphasis on contemporary American problems in this area.

**459 Introduction to Social Research [3]**

Prerequisite: Sociology 215.

The central methodological issues and current methods of inquiry in social research. The student is required to develop and carry out an elementary research project.

**465 / 466 Social Relations [6]**

This course is organized as an experimental seminar in intergroup relations with extensive field work required. The basic methodology is an examination of the quality and the character of relationships between selected social groupings with relatively discrete identities.



**DEPARTMENT OF SPEECH AND DRAMA**

**Instructors Hawk (Acting Chairman),  
McNair, Pellman**

The Department of Speech and Drama provides general and specialized training in speech and, in cooperation with Spelman College, in drama. Beginning with the academic year 1967/68, the department will offer a major in drama, in addition to the minor in speech and in drama.

A major in drama, leading to the Bachelor of Arts degree, consists of 24 semester hours above the introductory speech course. Speech-Drama 102, in lieu of 101, is recommended to both majors and minors. A minor in drama consists of 18 semester hours above the introductory speech course.

Courses required of drama majors include Speech-Drama 211, 217, 311/312, 313, 314, 411, 412, and 448. English 319 also is a requirement. Electives in drama include Speech-Drama 212, 315, 413, and 418.

The prescribed courses for a minor in drama are Speech-Drama 211, 217, 311/312, 313, 314, and 448.

Drama majors and minors are required to put at least four hours per week in technical production without credit and must direct a one-act play each year that they are registered in the department.

Students interested in drama are afforded many opportunities to gain practical experience. In addition to numerous college theatre groups, which do not generally restrict participation to their own students, Atlanta has several professional and semi-professional theatre companies, which are eager for new talent, both on and off-stage. The Clark College Playhouse, widely regarded as one of the most vital college groups in the city, is described elsewhere.

The minor in speech consists of 18 semester hours above the introductory speech course. One hundred clock hours of non-credit clinical practice is required, in addition to the following courses: Speech-Drama 213, 214, 215, 216, 217, 316, and 447.



## Speech and Drama Courses

{ 1st semester  
2nd semester }

### 101      **Fundamentals of Speech**      [3]

A beginning course in the principles of oral communication; emphasis is placed on voice and diction, phonetics, and principles of group discussion and public speaking.

### 102      **Oral Interpretation**      [3]

A study of good speech practice as it affects the art of acting. Through scenes, memorized and acted each week, the student is given a sound technical basis for the oral interpretation of the play.

### 211      **Introduction to the Theatre**      [3]

A preliminary course designed to acquaint students with the art of the theatre.

### 212      **Technical Production**      [3]

An introduction to the physical theatre, the stage, building of scenery, lighting, sound, music, and special effects.

### 213      **Public Speaking**      [3]

A beginning course offering experience in the composition, delivery, and criticism of public speeches.

- 214 Voice and Diction [3]**  
 Analysis of each student's voice with directed exercises for improvement of voice quality, flexibility, projection, articulation, and standards of good diction in conversation and professional speech.
- 215 Argumentation and Debate [3]**  
 An introduction to fundamental theories and practice in the strategies of formal public debate.
- 216 Debate Practicum [3]**  
 Experience in formal public debate through participation in the college's intercollegiate debate schedule.
- 217 Clinical Speech [3]**  
 The techniques employed in the examination and diagnosis of speech and voice disorders are studied. Therapy for the various disorders is prescribed.
- 311 / 312 Development of the Drama [6]**  
 The development of the drama and the theatre from the classic Greek period through the late 19th century.
- 313 Play Production Methods [3]**  
 The director's approach to a play through the use of basic principles, movement, pantomime, composition, picturization, and rhythm. Drama majors are required to direct a one-act play and a pantomime.
- 314 Play Directing [3]**  
 A course in fundamental techniques of play directing. Theory and practice of play analysis, casting, blocking and designing the action, methods of rehearsing, dramatic composition, tempo, and climax building.
- 315 Styles of Acting [3]**  
 The techniques of acting, character analysis, creative pantomime, voice and diction, and interpretation.
- 316 Phonetics [3]**  
 Study of the sounds of English based on the International Phonetic Alphabet. Speech standards and regional deviations are analyzed.
- 411 Scene Design [3]**  
 The history of scene design from the Renaissance to the present. The student is required to either free-draw or build in miniature sets representative of the various schools. The final

project consists of designing a complete play approved by the instructor.

101

**412 Costume Design [3]**

A history of costume design throughout the ages. The student is required to present, either through drawings, tracings or cut-outs, with color indications, a costume plot for at least five principal characters from a play representative of a period studied.

**413 Playwriting [3]**

A study of the mechanics and techniques of play structure through the analysis of representative writers. Each student is required to write an acceptable one-act play to fulfill the requirements of the course.

**417 Contemporary Drama [3]**

A survey of modern European, British, and American drama as it has evolved from Ibsen to the present.

**418 Theory of Drama [3]**

A survey of the major theories of the drama from Aristotle to the contemporaries. Previous courses in philosophy and literature are recommended.

**446 Speech Correction for the Classroom Teacher [3]**

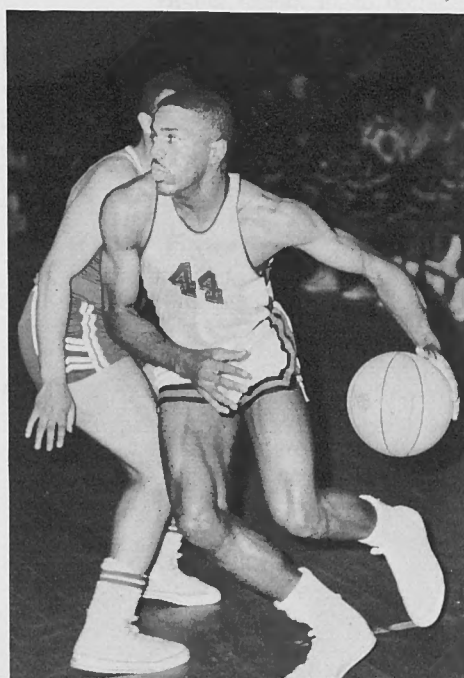
Speech and language development, survey of speech and hearing problems, and training procedures, particularly those appropriate for classroom teachers.

**447 Seminar in Speech [0]**

A course in research methods for students preparing to enter graduate school. Required of all speech minors.

**448 Seminar in Drama [0]**

A course in research methods for students preparing to enter graduate school. Required of all drama majors and minors.



# campus life

Campus life is planned as both an extension of, and a respite from, the formal curriculum. Recognizing that students do not—and should not—all share the same interests, and that it is not the function of a college to impose a cultural mold upon students, the variety of campus activities is almost endless and participation is always voluntary, except—there are always caveats—that some departments may require their majors to attend certain events. This means, in effect, that at Clark students are free to love or loathe classical music, modern dance, intercollegiate football, or what have you, without onus.

## **Student Government**

Although colleges are traditionally hierarchical in structure and Clark is no exception, students share in many decision-making areas. The Student Government Association (its annual election of officers gets rather heated sometimes, indicating the vitality of the organization) speaks for Clark students (or at least those who voted for the winning slate). SGA officers together with the presidents of all chartered student organizations compose the Student Council, which is the executive arm of student government. The council represents the student body in its formal relations with the administration, faculty, other institutions, and public. Through this organizational structure, both students affiliated with campus organizations ("joiners") and the unaffiliated ("loners") can make their opinions and desires known—and



listened to. The dormitory councils and the Men's and Women's Student Associations also, within restricted spheres, speak for Clark students.

The objective of these organizations is not, as one might conclude from campaign oratory, to replace the board of trustees and administrative officers, but to contribute to the continuous improvement of the college. The views of students on this score are considered invaluable at Clark.

### **Religious Life**

Clark is more closely linked to The Methodist Church than the customary phrase "church related" sometimes implies. It is through and through a Methodist college. Despite this—or perhaps precisely because of it—the college does not seek to proselytize. Its students and faculty represent many faiths, and in some cases, possibly no faith. However, it is hoped that all are guided by devotion to the reformed tradition of free search for truth. It is in this spirit that the college ministry conducts its mission, seeking always to find in the Christian faith relevance to modern life and current issues.

Many opportunities are provided on campus for formal and informal worship, or a combination of both. Increasingly, new (and frankly experimental) means are employed to make worship meaningful to students. These include the use of films, classical and modern music, the dance, drama, and graphic arts. In addition, serious discussion of ethical and philosophical questions is encouraged through organized "bull sessions" in the dormitories and through an aptly-named campus-wide organization, known as the Freethinkers. The traditional campus religious organizations, such as the Young Men's Christian Association and the Young Women's Christian Association, also exist at Clark, but the focus of the college ministry has shifted in recent years from these relatively small committed groups to the larger campus community.

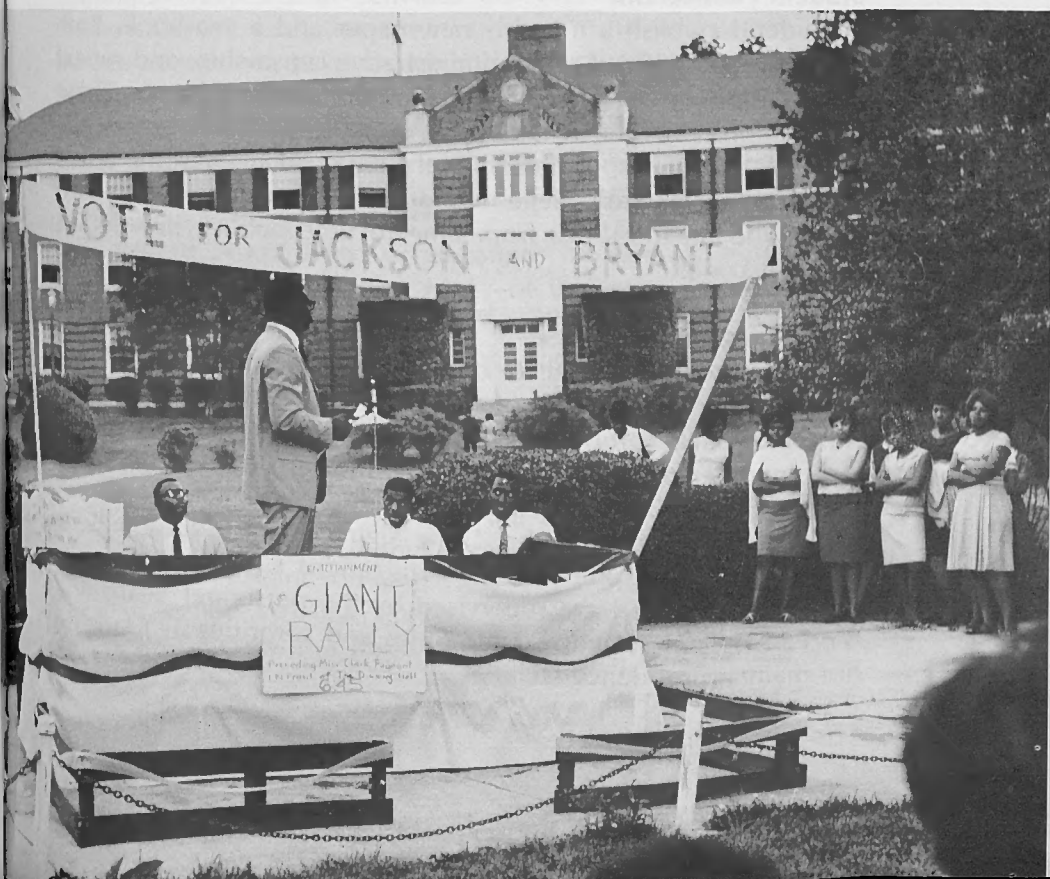
Worship also takes the form of service to fellowman, and students are guided by the college ministry to religious and social agencies off campus which need their talents. Opportunities for meaningful service are almost unlimited in a city as large as Atlanta.

## Cultural Activities

105

Mention has already been made (see Introduction) of the many cultural events offered in the Atlanta University Center. Clark contributes its full share. Artists and scholars of note are presented by the college on a regular schedule throughout the academic year. Two campus organizations deserve special mention because of their widely recognized merit. The Philharmonic Society, the college's principal singing group, has received acclaim both at home and on tour. The Clark College Playhouse is one of the most important campus theatre groups in the city and, indeed, in the region. The quality of its productions often approaches professional excellence. (Students may receive credit for participation in both groups.)

The city of Atlanta offers many opportunities for cultural enjoyment and enrichment. There is a symphony orchestra in the city, as well as a community orchestra and chorus. Atlanta also has a ballet company and a light opera company. The Metropolitan Opera comes to the city every year and visiting artists of international reputation are presented throughout the year. In theatre, Atlanta is probably the most ambitious city of its size. In art, on the





other hand, it probably lags, although there is one museum, as well as a number of small commercial galleries. Clark students are encouraged to make full use of all the city's facilities.

### **Student Publications**

Students publish a monthly newspaper and a yearbook. Both are published without prior administrative censorship, and reflect student opinion (or at least the opinions of the editors). These publications provide, it is hoped, valuable editorial experience and practice in responsibility. Both, *faute de mieux*, are called *The Panther*, for the college mascot. In addition, various departments and organizations from time to time publish newsletters and magazines.

### **Fraternities and Sororities**

Despite continuing debate on the merits (or inanities, depending upon one's viewpoint) of campus fraternal organizations, the fraternities and sororities on Clark's campus attract a relatively large number of students. The fraternities are Alpha Phi Alpha, Kappa Alpha Psi, Omega Psi Phi, and Phi Beta Sigma; the sororities are Alpha Kappa Alpha, Delta Sigma Theta, Zeta Phi Beta, and Sigma Gamma Rho. These organizations each have a faculty or staff advisor and are supervised by the personnel deans and the Pan-Hellenic Council. Fraternities and sororities at Clark do not maintain residence facilities.

## **Athletics**

Another area of perennial debate (welcomed at Clark) involves intercollegiate athletics. For many years, Clark has been something of a power in both football and basketball. (The oldest photograph extant of a Clark athletic contest shows a football game played against Morehouse in 1920. Plus ça change, plus c'est la même chose: Clark won 21-0.) Despite the critics, therefore, intercollegiate athletics are well entrenched at Clark. Besides football and basketball, there is competition in tennis, track, and golf. A voluntary intramural program provides recreation and exercise for both men and women.

## **Debating**

The debate team participates in a full season of competition with major colleges and universities of the eastern half of the country. In a given year, the team may debate in tournaments from Massachusetts to Texas. Exhibition debates with local colleges and with touring debate teams are held on campus from time to time. All students are eligible to try-out for the team.

## **Student Center**

Campus recreational activities are organized mainly by the Student Center. Activities are mostly of the fun-and-games type, but do sometimes have an adventitious relationship to the intellectual life. It is reasonably safe to say, however, that students will find near-complete respite from the rigors of the curriculum in the Student Center. This is its purpose.

## **Clubs**

There are 24 chartered organizations on campus and innumerable special interest clubs. Many of the latter reflect departmental objectives, but some (like the North Eastern States Club) have more obscure purposes. Among these organizations, nearly every student will find one or more of interest to him. All provide valuable opportunity to lead and—equally important—to follow.

## **Regulations**

Some utopian philosophers to the contrary notwithstanding, communities—even academic communities—must have regulations in order to function effectively. The regulations that govern community life at Clark College are published in the Student Handbook. A copy may be obtained from the Office of the Dean of Students.





# expenses

Like the vast majority of students in both private and public colleges, those at Clark pay only a part of the cost of their education. The proportion varies from year to year from 45 to 51 percent of actual cost. Tuition paid by students is used for instructional purposes only—never for the construction of buildings, maintenance, or auxiliary services. For the remainder of its operating budget, the college depends upon contributions from The Methodist Church and its agencies, the United Negro College Fund, alumni, and friends—both individual and corporate. Income from endowment also provides some funds. Those desiring to provide for actual instructional costs are encouraged to double the tuition charge. Such a contribution on the part of those who can afford it may provide a partial solution to the financial strain faced by all colleges.

## Basic Costs

For the academic year 1967/68, the following charges will be made:

	Resident	Non-resident
Tuition . . . . .	\$ 750	\$750
Fees . . . . .	115	115
Room . . . . .	180	
Board . . . . .	423	
Laundry . . . . .	38	
Total . . . . .	\$1506	\$865



The \$115 charge for fees includes the library, cultural events, health, laboratory, student publications, and athletic fees. All full-time students pay the same amount.

### Special Fees

Other than for books and personal needs, a student will have few college-connected expenses besides the basic costs. Fees not included in the preceding schedule are:

Hospitalization insurance, per year . . . . .	\$13
Late registration	
First day . . . . .	5
Each day thereafter . . . . .	2
Change of registration, per course change . . . . .	1
Make-up examination, each . . . . .	1
Applied music, per semester	
One course . . . . .	40
Two courses . . . . .	65
Group classes . . . . .	20
Graduation, including Graduate	
Record Examination . . . . .	22
Transcripts, each after the first . . . . .	1

Hospitalization insurance, which is provided at low group rates, is required of all students, resident and non-resident alike. The premium, determined by actuarial experience, may vary slightly. Hospitalization and applied music fees are payable at the time of registration.

In addition to the stated fees, the college has the right—in-  
deed, the obligation—to add to a student's bill the cost of re-  
placing any college property maliciously damaged or destroyed.

### Part-time Students

A student is classified as part-time if he is registered for less than 12 semester hours of course work, provided he is not a senior who has heretofore been classified as full-time. (This distinction is discussed under "Classification" in the chapter on Curriculum.) The part-time tuition rate is

Per semester hour . . . . .	\$31.25
Fees are charged on the following proportional basis	
1-3 semester hours . . . . .	\$11
4-7 semester hours . . . . .	\$30
8-11 semester hours . . . . .	\$57.50



### **Deposit**

Both new students and previously enrolled students are required to pay a deposit of \$25. This deposit is credited to the student's account, but is not refundable nor applicable to another registration period. It is to be paid by new students upon notification of admission and in no event later than August 1 for first semester admission or January 15 for second semester admission. A late fee of \$10, which is not credited to the account, is assessed after these dates. Failure to pay the deposit may result in revocation of admission. Previously enrolled students should pay the deposit before leaving the campus at the end of the school year and in no event later than June 15. Dormitory reservations are not binding until the deposit has been paid. No scholarship, loan, or other award may be applied to this charge.

### **Terms of Payment**

Tuition and fees are payable on a semester basis and are due at the time of registration. Room, board, and laundry charges may be paid in monthly installments. Thus, a full-time resident student must have a minimum credit to his account of \$543 when he registers. The required balance for a full-time non-resident student is \$432.50. The schedule of payments follows:

## FIRST SEMESTER

	Resident	Non-resident
Due upon entrance		
Tuition . . . . .	\$375	\$375
Fees . . . . .	57.50	57.50
Room, board, laundry . . .	110.50	
Total due upon entrance . .	\$543	\$432.50
Room, board, laundry		
Due October 31 . . . . .	\$ 70	
Due November 30 . . . . .	70	
Due December 31 . . . . .	70	
	\$753	\$432.50

## SECOND SEMESTER

Due upon entrance		
Tuition . . . . .	\$375	\$375
Fees . . . . .	57.50	57.50
Room, board, laundry . . .	110.50	
Total due upon entrance . .	\$543	\$432.50
Room, board, laundry		
Due March 1 . . . . .	\$ 70	
Due April 1 . . . . .	70	
Due May 1 . . . . .	70	
	\$753	\$432.50

Payment of expenses before the registration period will eliminate many inconveniences and the possibility of registration being delayed. Students may not begin course registration or take possession of dormitory rooms until a permit has been issued by the Business Manager. Similarly, students may not take their semester examinations until their accounts are paid to date. All payments should be sent by check or money order directly to: Office of the Business Manager, Clark College, Atlanta, Georgia 30314.

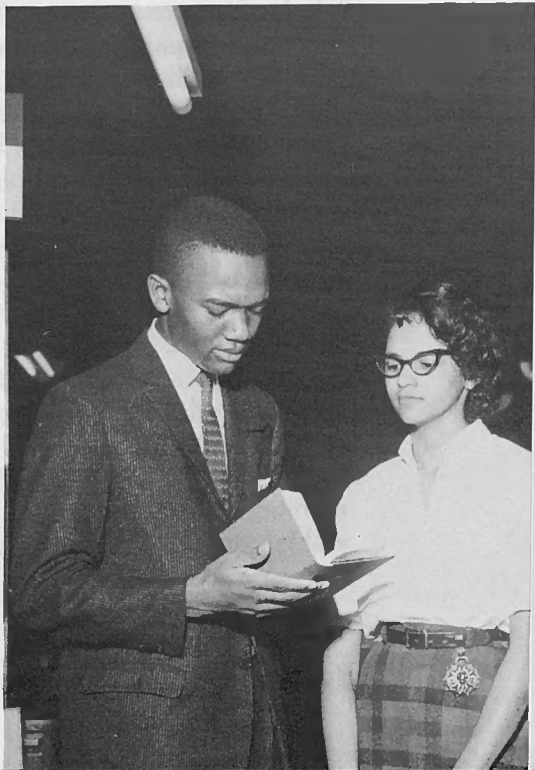
Parents are requested not to send remittances for the personal use of students to the Business Manager.

**Refunds**

A student who officially withdraws from the college during the first five weeks of a semester is entitled to a partial refund of tui-

tion for that semester and pro rata refund of other charges, except that room, board, and laundry for a full month is charged after the 20th of the month. Refund of tuition is made as follows:

Withdrawal	Refund
Within two weeks . . . . .	80%
Between two and three weeks . . . . .	60%
Between three and four weeks . . . . .	40%
Between four and five weeks . . . . .	20%
Thereafter . . . . .	None



## FINANCIAL AID

Clark seeks, within the limits of its own resources and those available from public and private sources, to provide the financial assistance required for every applicant accepted for admission to attend the college and, once matriculated, to complete his undergraduate training if his capabilities permit. This assistance, as well as financial guidance and information, is provided by a full-time Financial Aids Officer.

To be considered for financial aid, a new student must first have applied for admission. He should then obtain an application form for financial aid from the Financial Aids Officer. For scholarships, grants-in-aid, some types of work aid, and loans, it is also necessary to submit the need assessment form of the College Scholarship Service, which may be obtained from the high school counselor or principal, or directly from

College Scholarship Service  
Box 176                      or                      Box 1025  
Princeton, N. J. 08540      Berkeley, Calif. 94701

New students should apply for financial aid between September 1 and March 31 for the following academic year. Most awards are granted April 15. Students enrolled in the college should apply no later than one month before the end of a semester for aid during the next semester.

### Scholarships

Scholarship aid is awarded on the basis of financial need and scholastic ability. Ordinarily, the grant is for four years, contingent upon continued financial need and academic achievement. While grants range in value from \$350 to \$1506 (full tuition and board) per year, the average scholarship is \$550 each year.

CLARK COLLEGE SCHOLARSHIPS are granted to both students entering the college for the first time and those already enrolled who have maintained a grade average of **B** or better. Applicants to the freshman class are evaluated on the basis of high school record, Scholastic Aptitude Test scores, and the recommendation of principals and counselors. Transfer students are granted scholarship aid on the basis of high school record and work completed at other colleges.

NATIONAL METHODIST SCHOLARSHIPS are available to members of The Methodist Church for at least one year prior to making application. Other conditions include: (1) American citi-



zenship, (2) active participation in church, school, and community activities, and (3) good health, emotional stability, and Christian character. Applicants must have a grade average of **B** or better and must be able to establish financial need.

GEORGIA CONFERENCE METHODIST SCHOLARSHIPS are restricted to members of churches in the Georgia Conference of The Methodist Church. Participation in local church activities is a criterion for these awards. In addition, a high school grade average of **B** or better is required.

THE ANNIE L. GIBSON MEMORIAL SCHOLARSHIP was established by John T. Gibson in memory of his mother to give assistance to the high school graduate from Palmetto, Georgia, who wishes to continue his education at Clark. The award is limited to students of above-average academic achievement.

THE GREYHOUND LINES, INC. SCHOLARSHIP is awarded for one year to a freshman student in financial need who has the potential of maintaining a grade average in college of at least **C+**. Through matching funds, the Greyhound Lines' annual gift of \$500 yields a scholarship of \$1000.

THE A. A. McPHEETERS SCHOLARSHIP FUND, established by public subscription in memory of Clark's longtime and beloved Dean of Faculty and Instruction, provides financial assistance to currently enrolled students, alumni attending graduate school, and faculty members engaged in research. Financial need is not a requirement for this award.

THE PHI BETA SIGMA FRATERNITY SCHOLARSHIP is awarded annually for the first semester of the academic year to the member of Psi chapter or the Crescent Club on campus who has the highest grade average for the preceding semester. No financial need is required.

CATHERINE HUGHES WADDELL TUITION SCHOLARSHIPS, established by the board of trustees in memory of Mrs. Waddell, a benefactor of the college, provide tuition scholarships for a combination of scholastic achievement, extra-curricular achievement, and school spirit. These awards are restricted to upper-classmen by terms of eligibility.

THE HENRY M. WHITE MEMORIAL SCHOLARSHIP FUND provides an annual award to assist worthy and capable students in securing a college education.



## Grants in Aid

**EDUCATIONAL OPPORTUNITY GRANTS** are part of a new Federal program of assistance to college students. They are grants, not loans, and are renewable on a yearly basis. These grants are specifically designated for students from low income families who show academic or creative promise. Grants range from \$200 to \$800 a year, depending upon the financial resources of the student and his parents. As an academic incentive, an additional award of \$200 is made to enrolled students who were in the upper half of their class during the preceding academic year.

**ACTIVITY GRANTS** are awarded to students for contributions to campus life. Eligible to apply are students of demonstrated ability in student leadership, journalism, drama, music (band, chorus), and athletics. There is no means test.

**MINISTERIAL DISCOUNTS** are allowed Methodist ministers, their wives, and children. Those in the Georgia Conference of The Methodist Church are granted a 25 percent discount on tuition and those in other conferences, a 10 percent discount. Full-time enrollment is required, but financial need does not have to be established.

## Work-Study Programs

**THE FEDERAL WORK-STUDY PROGRAM**, established under the Economic Opportunity Act of 1964, is designed "to stimulate and promote part-time employment of students in institutions of higher education who are from low-income families and are in need of the earnings from such employment to pursue courses of study." The general guidelines developed by the U. S. Office of Education for this program include the eligibility requirement that the student's parents have an income below \$3000 a year, plus \$600 for each dependent other than the applicant. Thus, a student from a family of two parents and three dependents is eligible if the parents' annual income does not exceed \$4200. A student may work as many as 12½ hours a week while in school and up to 40 hours during vacations, summers, and other periods when classes are not in session. The rate of pay is between \$1.25 and \$1.50 per hour.

**PART-TIME EMPLOYMENT** is obtained for students both on and off campus. Students with special skills are, naturally, at a considerable advantage. Campus jobs are obtained through the Financial Aids Officer; off campus employment is provided

through the Placement Office. The former pay between \$1 and \$1.25 per hour, with a maximum work week of 12½ hours. Although a city of Atlanta's size offers a variety of part-time employment opportunities and many male students find off campus jobs, a student should not rely upon finding off campus work immediately.

### Loans

NATIONAL DEFENSE EDUCATION ACT LOANS are available to both new and previously enrolled students. To be eligible, a student must be enrolled at least half-time and must demonstrate financial need under criteria established by the college. Full-time resident students may borrow up to \$800 a year and non-resident students up to \$600, with no interest accruing while in college. Repayment, which is to the college, starts nine months after attendance ends. Interest is three percent on the unpaid balance, and borrowers may take as long as 10 years and nine months to repay. For those who enter teaching in public elementary or secondary schools, 10 percent of the loan and accrued interest may be cancelled for each year of teaching service, up to 50 percent of the sum borrowed. For teaching service in a deprived area, 15 percent of the loan may be cancelled annually, up to the 50 percent figure. The law also provides that special consideration be given to students whose academic background indicates a superior capacity for work in science, mathematics, or a modern foreign language.

STATE LOANS are now available to residents of many states. Information concerning these programs may be obtained from high school counselors or directly from the state agency. Residents of Georgia may inquire from: Georgia Higher Education Assistance Corporation, 244 Washington Street, S.W., Atlanta, Georgia 30334.

UNITED STUDENT AID FUNDS is a private, non-profit service corporation which endorses low-cost, long-term loans made by local banks to college students. USA Funds serves, in effect, as an intermediary between the student's hometown bank and the college, which underwrites the loan by depositing funds in the corporation's reserve. This type of loan is available to both new and previously enrolled students.

THE METHODIST STUDENT LOAN FUND provides small loans to full-time degree candidates who are members of The Methodist Church.

DEFERRED PAYMENT PLANS, which are in effect installment loans, may be obtained through several sources. Typically, these plans provide for monthly repayment at a slight additional charge; some include life insurance and/or disability coverage on the parent. Four such plans (there are others) are:

Midland Time Plan for Education	Richard C. Knight Insurance Agency
Manufacturers National Bank 37 Third Street Troy, N. Y.	Insured Tuition Payment Plan 38 Newburg Street Boston, Mass.
Funds for Education, Inc. 319 Lincoln Street Manchester, N. H.	Pickett and Hatcher Educational Fund Box 1238 Columbus, Ga.

OTHER LOAN FUNDS available to students already enrolled in the college include:

- The George Washington Carver Loan Fund
- The Percy and Susie Davis Loan Fund
- The Emma Storey Duncan Loan Fund
- The Edward Green Loan Foundation
- The Lula L. Hill Loan Foundation
- The John N. Smith Loan Fund
- The Washington, D. C., Clark College Club Senior Loan Fund

### **Assistantships and Internships**

Assistantships involve a variety of services with stipends to correspond, and ordinarily provide the student with experience which will be useful in his later professional work. Assistants are selected by the department chairman and occupy a status in the academic community just below that of instructor, the lowest faculty rank. From time to time, assistants may be invited to meetings of the faculty.

DEPARTMENTAL ASSISTANTSHIPS are available to outstanding majors in biology, chemistry, and physics. Compensation, depending on the student's ability and service to the department, ranges from \$400 to \$1000 for the academic year.

RESEARCH ASSISTANTSHIPS are available in the Department of Physics. Stipends begin at \$300 per semester and increase according to the student's ability.

SUMMER ASSISTANTSHIPS are available to seniors majoring in physics. The stipend begins at \$450.

DIETETICS INTERNSHIPS are available during the junior and senior years to female students in the Department of Home Economics majoring in foods and nutrition. By enlisting in the Women's Army Corps, U. S. Army Reserve, the student receives \$200 a month while a full-time student. Upon graduation, she is commissioned a second lieutenant in the Army Medical Specialist Corps Reserve to complete her internship.

MEDICAL TECHNOLOGY INTERNSHIP grants are paid to medical technology students in their clinical year (see Department of Biology). The stipend is \$75 to \$100 a month for 12 months.

PRE-PHARMACY students are eligible to apply for Pfeiffer Grants. Provided by the Gustavus and Louise Pfeiffer Research Foundation, they have a value of \$650 a year.

### Awards

Many of the following awards, although established primarily to recognize and encourage achievement in a stated field, provide small purses:

The Mattalyn Walker Bonner Award

Restricted to member of Delta Sigma Theta sorority

The N. A. Bridges Memorial Scholarship Award

Religion

The Mr. and Mrs. Clinton E. Hakeem Award

Social Science

The Marie I. Hardwick Award

English

The Professor Samuel F. Harris Award

Freshman achievement

The Mary J. Todd McKenzie-William G. Black Awards

Home Economics

The Johnnye Jordan Rose Award

Music and participation in band

The Reverend Archibald Samuel Award

Religion

The Professor Lawyer Taylor Award

Mathematics

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Acworth, Georgia

**Dr. Evelyn Berry**

Executive Secretary of Educa-  
tional Work of the Board of Mis-  
sions of The Methodist Church  
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**Henry L. Bowden<sup>1</sup>**

Chairman of the Executive Committee  
Attorney  
Atlanta, Georgia

**Dr. James P. Brawley**

President Emeritus of Clark  
College  
Atlanta, Georgia

**A. M. Carter '18<sup>1</sup>**

Vice President-Secretary of Pil-  
grim Health and Life Insurance  
Company  
Augusta, Georgia

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Representative of the Board of  
Missions of The Methodist  
Church  
Waterloo, South Carolina

**Charles J. Greene '30**

District Manager of Atlanta  
Life Insurance Company  
Birmingham, Alabama

**Dr. Vivian W. Henderson<sup>1</sup>**

Ex officio  
President of Clark College  
Atlanta, Georgia

**Henry Herold**

Former Vice President of War-  
ner-Lambert Pharmaceutical  
Company  
San Marino, California

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Pastor of Central Methodist  
Church  
Richmond, Indiana

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Principal of Jefferson County  
High School  
Birmingham, Alabama

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Principal of Wesley Avenue Ele-  
mentary School  
Atlanta, Georgia

**The Rev. T. C. Mayer**

Pastor of First Methodist Church  
Warren, Ohio

**Garfield D. Merner<sup>1</sup>**

Business Executive  
San Francisco, California

**The Rev. Andrew P. Mitchell '50**

Pastor of Hogansville Circuit,  
The Methodist Church  
Hogansville, Georgia

**O. Ray Moore<sup>1</sup>**

President of American Security  
Insurance Company  
Atlanta, Georgia

**Louis Regenstein<sup>1</sup>**

Attorney  
Atlanta, Georgia

**Milton C. Rose**

Attorney  
New York City

**E. L. Simon '33'**

Auditor, Atlanta Life Insurance  
Company  
Atlanta, Georgia

**Mrs. J. Owen Smith**

Representative of the Board of  
Missions of The Methodist  
Church  
Atlanta, Georgia

**Robert R. Snodgrass<sup>1</sup>**

President of Atlas Finance Com-  
pany  
Atlanta, Georgia

**Dr. Byron F. Stroh**

Assistant to the Bishop of the  
Indiana Area, The Methodist  
Church  
Indianapolis, Indiana

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Representative of the Board of  
Missions of The Methodist  
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Atlanta, Georgia

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General Secretary of the Divi-  
sion of Higher Education, Board  
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Church  
Nashville, Tennessee

**Dr. M. J. Wynn '39**

President of Gammon Theologi-  
cal Seminary  
Atlanta, Georgia

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Winona Lake, Indiana

**Mrs. Lester B. Rumble**

Decatur, Georgia

**Dr. Goodrich C. White**

Atlanta, Georgia

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<sup>1</sup>Member of the Executive Committee of the Board.



## ADMINISTRATIVE OFFICERS

**Vivian W. Henderson, Ph.D.**  
President

**Wiley Speights Bolden, Ed.D.<sup>1</sup>**  
Dean of Faculty and Instruction

**John Dudley Withers, Ph.D.<sup>2</sup>**  
Acting Dean of Faculty and  
Instruction

**Edward J. Brantley, Ed.D.**  
Director of Admission and  
Research

**William W. Morrell, M.A.**  
Business Manager

**Curtis D. Gillespie, M.Ed.**  
Dean of Students

---

James P. Brawley, Ph.D., Ed.D., Sc.D., LL.D., L.H.D.  
President Emeritus

---

## Staff Officers

**William J. Anderson**  
Superintendent of Buildings and  
Grounds

**Victor Grant Backus, M.A.**  
Director of Public Information Serv-  
ices; Assistant Director of Develop-  
ment

**Averett A. Burress, M.A.**  
Director, Student Identification and  
Encouragement Project

**Lizzie Jones Drake, B.S.**  
Dietitian

**Leonidas S. Epps, M.S.**  
Director of Athletics; Head Coach

**William N. Harper, M.D.**  
College Physician

**Jonathan Jackson, Th.D.**  
College Minister

**Fannie Burrell Ross, M.S.L.S.**  
Librarian

**Edith D. Thomas, M.A.**  
Dean of Women

**Joe Louis Tucker, A.B.**  
Director of Alumni Affairs and Devel-  
opment

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<sup>1</sup>On leave of absence, effective March 1, 1967.

<sup>2</sup>Effective March 1, 1967.

## Administrative Assistants

123

Roy Lee Bolton, M.B.A.  
Assistant Business Manager

Shedricka V. Miller, B.S.  
Administrative Secretary to the President

Mary Ector, A.B.  
Assistant Registrar

Marian F. Wilkes, A.B.  
Financial Aids Officer

## Staff Assistants

Carolyn B. Chandler, R.N.  
Nurse

Jesse S. McClardy, A.B.  
Assistant Athletic Director; Assistant in Public Relations

Curtiss Crockett, A.B.  
Assistant Coach

Louis H. Nevett, A.B.  
Assistant Coach

Frank A. Edwards  
Audio-Visual Aids Coordinator; Director of the Student Center

Bertha T. Oliver, R.N.  
Nurse

Ines D. Ellis  
Assistant to the Dietitian

Clifton B. Rawles, A.B.  
Research Assistant, Office of Admissions

Ivan P. Hakeem, M.A.  
Assistant to the Dean of Students

Woodrow Ross, A.B.  
Assistant to the Business Manager

Elise J. Hooks, A.B.  
Counselor

Anona W. Standard  
Cashier

Alfred Johnson  
Athletic Information Assistant

Sara E. Warner  
Director of Mail and Faculty Clerical Services

Georgia B. Jones  
Assistant Placement Officer

Narvel O. Williams  
Bookstore Manager

J. Anthony Masters, A.B.  
Assistant to the Director, Student Identification and Encouragement Project

A. T. Wilson  
Consultant to the Superintendent of Buildings and Grounds

Nathaniel H. Mayes Jr., M.S.  
Counselor

**Clerical Staff****Juanita R. Booker**

Secretary, Office of Buildings and Grounds

**Mary T. Carroll, A.B.**

Faculty Secretary

**Luvenia E. Clifton**

Secretary, Division of Natural Sciences and Mathematics

**Tessie D. Coleman**

Clerk-Typist, Office of Admissions

**Marian M. Elbert, A.B.**

Secretary to the Dean of Faculty and Instruction

**Dorothy Freeman**

Clerk-Typist, Office of Admissions

**Malinda A. Glass**

Clerical Assistant, Business Office

**Bettye L. Hansford, B.S.**

Secretary to the Business Manager

**Sadie Hope**

Secretary to the Dean of Students

**Ellen L. Magby, A.B.**

Secretary, Alumni Office and Office of Public Information Services

**Beverly L. Malcolm**

Mail Room Assistant and Faculty Clerk

**Nellie W. Mitchell, A.B.**

Secretary to the Dean of Women

**Shirley Y. Nelson, B.S.**

Secretary, Cooperative General Science Project

**Jo Ann Penson**

Faculty Secretary

**Willie Mae Shaw, B.S.**

Secretary, Student Identification and Encouragement Project

**Doris Smith**

Secretary, Office of the President

**Dormitory Staff****Mary J. Adams, A.B.**

Pfeiffer Hall (North)

**Beatrice J. Gilliam**

Pfeiffer Hall (South)

**Albenia H. Hardeman**

Brawley Hall

**Marcellitte H. Linton**

Holmes Hall

**Marianne E. Mayo, A.B.**

Kresge Hall

**Justine L. Perry, B.S.Ed.**

Merner Hall

**Jani K. Wakefield, A.B.**

Relief

**Henri Armand (1963)**

Assistant Professor of Foreign Languages

Bachelier es lettres, Licence en droit, Université d'Haïti.

**Terry L. Baker (1965)**

Instructor in English

B.A., Stetson University; M.A.T., Emory University.

**Hugh G. Black (1965)**

Instructor in English

B.S., Fitchburg State College; M.A., University of Massachusetts.

**Wiley Speights Bolden (1948)<sup>2</sup>**

Professor of Psychology; Dean of Faculty and Instruction

B.S., Alabama State College; A.M., Ed.D., Columbia University.

**Edward J. Brantley (1949)**

Professor of Education; Director of Admission and Research

B.S., Howard University; A.M., Columbia University; Ed.D., University of Colorado.

**Stella Brewer Brookes (1924)**

Professor of English; Chairman, Department of English

A.B., Wiley College; A.M., University of Michigan; Ph.D., Cornell University.

**Averett A. Burress (1956)<sup>3</sup>**

Assistant Professor of Social Science

A.B., Clark College; M.A., Atlanta University.

<sup>1</sup>Date of initial appointment is indicated in parentheses following name.

<sup>2</sup>On leave of absence, effective March 1, 1967.

<sup>3</sup>On leave of absence, 1966/67.

<sup>4</sup>Deceased, May 6, 1967.

**Stephen G. Bush (1965)**

Instructor in Physics

B.S., Florida State University; M.A., Emory University.

**Isabella T. Butts (1965)**

Assistant Professor of English

A.B., Clark College; A.M., Columbia University.

**Wayman A. Carver (1942)<sup>4</sup>**

Associate Professor of Music

A.B., Clark College; M.Mus.Ed., Vandercook School of Music.

**William A. Charland Jr. (1964)**

Woodrow Wilson Teaching Intern in Religion and Philosophy with the rank of Instructor

B.A., Yankton College; B.D., Yale University.

**Calvin E. Clifton (1966)**

Instructor in Mathematics

B.S., Alabama State College; M.S., Atlanta University.

**Floyd Willis Coleman (1962)**

Assistant Professor of Art;

Chairman, Department of Art

B.A., Alabama State College, M.S., University of Wisconsin.

**Gladys W. Cothran (1959)**

Assistant Professor of Secretarial Science; Acting Chairman, Department of Business Administration and Economics

B.A., Arkansas Agricultural, Mechanical and Normal College; M.S., Indiana University.

**Sara Harris Cureton (1933)**

Associate Professor of Foreign Languages

A.B., Talladega College, M.A., Atlanta University.

**Charlotte M. Davis (1966)**

Instructor in History

A.B., Western Reserve University;  
M.A., Emory University.**Flora Griffin Davis (1943)**

Associate Professor of Home Economics; Chairman, Department of Home Economics

B.S., Hampton Institute; M.A., Columbia University.

**Rebecca E. Davis (1963)**

Supervisor of Student Teaching

B.S., M.A., Columbia University.

**Willie C. Davis (1950)**

Assistant Professor of English

A.B., Talladega College; M.A., Atlanta University.

**Joseph J. Dennis (1930)**

Professor of Mathematics; Chairman, Department of Mathematics

A.B., Clark College; M.A., Ph.D., Northwestern University.

**Ruby Beatrice Dooley (1964)**

Assistant Professor of Education

A.B., Spelman College; M.Ed., Atlanta University.

**Pearlie Craft Dove (1949)**

Professor of Education; Chairman, Department of Education and Psychology

A.B., Clark College; M.A., Atlanta University; Ed.D., University of Colorado.

**Jacqueline R. D'Souza (1965)**

Instructor in English

B.A., Lady Amritbai Daga College; M.A., Nagpur University; M.Ed., Loyola University; M.A., University of Chicago.

**William L. Dutch (1960)<sup>5</sup>**

Assistant Professor of English

B.A., Howard University; M.A., New York University.

**Leonidas S. Epps (1949)**

Assistant Professor of Physical Education

B.S., Xavier University; M.S., Indiana University.

**Patricia Fields (1960/64, 1965)**

Assistant Professor of English

A.B., Clark College; M.A., Atlanta University.

**Robert Fishman (1961)**

Assistant Professor of Political Science

B.A., Northeastern University; M.A., University of Chicago.

**Miriam A. Fryer (1966)**

Instructor in Medical Technology

B.S., West Virginia University.

**Curtis D. Gillespie (1963)**

Dean of Students with the rank of Assistant Professor

B.A., Philander Smith College; M.Ed., Tuskegee Institute.

**Erseline J. Gillespie (1963)**

Instructor in English

B.A., Philander Smith College; M.A., Western Reserve University.

**Evelyn N. Gilliard (1963)**

Instructor in Home Economics

B.S., Florida A&amp;M University; M.Ed., Tuskegee Institute.

**James J. Green (1949)**

Associate Professor of History

A.B., Benedict College; M.A., New York University.

<sup>5</sup>On leave of absence, 1966/67.

**Georg J. Grund (1963)**

Assistant Professor of Foreign Languages

Diplom-Vorprüfung in Betriebs und Rechtswissenschaft, Diplomprüfung in Volkswirtschaft, Rheinische-Friedrich-Wilhelm Universität.

**Francoise Guinle (1967)**

Assistant Professor of Foreign Languages

Licencie es lettres, Université de Paris; M.A., University of Iowa.

**John Hall (1955)**

Assistant Professor of Mathematics

A.B., Clark College; M.A., Atlanta University.

**Jennye T. Harland (1964)**

Instructor in Business Education

A.B., Clark College; M.A., New York University.

**Carolyn Hines Harris (1962)**

Assistant Professor of Mathematics

A.B., Fisk University; M.A., Columbia University.

**Amaryliss M. Hawk (1965)**

Instructor in Speech; Acting Chairman, Department of Speech and Drama

A.B., Spelman College; M.A., Northwestern University.

**Franklin Bernard Hunter (1962)<sup>4</sup>**

Assistant Professor of Music

B.Mus., Oberlin College; M.Mus., Syracuse University.

**Jocelyn W. Jackson (1963)**

Instructor in English

B.A., Boston University; M.A., Georgetown University.

**Jonathan Jackson (1963)**

Associate Professor of Religion and Philosophy

A.B., Clark College; B.D., Gammon Theological Seminary; M.A., Scarritt College; Th.D., Boston University.

**Clyde E. Johnson Jr. (1966)**

Assistant Professor of Biology

A.B., M.S., Ph.D., West Virginia University.

**J. deKoven Killingsworth**

(1924/25, 1933)

Professor of Music; Chairman, Department of Music

B.Mus.Ed., American Conservatory of Music; M.Mus.Ed., Chicago Conservatory of Music; Mus.D. (h.c.), Paul Quinn College.

**Norman E. Kowal (1965)**

Associate Professor of Biology

B.A., New York University; M.A., Ph.D., Duke University.

**Carson Lee (1964)**

Associate Professor of Education and Psychology

A.B., Clark College; M.A., Atlanta University; Ed.D., Indiana University.

**Manfred Liebig (1966)**

Student Interracial Ministry Intern with the rank of Instructor in Foreign Languages

Bachelier en theologie, Licencie es lettres, Université de Paris.

**Margaret Long (1967)**

Journalist-in-Residence

**Nathaniel H. Mayes Jr. (1966)**

Instructor in Education and Psychology

B.S., M.S., Howard University.

<sup>4</sup>On leave of absence, 1966/67.



**William H. McCray (1965)**

Instructor in Chemistry

B.S., Morehouse College; M.S., Atlanta University.

**Lillian Green McDonald (1957)**

Assistant Professor of Home Economics

B.S., M.S., Howard University.

**Margaret H. McFadden (1966)**

Instructor in English

B.A., University of Denver; M.A., Boston University.

**Paul Bernard McGirt (1957)**

Associate Professor of Foreign Languages; Acting Chairman, Department of Foreign Languages

B.A., M.A., North Carolina College.

**George E. McMillan (1966)**

Journalist-in-Residence

**Betty S. McNair (1966)**

Instructor in Speech

B.S., Washington University; M.Ed., Emory University.

**Joseph Donald Meeks (1964)**

Instructor in Music

B.Mus., M.F.A., University of Georgia.

**Andre W. Moore (1965)**

Instructor in Social Science

A.B., Fisk University.

**Marian I. Murphy (1965)**

Instructor in English

B.A., Bennett College.

**Gregorio B. Palacin (1966)**

Professor of Foreign Languages

B.A. (equiv.), Instituto de Aviles; B. in Ed. (equiv.), Escuela del Magisterio (Oviedo), M.Ed. (equiv.), Universidad de Valencia.

**Dovie Touchstone Patrick (1945)**

Assistant Librarian with the rank of Assistant Professor

A.B., Philander Smith College; B.S.L.S., Atlanta University.

**Kay Patterson (1966)**

Instructor in Music

B.Mus., M.F.A., University of Georgia.

**Arthur Pellman (1966)**

Instructor in Speech and Drama

B.A., Kenyon College; M.F.A., Yale University.

**O. P. Puri (1961)**

Professor of Physics; Chairman, Department of Physics

B.A., Punjab University; M.S., Ph.D., University of Saugar.

**George A. Reynolds**

(1954/55, 1961/64, 1966)

Professor of Foreign Languages

B.A., University of California; M.A., University of Michigan; Ph.D., Université Laval.

**William T. Robie (1950)**

Assistant Professor of Business Administration

A.B., Clark College; M.B.A., University of Michigan.

**Mamie S. Robinson (1946)**

Assistant Professor of Mathematics

A.B., Clark College; M.A., Atlanta University.

**Herbert F. Rogers (1955)**

Professor of Religion and Philosophy; Chairman, Department of Religion and Philosophy

B.A., M.Th., Ph.D., University of Southern California.

**C. Tom Ross (1966)**

Student Interracial Ministry Intern with the rank of Instructor in Religion and Philosophy

A.B., Marshall University; B.D., Union Theological Seminary.

**Fannie Burrell Ross (1954)**

Librarian with the rank of Assistant Professor

A.B., Dillard University; M.S.L.S., Atlanta University.

**Frank Rusinko (1963)**

Assistant Professor of Biology

A.B., West Liberty College; M.S., West Virginia University.

**Solomon Earl Sears (1959)**

Assistant Professor of Biology

B.S., Clark College; M.Ed., Pennsylvania State College.

**Susan G. Shriver (1966)**

Instructor in Foreign Languages

B.A., William Smith College.

**Booker T. Simpson (1954)**

Associate Professor of Chemistry

B.S., Claflin College; M.S., State University of Iowa.

**Alfred S. Spriggs (1955)**

Professor of Chemistry; Chairman, Department of Chemistry

A.B., Dillard University; M.S., Howard University; Ph.D., Washington University.

**Alan H. Stecker (1965)**

Instructor in Art

B.A., Florida State University; M.F.A., Rhode Island School of Design.

**Edward Forrest Sweat (1948)**

Professor of History; Chairman Department of Social Science

A.B., Allen University; M.A., Ph.D., Indiana University.

**Gary B. Thom (1966)**

Woodrow Wilson Teaching Intern in Economics with the rank of Instructor

B.A., Rice University; M.A., Yale University.

**Pat Waters (1966)<sup>7</sup>**

Journalist-in-Residence

B.A., Emory University; M.A., University of Iowa.

**Joseph D. Wise Jr. (1965)**

Instructor in Physics

B.A., Mercer University; M.S., Emory University.

**John Dudley Withers (1958)<sup>8</sup>**

Professor of Biology; Chairman, Department of Biology; Acting Dean of Faculty and Instruction

A.B., Lincoln (Pa.) University; M.A., Ph.D., West Virginia University.

<sup>7</sup>First semester, 1966/67.

<sup>8</sup>Acting Dean of Faculty and Instruction, effective March 1, 1967.

## Adjunct Faculty

### Benjamin D. Brown

Instructor in Business Administration

A.B., Clark College; LL.B., Howard University.

### Sylvia Plutchok

Instructor in Art

B.F.A., Temple University.

### Marti Slife

Instructor in Music

B.A., Agnes Scott College.

### Alfred T. Snedgen

Instructor in Foreign Languages

B.A., M.A., University of Nebraska.

### Heinz Trutzschler

Instructor in Music

### Alfred D. Wyatt

Instructor in Music

A.B., Clark College; M.Mus. Ed., Vandercook School of Music.

## Cooperative General Science Project Faculty

### Sally L. Heath

Assistant Professor

B.S., University of Michigan; M.A., University of California.

### Roswell Francis Jackson

Adjunct Assistant Professor

B.S., Morehouse College; M.A., Atlanta University.

### Clyde E. Johnson Jr.

Adjunct Associate Professor

A.B., M.S., Ph.D., West Virginia University.

### William B. LeFlore

Adjunct Associate Professor

B.S., St. Augustine's College; M.S., Atlanta University; M.S., Ph.D., University of Southern California.

### A. G. McQuate

Professor

B.S., Denison University; M.S., University of Michigan; Ph.D., Ohio State University.

### James W. Mayo

Adjunct Associate Professor

B.S., Morehouse College; M.S., Howard University; Ph.D., Massachusetts Institute of Technology.

### Jessie F. Moinoddin

Adjunct Instructor

B.S., M.S., Ph.D., Ohio State University.

### Samuel H. Neff

Adjunct Assistant Professor

A.B., Pomona College; M.A., Ph.D., Harvard University.

### Joe L. Padgett

Adjunct Assistant Professor

B.S., Morgan State College; M.A., Western Michigan University.

### Willie F. Payne

Adjunct Professor

A.B., Morris Brown College; M.S., University of Iowa; Ph.D., State University of Iowa.

**O. P. Puri**

Director

B.A., Punjab University; M.S., Ph.D.,  
University of Saugar.**Morris Scherago**

Professor

B.S., D.V.M., Cornell University.

**Booker T. Simpson**

Adjunct Associate Professor

B.S., Claflin College; M.S., State  
University of Iowa.**Alfred S. Spriggs**

Adjunct Professor

A.B., Dillard University; M.S., How-  
ard University; Ph.D., Washington  
University.**William P. Thompson**

Associate Professor

B.A., Baylor University; B.D., Union  
Theological Seminary; M.A., Co-  
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