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APRIL, 1933

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CATALOGUE
OF
ATLANTA UNIVERSITY

ANNOUNCEMENTS
1933-1934

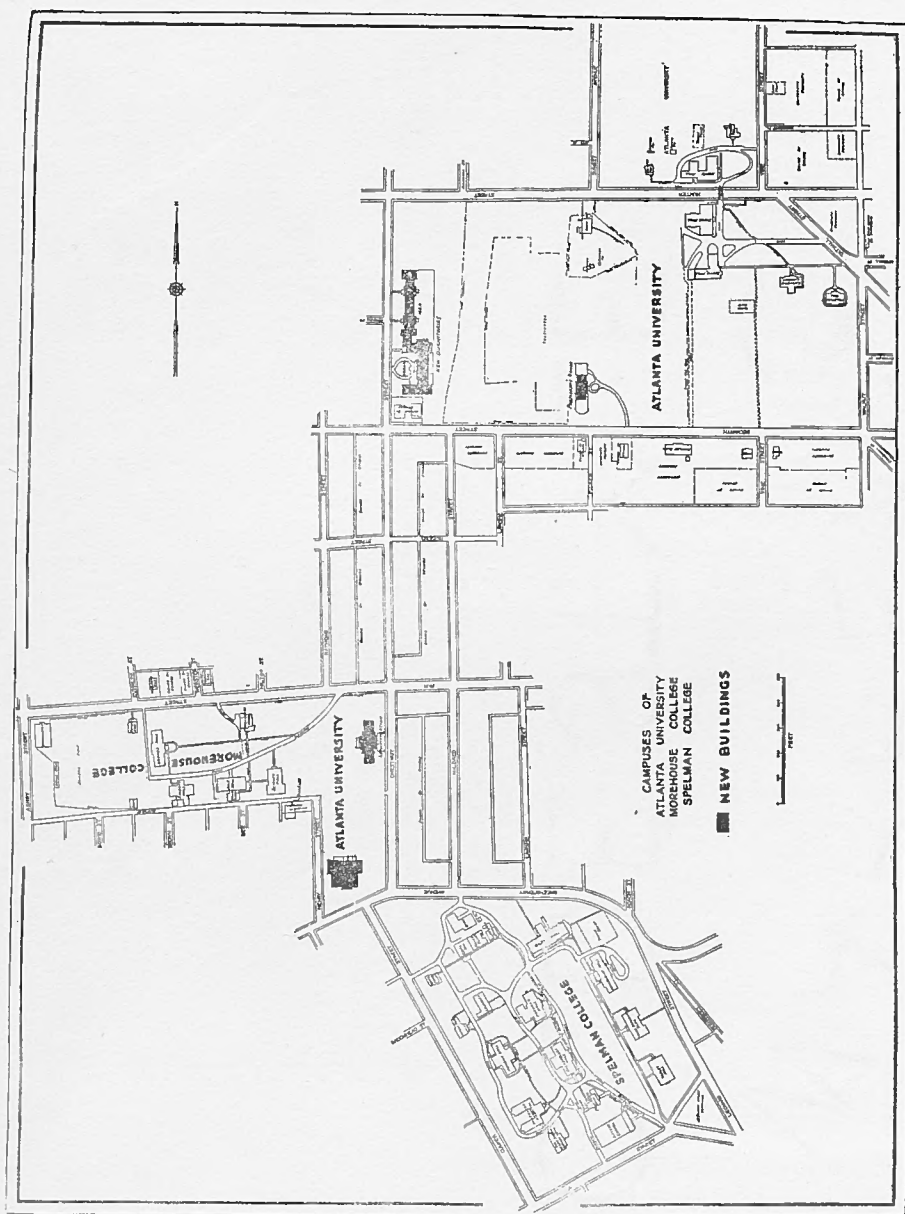


STUDENT'S ROOM

ATLANTA, GEORGIA
APRIL, 1933

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CALENDAR, 1933-1934

1933

Registration days . . . Monday, Tuesday, September 25, 26
Full class work begins Wednesday, September 27
Last day to register for credit . . Wednesday, October 4
Vacation days November 30, December 23-31

1934

Final examinations for first semester . . . January 22-27
First term closes Saturday, January 27
Registration for second semester . . Monday, January 29
Second term begins Tuesday, January 30
Last day to register for credit . . . Tuesday, February 6
Last day to file candidacy for Master's degree, Friday, April 6
Last day to file thesis for Master's degree . Tuesday, May 1
Final examinations for candidates for Master's degree,
Thursday, Friday, May 24-25
Final examinations for second semester . . May 28 - June 2
Baccalaureate sermon Sunday, June 3
Annual meeting of Alumni Monday, June 4
Commencement day Wednesday, June 6
Vacation days January 1, February 12

ATLANTA UNIVERSITY

BOARD OF TRUSTEES

WILL W. ALEXANDER, D.D., LL.D.	Atlanta, Ga.
WILLETTE RUTHERFORD BANKS, A.M.	Prairie View, Texas
JOHN JACOB COSS, A.M., LITT.D.	New York, N.Y.
JAMES H. DILLARD, LITT.D., LL.D., D.C.L.,	Charlottesville, Va.
JOHN HOPE, A.M., LL.D.	Atlanta, Ga.
CHARLES C. HUITT	New York, N.Y.
WILLIAM TRAVERS JEROME, JR., A.B.	New York, N.Y.
JAMES WELDON JOHNSON, A.M., LITT.D.	New York, N.Y.
JAMES M. NABRIT, A.M., D.D.	Atlanta, Ga.
FLORENCE M. READ, A.B., LITT.D.	Atlanta, Ga.
DEAN SAGE, A.B., LL.D.	New York, N.Y.
MRS. HATTIE RUTHERFORD WATSON, A.B.	Pine Bluff, Ark.
KENDALL WEISIGER, B.S.	Atlanta, Ga.

OFFICERS

DEAN SAGE	President
JOHN HOPE	Treasurer
FLORENCE M. READ, Secretary and Assistant Treasurer	

EXECUTIVE COMMITTEE

DEAN SAGE
 WILL W. ALEXANDER
 JOHN HOPE
 WILLIAM TRAVERS JEROME, JR.
 JAMES WELDON JOHNSON
 FLORENCE M. READ
 KENDALL WEISIGER

FINANCE COMMITTEE

DEAN SAGE
 WILLIAM TRAVERS JEROME, JR.
 CHARLES C. HUITT

OFFICERS OF ADMINISTRATION

JOHN HOPE, A.M., LL.D.
President and Treasurer

JOHN P. WHITTAKER, A.M.
Registrar

FLORENCE M. READ, A.B., LITT.D.
Assistant Treasurer

OTHER OFFICERS

ALEXANDER S. HUTH
Superintendent of Buildings and Grounds

Alvin Andrew Reid, M.B.A.
Accountant

LUCILE MACK STRONG, A.B.
Bursar

CONSTANCE CROCKER NABRIT, B.S.S.
Secretary to the President

DOROTHY MAY WILLIAMS, LL.B.
Assistant Secretary

ESTELLA BRIGGS KNOX
Secretary to the Registrar

CHARLES L. LOTT
Printer

CARRIE A. GAYLORD
Hostess

ATLANTA UNIVERSITY

LIBRARY STAFF

Charlotte Templeton, A.B.
Librarian

Wilhelmina E. Carothers, A.B.
Catalogue Librarian

Marian Satterthwaite Scandrett, A.B., B.L.S.
Reference Librarian

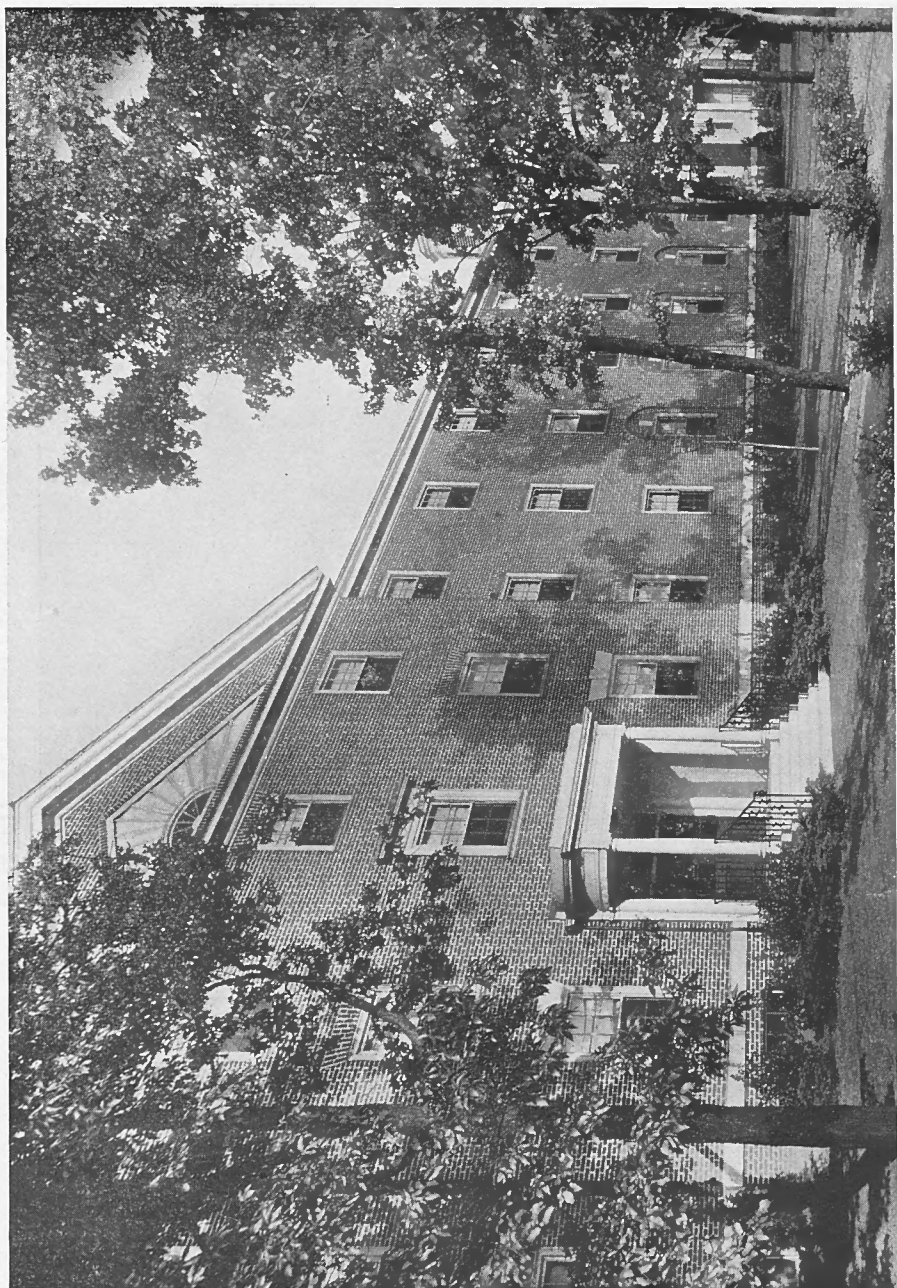
Flora Ellis McKinney, A.B.
Assistant

Augustus C. Randall, A.B.
Assistant

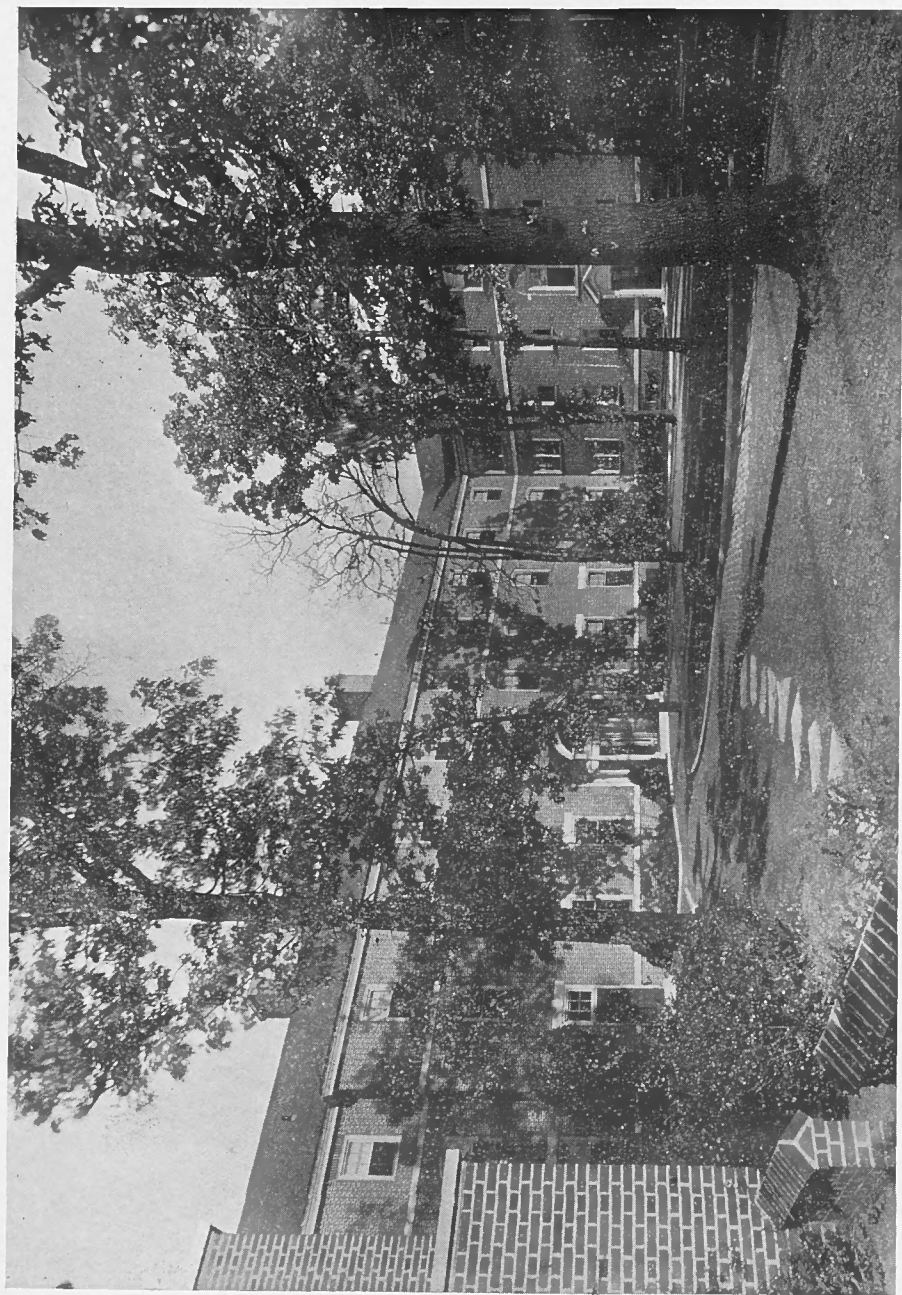
Mildred E. Gaines
Assistant

Helen G. Mathewson
Secretary to the Librarian and Assistant

Garriett Lucile Lanier, B.S.
Assistant



ENTRANCE, MEN'S DORMITORY



ENTRANCE AND COURT, WOMEN'S DORMITORY

THE FACULTY

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

JOHN HOPE*President*

A.B., Brown University, 1894; Graduate Student, University of Chicago, Summers, 1897, 1898; A.M., Brown University, 1907; LL.D., Howard University, 1920; LL.D., Bucknell University, 1923; LL.D., McMaster University, 1928; LL.D., Bates College, 1932.

HELEN T. ALBRO

Biology

A.B., Brown University, 1919; A.M., 1923; Ph.D., 1927.

MARY KIBBE ALLEN

History

M.A., Clark University, 1924; Ph.D., 1927. Graduate student in Paris, France, 1925-1926, 1927-1928. Eight seasons current lecturing.

CLARENCE A. BACOTE

History

A.B., University of Kansas, 1926; A.M., University of Chicago, 1929; Graduate Student, University of Chicago, Summers, 1930, 1931.

JESSE B. BLAYTON

Accounting

Certified Public Accountant, Georgia, 1928.

MARY ELOISE BRADSHAW

History

A. B., Pennsylvania College for Women, 1927; A. M., University of Wisconsin, 1928; Ph.D., 1932; Student, l'Université de Paris, 1930-1931.

GEORGIA ALBERTA LEE CALDWELL

Mathematics

A.B., University of Kansas, 1928; A.M., 1929; Graduate Student, University of Minnesota, Summer, 1931.

GLADSTONE LEWIS CHANDLER

English

A.B., Middlebury College, 1926; A.M., Harvard University, 1931.

WALTER RICHARD CHIVERS

Sociology

A.B., Morehouse College, 1919; Graduate, New York School of Social Work, 1924; A.M., New York University, 1929; Graduate Student, University of Wisconsin, Summer, 1932.

CLAUDE BERNHARDT DANSBY

Mathematics

A.B., Morehouse College, 1922; M.S., University of Chicago, 1930; Graduate Student, University of Chicago, Summer, 1932.

WILLIAM H. DEAN, JR.

Economics

A.B., Bowdoin College, 1930; A.M., Harvard University, 1932;
Graduate student, Harvard University, 1932-1933.

LOUISE DICKINSON

Latin

B.S., Mount Holyoke College, 1893; M.A., Smith College, 1905; Student, Summer School of Languages, Amherst College, 1900; University of Chicago, Summer Quarter, 1923; Columbia University, Summer Sessions, 1924-1926; American Academy in Rome, Italy, Summer Session, 1928; University of Michigan, Summer, 1930; Columbia University, Summer, 1931.

*WILLIAM E. BURGHARDT DUBOIS *Economics and Sociology*

A.B., Fisk University, 1888; A.B., Harvard University, 1890; A.M., 1891; Ph.D., 1895; Graduate Student, University of Berlin, 1892-1894.

HALSON VASHON EAGLESON

Mathematics

A.B., Indiana University, 1925; A.M., 1931.

HATTIE VIRGINIA FEGER

Education

B.S., University of Cincinnati, 1921; A.M., 1924.

BURWELL TOWNS HARVEY, JR.

Chemistry

B.S., Colgate University, 1916; M.A., Columbia University, 1927; Graduate Student, Columbia University, Summers, 1928, 1929, 1930.

JOHN HOPE II

Economics

A.B., Morehouse College, 1930; A.M., Brown University, 1932.

EDWARD ALLEN JONES

French

A.B., Morehouse College, 1926; A.M., Middlebury College, 1930; Certificat d'Etudes Francaises, l'Université de Grenoble, 1929.

WILLIAM JACOB KNOX, JR.

Chemistry

B.S., Harvard University, 1925; M.S., Massachusetts Institute of Technology, 1929; Graduate Student, University of Chicago, Summer, 1927; Massachusetts Institute of Technology, 1930-1932.

RAYFORD W. LOGAN

History

A.B., Williams College, 1917; A.M., 1929; A.M., Harvard University, 1932; Williams Institute of Politics, Summer, 1928.

LORIMER DOUGLAS MILTON

Economics

A.B., Brown University, 1920; A.M., 1920; Graduate Student, Harvard University, Summer, 1931.

*Guest Professor.

SAMUEL MILTON NABRIT

Biology

B.S., Morehouse College, 1925; M.S., Brown University, 1928; Ph.D., 1932.

WINFRED B. NATHAN

Education

A.B., Emmanuel Missionary College, 1923; M.A., New York University, 1925; Ph.D., 1930.

ANNA GRACE NEWELL

Biology

A.B., Smith College, 1900; A.M., 1908; Ph.D., University of Illinois, 1916.

LUELLA FREDERICKA NORWOOD

English

A.B., Carleton College, 1914; A.M., 1915; Ph.D., Yale University, 1931.

ELIZABETH TAYLOR PERRY

Education

B.S., Columbia University, 1928; A.M., 1932.

THEODORE ARTHUR RAMBEAU

French

A.B., Dartmouth College, 1926; Licence es Lettres, University of Bordeaux, 1932.

ALVIN ANDREW REID

Economics

A.B., Morehouse College, 1929; M.B.A., New York University, 1931.

WILLIAM ALBERT ROBINSON *Principal of Laboratory School*

A.B., Atlanta University, 1913; B.S., Columbia University, 1921; A.M., 1924.

HERSEY HEZEKIAH STRONG

Sociology

A.B., Fisk University, 1914; B.D., Oberlin College, 1920; A.M., University of Chicago, 1921; Graduate Student, University of Chicago, Summer Quarters, 1922, 1923; Two Quarters, 1926-1927; Summer, 1932.

CHARLOTTE TEMPLETON

Librarian

A.B., University of Nebraska, 1902; Library School, Pratt Institute.

NATHANIEL TILLMAN

English

A.B., Morehouse College, 1920; M.A., University of Wisconsin, 1927; Graduate Student, University of Wisconsin, Summer, 1929, and 1931-1932.

JOSEPH LIVINGSTON WHITING

Education

A.B., University of Pennsylvania, 1903; A.M., Columbia University, 1929; Graduate Student, Ohio State University, Summer, 1927; Columbia University, Summer, 1929.

ATLANTA UNIVERSITY

JOHN PHILLIP WHITTAKER

Education

A.B., Atlanta University, 1915; B.S., University of Chicago, 1922;
A.M., Columbia University, 1928; Graduate Student, University of
Chicago, Summer Quarters, 1924, 1925, 1931.

ATLANTA UNIVERSITY LABORATORY SCHOOL

WILLIAM ALBERT ROBINSON

Principal

HELEN ADELE WHITING

Teaching Principal, Elementary School

TEACHERS IN LABORATORY HIGH SCHOOL

BEULAH LUCINDA BOLEY

Biology and General Science

B.S., Iowa Wesleyan College, 1926; Summer Session, Iowa State
Normal School, 1920; Graduate Student, University of Iowa, 1930.

*JULIA PATE BORDERS

English

A.B., Spelman College, 1929; Graduate Student, University of Chi-
cago, 1929-1930.

ALFRED RUSSELL BROOKS

English

A.B., Morehouse College, 1931; Graduate Student, University of
Wisconsin, 1931-1932.

WILLIAM HARRISON BROWN

Chemistry and Physics

A.B., Atlanta University, 1927; M.S., 1933.

*ERDIE LEE CHANDLER

English

B.S., Columbia University, 1930; M.A., 1931.

MAUDESTINE M. DANGERFIELD

Latin

A.B., Claflin College, 1920; A.M., Columbia University, 1930.

CONSTANCE DUPUY

Physical Education

Sargent School of Physical Education, 1926-1927; Harvard Sum-
mer School, 1929; Columbia University, Summer, 1931; Emory Uni-
versity Extension School, 1927, 1928, 1929, 1932.

ALMA FERGUSON

Mathematics

A.B., Spelman College, 1929; A.M., University of Wisconsin, Feb-
ruary, 1931.

ERNEST JACKSON HOOPER

Athletics and Industrial Art

Diploma, Cheyney State Normal School, Cheyney, Pa., 1920; B.S.,
Bradley Polytechnic Institute, 1930.

*Part of year only.

CATALOGUE

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CAMILLA HOWARD

French

A.B., Spelman College, 1927; A.M., Middlebury College, 1931; l'Université de Grenoble, Grenoble, France, Summer, 1930.

**JOSEPH H. JENKINS, JR.

English

A.B., Hamilton College, 1928; A.M., Harvard University, 1933.

MELVIN DOW KENNEDY

History

A.B., Clark University, 1929; A.M., 1930.

LYDA HOYLE MCCREE

Home Economics

B.S., Spelman College, 1927; Student, University of Chicago, Summers, 1928, 1929.

LILLIAN EVELYN WEBSTER

Music

B.Mus., University of Kansas, 1928.

HALE WOODRUFF

Art

Student, John Herren Art Institute, 1920-1923; l'Académie Moderne, Paris, 1929; l'Académie Scandinave, Paris, 1930.

HALLIE MAE BEACHEM

Librarian

Diploma, Indiana State Library School; Student at Butler University, three years.

VELVA BERRY KELLEY

Secretary to the Principal

TEACHERS IN LABORATORY ELEMENTARY SCHOOL

**EVA MAE CROCKER

Third Grade

Cheyney State Normal School, Cheyney, Pa., Summer, 1920; Central State Teachers College, Lock Haven, Pa., 1920-1923; B. S., Boston University, 1933.

SARAH DAVIS

Fifth Grade

A.B., Talladega College, 1930; B.Ed., University of Cincinnati, 1931.

EVA KNOX EVANS

Kindergarten

Diploma, Baltimore Teachers Training School (now Maryland State Normal School), 1924; Emory University, Summer, 1926; Peabody College, Nashville, Summers, 1930, 1931; Emory University Extension School, 1930, 1931.

** On leave of absence, 1932-1933.

EDITH LILLIAN GIBSON

Eighth Grade

Normal Diploma, Atlanta University, 1918; Morehouse-Spelman Summer School, 1922, 1923, 1926, 1928, 1932.

ETHLYNNE ELIZABETH HOLMES

Seventh Grade

A.B., Atlanta University, 1927; Graduate Student, University of Pennsylvania, Summer, 1929; Michigan State Teachers College, Ypsilanti, Michigan, Summer, 1931; Graduate Student, Atlanta University, 1931-1933.

ELIZABETH ELAINE LEMON

Sixth Grade

Normal Certificate, Atlanta University, 1923; B.S., Ball State Teachers College, Muncie, Ind., 1930; Graduate Student, Ball State Teachers College, Summers, 1931, 1932.

PAULINE MOORE

Second Grade

A.B., Colorado State Teachers College, 1930.

ESTHER JAMES REDDING

First Grade

Certificate, State Teachers College, West Chester, Pa., 1926; Diploma, 1928.

HELEN ADELE WHITING

Third and Fourth Grades

B.S., Columbia University, 1925; A.M., 1931; Graduate Student, Columbia University, Summer, 1931.

GENERAL INFORMATION

LOCATION

The University grounds are located about one mile from the center of the city of Atlanta, Georgia, and may be reached by cars marked "WEST HUNTER, ASHBY" or "WEST FAIR."

HISTORICAL SKETCH

1865	Beginning of work: Jenkins Street Church, and Car-Box.
1866	Storrs School, and Asylum.
1867	Incorporation of "The Trustees of the Atlanta University."
1869	Formal Opening: Asylum in April, North Hall in October.
1869-1885	Presidency of Edmund Asa Ware.
1888-1907	Presidency of Horace Bumstead.
1907-1922	Presidency of Edward Twichell Ware.
1923-1929	Presidency of Myron W. Adams.
1929—	Presidency of John Hope.

Atlanta University is one of the outgrowths of that earnest educational crusade which brought so many devoted teachers to the South in the sixties and seventies. While its formal work under its present name did not begin until 1869, it was chartered two years before that date, and its real work began as early as November of 1865. Its first normal class was graduated in 1873, and its first college class in 1876. The purpose of the founders of the Atlanta University, as declared in its charter, was the establishment and management of an institution for "the liberal and Christian education of youth."

Like all institutions of its character, the work of this institution began with students of low academic standing. Apparently, during the first year of its existence in its present location and under its present name, only one student was of higher rank than first year in high school. As the work grew and general conditions became more favorable, the average academic standing of the student body became more advanced, and in 1894 all work below the high school was discontinued. In 1925 the high school work also began to be discontinued, and the

school year 1928-1929 opened with no students below freshman and junior normal classification.

On April 1, 1929, an arrangement was completed among Atlanta University, Morehouse College and Spelman College for the affiliation of the three institutions in a university plan, the graduate and professional work to be conducted by Atlanta University, the college work to be done by Morehouse College and Spelman College. On September 25, 1929, Atlanta University opened its first year on the new plan, and several undergraduate-graduate courses were offered which might receive credit toward the Master's degree. In 1930-1931 the undergraduate courses were discontinued. All the energies of the institution are now being devoted to graduate work.

THE UNIVERSITY PLAN

Under the arrangement completed April 1, 1929, by which Atlanta University, Morehouse College and Spelman College were affiliated in a university plan, the graduate and professional work is carried on by Atlanta University, the college and pre-professional work by Morehouse College and Spelman College.

The Board of Trustees of Atlanta University has been reorganized to include representatives nominated by the Boards of Trustees of Morehouse College and Spelman College, and additional members elected at large.

Each institution is independently organized under its own Board of Trustees and has its own administration, but through the affiliation overlapping of work is eliminated and the resources and facilities of all three institutions are available for every student. Since September, 1929, there have been exchanges of teachers and students among the three affiliated institutions.

Atlanta University is being developed as the center for graduate and professional courses in the University scheme. The University does not aim at present to offer a large number of

courses, but it aims to do work of exceptional quality in a few fields and to add to them only as resources in personnel and money are available.

As a transition from undergraduate work to graduate work, the University, in coöperation with Morehouse College and Spelman College, offers each year a limited number of undergraduate-graduate courses. These are conducted by members of the faculties of Morehouse College, Spelman College and Atlanta University, and are open to specially qualified juniors and seniors and to graduate students. In addition, the University is offering courses for graduate students only, in Biology, Chemistry, Economics and Business Administration, Education, English, History, Latin, Mathematics and Sociology. Under the direction of the Department of Education there is a Laboratory School, including nursery school, kindergarten, elementary school and high school. In these days of strong business organization and effective team work, the affiliation suggests unlimited possibilities—three institutions, having a total initial plant of ninety acres of land and thirty-eight buildings, located in the strategic center of the Southeastern states, and having a foundation of more than fifty years of efficient work. With each group keeping an individuality, yet combining forces, with overlapping eliminated and all facilities utilized, and with the backing of loyal groups of alumni in nearly every state, a great University for Negroes in the far South is assured.

SUMMER SCHOOL

The Summer School is conducted by Atlanta University with Morehouse College, Spelman College, Atlanta School of Social Work, Clark University, Morris Brown College, and Gammon Theological Seminary affiliated. Graduate students from approved colleges and universities may through Summer School courses earn credit toward the Master's degree. For further information, write the Registrar.

PUBLICATIONS

These include the annual catalogue, and other numbers of the Atlanta University Bulletin. The Bulletin has been issued at intervals of four to six times a year.

Occasional leaflets and pamphlets descriptive of our work and needs are issued from time to time. The General Catalogue, published in 1929, gives a complete statement up to that date concerning officers, teachers, graduates and advanced students. The History of Atlanta University, published in 1929, gives a comprehensive account of the work of the institution from its founding to the inauguration of graduate work in 1929.

From 1896 to 1917 a series of twenty monographs upon important phases of the Negro problem was published by the Atlanta University Press. The titles and prices of the series will be sent on application.

THE LIBRARY

The new Atlanta University library, made possible by a gift from the General Education Board, stands on the block of land now owned by Atlanta University at the south end of Chestnut Street between Spelman College and Morehouse College. The book collections of the three affiliated institutions—Atlanta University, Morehouse College and Spelman College—have been brought together in one building. This makes available to students unusual advantages for study, reference and cultural reading. At present the library contains approximately 45,000 bound volumes.

The building has a seating capacity of 600 and an ultimate capacity of more than 175,000 volumes. The basement contains a large room for exhibition purposes, library staff room, storage and delivery room, lockers and lavatories, and book stacks. The first floor is entered through a spacious corridor and exhibition hall which extends the full depth of the building. Opening from this on the right is the reserve book room, and on the left the periodical room and browsing room. Four

seminar rooms, check room and book stacks complete this floor. The second floor contains a large reading room, two stories in height and extending the entire length of the building. On this floor also are the office of the librarian, a library work room and additional book stacks. The third floor contains three class rooms and two offices. In the stack rooms are 48 cubicles for the use of graduate students and faculty.

In accordance with the terms of the gift, it is the aim and purpose of Atlanta University to make the library serve not only Atlanta University and affiliated colleges—Spelman and Morehouse—but the other institutions of higher learning in Atlanta, namely, Morris Brown College, Clark University, Atlanta School of Social Work, and Gammon Theological Seminary, which may enter into coöperative arrangements with Atlanta University for the use of the library. It is hoped also to make the University library of practical benefit to the citizens of Atlanta in stimulating their wholesome reading and in providing a center of community culture.

LABORATORY SCHOOL

A Laboratory or Demonstration School, beginning with kindergarten and going through four years of high school, was opened in September, 1930, as a part of the Atlanta University program.

The school is conducted in connection with the University's Department of Education for the purpose of giving to students in that department practical observation and training in teaching methods. The purpose of the Laboratory School is not primarily to give students in the Department of Education practice in teaching, but to provide them with an opportunity to observe good teaching and its results.

The kindergarten and elementary grades are taught in the Oglethorpe School on the University campus, and the high school grades in Giles Hall on the Spelman campus. Both buildings have been remodeled and equipped to meet the requirements of the new school.

ATLANTA UNIVERSITY

THE NURSERY SCHOOL

As a special feature in the education of the pre-school child, the Nursery School of Spelman College is open to graduate students of Atlanta University for observation and research.

The Nursery School with a staff of specialists, including the director of the Nursery School, two trained assistants, nutrition specialist, nurse and physician, was opened in the fall of 1930. It is attractively housed and equipped in a wing of the Home Economics building and has accommodations for twenty children. It serves as a laboratory for demonstration and practical experience. Students are also given an opportunity to participate in the parent education program of the school.

LABORATORIES

Science laboratories of Morehouse College and Spelman College are available for use by University students registering for graduate courses in the sciences. Constant additions are being made to the scientific equipment of both colleges.

DORMITORIES

Two new dormitories, one for women and one for men, provide accommodations for 200 students and permit each individual to have a room to himself. These two buildings face Chestnut Street and stand in the grove of trees at the west end of the old campus. Each room is furnished with a desk, chairs, rug, dresser, bedstead, and mattress. Sheets, towels and one blanket, are furnished by the University. Attractive living rooms where students may lounge and read, reception rooms where they may receive callers, spacious dining rooms, modern kitchen and service rooms, are included in this group.

UNIVERSITY STUDENT HEALTH SERVICE

The University Student Health Service is available to all students. Through the coöperation of the Infirmary at Spelman College, modern methods of diagnosis and examination are available.

The University requires a physical examination of all students. This examination is provided by the Health Service. More frequent examination and advice will be given when necessary to maintain the health of the students. Regular physical exercise is encouraged, and to this end there are plans in process of development for playing fields and other facilities for outdoor sports.

RELIGIOUS OPPORTUNITIES

A University assembly is held at frequent intervals during the academic year. In addition, there are daily chapel services at Spelman College and Morehouse College to which students of the University are welcome. On Sunday afternoons at three o'clock, throughout the college year, there is held in Sisters Chapel on Spelman College campus a preaching service which is attended by the students and faculties of the three affiliated institutions. The churches of Atlanta offer rich opportunities for Christian service and worship. Members of the student body and faculty are frequently invited to cooperate with these churches in the regular Sunday morning services.

TUITION AND FEES

<i>Matriculation fee</i> —Payable at first registration and not refundable	\$ 5.00
<i>Tuition for the year</i> —One-half payable at the time of registration each semester	\$100.00
<i>Fees for single courses</i> —Three credit hours a week for one semester	\$ 15.00
<i>Late registration fee</i>	\$ 5.00
<i>Laboratory fees</i>	\$ 10.00
<i>Graduation fee</i>	\$ 10.00
<i>Health service fee</i>	\$ 5.00
<i>Board and room</i> —Per month	\$ 36.00

Bedding and towels are furnished and laundered by the University.

Tuition and fees are payable at the office of the Treasurer on or before the tenth day of the semester.

ATLANTA UNIVERSITY

ESTIMATE OF EXPENSES

The necessary expenses of a student at Atlanta University are not high. The exact amount will vary according to the habits and economy of the individual. The following estimate, exclusive of graduation fee and laboratory charges, will enable the student to form an idea of the yearly expenses.

<i>Tuition for the year</i>	\$100.00
<i>Room and board</i>	\$324.00
<i>Fees (Matriculation and Health Service)</i>	\$ 10.00
<i>Laundry, pressing and incidentals</i>	\$ 41.00
<i>Textbooks and supplies</i>	\$ 25.00
<i>Total</i>	\$500.00

Students are urged to prepare a budget before entering the University. This budget should include an estimate of income from all sources and an estimate of expenses.

FINANCIAL AID FOR STUDENTS

There is available a limited number of scholarships for students who show promise of success. Applications should be made in advance of registration and reasonable information supplied as to the need for scholarship aid.

A few students are engaged by the University for part-time employment in the dormitories, on the grounds, as assistants in the laboratories and the library, and as waiters in the dining room. Part-time employment should not be counted upon to yield an income greater than \$100 for the year.

Application for scholarships and part-time employment should be made on blanks provided by the University and should be sent to the President.

HELEN KATHARINE DORSEY MEMORIAL SCHOLARSHIP

In 1929, Mr. Thomas J. Dorsey of Philadelphia, in memory of his daughter Helen Katharine Dorsey, a former teacher at Atlanta University, established the Helen Katharine Dorsey Memorial Scholarship. The scholarship is awarded by the faculty to a deserving student.

GRADUATE WORK IN EDUCATION

It is the policy of Atlanta University to develop a Department of Education which will emphasize not only the science of teaching but also a thorough knowledge of subject matter.

Graduate students who are teachers or who expect to teach will, in the majority of cases, be advised to take their Master's degree not in Education but in the subject they expect to teach. Such students should register, for the most part, not in methods courses but in the subject matter or "content" courses. The main emphasis is thus on knowing something to teach and the secondary emphasis on learning how to teach it.

Graduate students looking forward to future activity as principals, supervisors, normal school teachers and college teachers of Education, will find in the Department opportunity for the study of their professional problems. A major in Education would be advised for such students.

The Laboratory School aims to offer an object lesson in good teaching and provides opportunities for practical observation and training in teaching methods and administration.

Courses are offered in methods and principles of teaching in elementary and secondary schools, psychology, tests and measurements, philosophy and history of education, and, for training administrators, courses in supervision and administration.

The purpose of the Department of Education is to improve teaching in Negro schools by training teachers who will have thorough knowledge, teachers who can think with accuracy and precision, teachers with character and personality and with a contagious enthusiasm for their work that will inspire and stimulate the young people coming under their direction.

GRADUATE WORK IN ECONOMICS AND BUSINESS ADMINISTRATION

The Department of Economics and Business Administration seeks to provide training in the fundamental principles and practices of business. Attention is given both to the practical and to the purely scientific aspects of the problem treated.

Knowledge of business administration is, generally speaking, a closed book to Negroes in the South. Yet if Negroes

are to build up their economic position and be prepared to assume their just burden in the economic development of the country—if they are to be able even to earn a livelihood and live fruitful lives—they must learn business principles and procedures and acquire an understanding of the conduct of business on a larger scale than is now possible. Furthermore, Negroes must learn how to take advantage of the opportunities accorded by coöperation with white business agencies.

The Department of Economics and Business Administration now offers courses in: (1) the economic structure and organization of society; (2) money and banking, including theories of credit with emphasis on the fact that credit is not capital; (3) principles of business, including the different stages of production from the beginning to sales and consumption; (4) business organization—proprietorships, partnerships, the corporation, securities and the use of income.

ADMISSION

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

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

REGISTRATION

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

CANDIDACY

Admission and registration do not of themselves admit to candidacy for a degree. Any student who has demonstrated his ability to do major work of graduate character and whose subject for his thesis has been approved by the Committee on Graduate Study, may, on the recommendation of the Major Department, be admitted to candidacy for the Master's degree. Admission is by vote of the Committee on Graduate Study. Application for admission to candidacy must be made on the blank provided for the purpose. This blank may be obtained at the office of the Registrar and application must be on file at least two months before the degree is conferred.

GENERAL REQUIREMENTS FOR MASTER'S DEGREE

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

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

For a graduate of an approved college, who is well prepared for advanced study in his chosen field, the Master's degree will be granted on fulfilment of the following requirements:

1. At least a year's residence at the University. A candidate for the Master's degree is not credited with "residence" if he enters a course scheduled for a semester later than one week after the opening date. Withdrawal from courses before the close of the semester has the same effect.

2. The completion of at least twenty-four semester hours of graduate work with a grade of A or B.

3. A satisfactory thesis on a subject approved by the chairman of the Major Department.

4. The delivery of two printed or typewritten copies of the thesis, to the chairman of the Committee on Graduate Study, at least one month before the commencement at which the degree is to be conferred, together with a certificate signed by the Major Adviser of the department, stating that the work, as submitted, is accepted as the candidate's thesis for the Master's degree.

5. A final examination covering the work in graduate courses as well as the thesis. The examination may be oral, or written, or both.

6. Additional qualitative and specific requirements for the degree may be prescribed by the Committee on Graduate Study or by any department. (Consult Departmental Announcement for special requirements for the degree.)

THE DEGREE OF DOCTOR OF PHILOSOPHY

Only in exceptional instances, when all the factors are favorable, i. e., in the case of a qualified professor and an exceptionally able student in a given department, will the University offer work leading to the Degree of Doctor of Philosophy during the first ten years of the graduate school.

MAINTENANCE OF STANDARDS

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

COURSES OF INSTRUCTION

Courses numbered 400-499, while intended primarily for graduate students, are, subject to the approval of the instructors, open to students of senior college rank of Morehouse College and Spelman College. Courses numbered 500-599 are open only to graduate students who have fulfilled prerequisites.

BIOLOGY

- 461-462. *EXPERIMENTAL BIOLOGY*. This course includes a careful study of animal behavior, regeneration, experimental embryology, experimental evolution and related topics, training in micro-technique. For those interested in research or the teaching of Biology. Prerequisite: Approval of instructor. 3 credits each semester.
- 463-464. *NEUROLOGY*. A study of the forms of the nervous system and the functional significance of its chief subdivisions in general is followed by a review of the architectural relations of the more important functional systems. Prerequisite: Approval of instructor. 3 credits each semester.
- 501-502. *ECOLOGY*. Lectures, laboratory, and field work with special reference to the environmental relations of animals. Prerequisite: Approval of instructor. 3 credits each semester.
- 503-504. *ENTOMOLOGY*. Lectures, laboratory and field work dealing with the morphology, classification, and identification of insects, and a consideration of some of the outstanding insect pests. Prerequisites: Introduction to Entomology and approval of instructor. 3 credits each semester.
- 545-546. *RESEARCH*. Prerequisite: Approval of instructor.
- 547-548. *SEMINAR IN BIOLOGICAL PROBLEMS*. Required of all graduate students in the department.

CHEMISTRY

462. *ADVANCED INORGANIC CHEMISTRY*. Special topics in inorganic chemistry such as the periodic system, more complex reactions of the elements and co-ordination theory. 3 credits second semester.
501. *ADVANCED ORGANIC CHEMISTRY*. A review of the more common reactions met with in elementary organic chemistry, and a critical discussion of the electron theory of valence, tautomerism, molecular rearrangements and condensations. Lectures, 2 hours per week; laboratory, 6 hours per week. 3 credits first semester.

502. *ADVANCED ORGANIC CHEMISTRY*. (Continuation of Chemistry 501). A study of carbohydrates, diazo-compounds of the aliphatic and aromatic series, dyes and the alkaloids. In the laboratory the student takes up the determination of carbon, hydrogen and nitrogen by combustion. Lectures, 2 hours per week; laboratory, 6 hours per week. 3 credits second semester.
503. *THEORETICAL CHEMISTRY*. A study of the reactions and theory involved in analytical procedure, both qualitative and quantitative. Special attention is given to the development and application of the laws of equilibrium and of solutions. (Not offered 1932-1933.) 3 credits first semester.
504. *CHEMISTRY OF COLLOIDS*. A general discussion of the theory of colloidal behavior, and its applications to proteins and other colloidal material of importance in nature and industry. Lectures, 2 hours per week; laboratory, 6 hours per week. 3 credits second semester.
505. *ADVANCED PHYSICAL CHEMISTRY*. A discussion of the laws governing chemical phenomena, from the viewpoint of actual problems. The specific subjects considered are thermochemistry, chemical change and electrochemistry. Lectures, 1 hour per week; laboratory, 6 hours per week. 3 credits first semester.
506. *THEORY OF SOLUTIONS*. This course involves a mathematical presentation of the laws of dilute solutions. Lectures, discussions, and problems. 3 credits second semester.
508. *ATOMIC STRUCTURES*. This course involves a mathematical discussion of atomic structures including fundamental electronal concepts, the Bohr atom and elementary wave mechanics. 3 credits second semester.
- 511-512. *PHYSIOLOGICAL CHEMISTRY*. The chemistry of proteins, carbohydrates, and fats; the physiology of the digestive system, with the study of secretions and of artificial salivary, gastric and pancreatic digestions; examination of blood, bile, and urine; the analysis of foods, particularly milk. Lectures, 2 hours per week; laboratory, 6 hours per week. 3 credits each semester.
- 547-548. *SEMINAR IN CHEMISTRY*. Required of all graduate students in the department.

ECONOMICS

- 411-412. *HISTORY OF ECONOMIC THOUGHT*. Readings and critical discussions of the significant contributions of general economic theory which have been made in recent years, preceded by a review of the parent stock of classical economics. Prerequisite: Approval of instructor. (Not offered 1932-1933.) 3 credits each semester.

429. **ECONOMIC REFORM.** A study of various methods of economic reform, including those which involve no essential change in the present order as well as those which are more radical. Among the subjects studied are social insurance, profit sharing, coöperation, single tax, socialism, and communism. Prerequisite: Introductory Economics.
3 credits first semester.
- 455-456. **MONEY AND BANKING.** The principles of money and banking with special reference to their functions in the present organization of economic society. Money and its attendant economic problems: credit, the Federal Reserve System, foreign and domestic exchange, the business cycle, and the general question of organized speculation in the money market; the history of banking both in this country and the more important countries of Western Europe. Prerequisite: Elementary Economics.
3 credits each semester.
- 463-464. **ADVANCED ACCOUNTING.** This course is designed to meet the needs of students who expect to practice accounting professionally, or who are preparing for positions as corporation auditors, comptrollers, or cost accountants. Lectures will be given covering the entire field of advanced accounting. The student, however, will be required to study text material, and do practice and laboratory work in the particular field of his specialty. Prerequisite: Approval of instructor.
3 credits each semester.
465. **LABOR PROBLEMS.** A study of the rise of the modern labor problem and consequent evils; educational and legislative measures for adjustment of differences and practical applications. Past and current developmental tendencies toward Industrial Democracy are also noted. Lectures, readings, term papers. Prerequisites: Elementary Economics and consent of instructor.
3 credits first semester.
466. **ECONOMIC PROBLEMS.** Basically an attempt is made to apply economic principles to the problems of economic life. Such phases will be considered as the elimination of waste in production, problems of population movements, business cycles and their control, relation between government and industry, problems of inequality, and finally a constructive program of economic progress. Prerequisites: Elementary Economics and approval of instructor.
3 credits second semester.
468. **PRINCIPLES AND PRACTICES OF INSURANCE.** A course in the theory of insurance and current insurance practices. The subject matter covered includes: uses of insurance, types of insurance, organizations, types of policies, mortality, loading, reserves, the law governing insurance, etc. Prerequisite: Elementary Economics.
3 credits second semester.

471. **CORPORATIONS AND CORPORATION FINANCE.** The course after giving attention to small forms of business organizations will devote its entire time to corporate financial organizations, the administration of corporate income, reorganization, individual combinations, and the historical aspects of the trust problem. Prerequisites: Business Principles and Mathematics of Finance. 3 credits first semester.
472. **PROBLEMS OF BUSINESS FINANCE.** The course is designed to give the student practical work in the problems of both small and large businesses. Students will be assigned to the solution of specific problems and will be expected to present a detailed written report supporting the solution of such problems. Prerequisite: Corporations and Corporation Finance. 3 credits second semester.
- 475-476. **MARKETING.** A study of the causes and effects of fundamental readjustments in the economic system which are responsible for changes in costs and methods of distributing goods. Attention will be given to marketing institutions in relation to trends of industrial development, economic prosperity and habits of consumption. The purpose of the course is to give the student a clear idea of our marketing methods. Prerequisites: Business Principles and Mathematics of Finance. 3 credits each semester.
- 477-478 **STATISTICAL METHOD.** A study of statistical methods in the analysis of economic and social phenomena. It is the aim of the course to prepare, present and interpret statistical reports and data. Prerequisite: College Algebra. 3 credits each semester.
482. **ECONOMIC HISTORY OF THE AMERICAN NEGRO FROM 1865 TO 1930'**
A study of the way in which the American Negro has earned a living from slavery up to the present time. 3 credits second semester.
503. **MONEY MARKETS.** A detailed study of central bank operation in both the U. S. and Europe, particularly with reference to policy, effectiveness, open market operations and control over money rates and rate making. Statistical data will be generally used as a basis for the course. 3 credits first semester.
504. **INVESTMENTS.** A comparison of forms of investments and a study of the machinery of security issuance and distribution, investment houses, stock and commodity exchanges, and organized speculation. Public policy and interest will control the point of view taken. Prerequisites: Corporation Finance and Problems in Finance. 3 credits second semester.
- 545-546. **RESEARCH IN ECONOMICS.** Prerequisite: Approval of the instructor.

EDUCATION

453. **ELEMENTARY STATISTICS.** A study of the elements of statistical method with special reference to educational problems.

3 credits first semester.

454. **ADMINISTRATION AND INTERPRETATION OF MENTAL AND EDUCATIONAL TESTS.** A study of the detailed problems of administration, and the use and interpretation of the group mental and educational tests. Prerequisite: Elementary Statistics.

3 credits second semester.

461-462. **SECONDARY EDUCATION.** This course is required of all students with major interest in secondary education. Among the more prominent topics covered are the following: development of secondary education in the United States; secondary education in Europe; relation to lower and higher school; aims of the high school; the physical plant; costs; organizing the school; records; the high school pupil; curriculum and materials of instruction; the high school teacher; the principal as an administrator; the principal as a supervisor; extra-curricular activities; the morale; surveys; the library; classification, promotion, attendance, and health of pupils. (Not offered 1932-1933.)

3 credits each semester.

501-502. **ELEMENTARY EDUCATION.** This course is required of all students with major interest in elementary education. Among the more prominent topics covered are the following: modern theory and practice in elementary school instruction; the primary school; standards for judging instruction; diagnosis of instruction observed; methods of improvement; curriculum making; selection of textbooks; recent tendencies in the education of young children; the use of tests; functions of the principal; classification, promotion, attendance, discipline, and health of pupils; the assembly, clubs, and other social activities; the principal as an administrator; the principal as a supervisor; the school plant and equipment.

3 credits each semester.

503-504. **THE TECHNIQUE OF TEACHING IN ELEMENTARY SCHOOLS.** The aim of this course is to answer the question, "What is good teaching in the elementary school?" To this end will be presented: (1) the more widely recognized procedures employed in teaching in the elementary school; (2) a critical evaluation of the theories upon which these procedures are based; (3) discussions of observations made in the University Laboratory Elementary School. Prerequisite: Methods of Teaching Elementary School Subjects. (Not offered 1932-1933.)

3 credits each semester.

505-506. **TECHNIQUE OF TEACHING IN SECONDARY SCHOOLS.** The aim of this course is to answer the question, "What is good teaching in the high school?" To this end will be presented: (1) the more widely recognized procedures employed in teaching in the high school; (2) a crit-

ical evaluation of theories upon which these procedures are based; (3) discussions of observations made in the University Laboratory High School. Prerequisite: Methods of Teaching High School Subjects.

3 credits each semester.

507-508. *PHILOSOPHY OF EDUCATION*. The course endeavors to construct an adequate working philosophy of education in modern society. 3 credits each semester.

510. *ORGANIZATION AND SUPERVISION OF INSTRUCTION*. A study of the technique of the supervision of instruction, with special reference to the improving of the teacher's efficiency. Prerequisite: Approval of instructor. (Not offered 1932-1933.) 3 credits second semester.

512. *PROBLEMS IN HIGH SCHOOL ADMINISTRATION*. An advanced course in secondary administration. Each student will make an intensive study of a problem of special interest. The class lectures and discussions will be based on questions precipitated by the reports on the intensive studies. Prerequisite: Approval of instructor. (Not offered 1932-1933.) 3 credits second semester.

513-514. *EDUCATIONAL SOCIOLOGY*. A study designed to describe for the teacher, principal and others concerned with education, a social background for the purpose of interpreting educational procedure and method. 3 credits each semester.

515-516. *PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS*. This course includes a study of the psychological principles underlying the teaching of the elementary school subjects. Consideration will be given to studies and experiments that have been made in the field of elementary school subjects. 3 credits each semester.

517-518. *ADVANCED EDUCATIONAL PSYCHOLOGY*. This study will deal with the following elements of educational psychology: physiological basis of learning, native equipment, habit formation, perception learning, feelings and emotions, associative learning, memory and imagination, the learning process and the application of the principles of learning to education, 3 credits each semester.

547-548. *SEMINAR IN EDUCATION*. Required of all graduate students in education. The course includes a critical review of the methods employed in collecting and preparing for presentation the material submitted for the Master's dissertation.

ENGLISH

COURSES IN ENGLISH ARE ARRANGED CHRONOLOGICALLY

453. *ANGLO-SAXON*. A study of Old English Grammar with readings. 3 credits first semester.

454. *CHAUCE*. An introduction to the language and poetry of Chaucer. The Minor poems and the Canterbury Tales. 3 credits second semester.

- 461-462. **SHAKSPERE.** A critical and appreciative study of Shakspeare as a dramatist and as a poet. All the plays and poems are studied, most of the plays and the sonnets intensively. Some acquaintance is made with Shakspearean criticism after enough of Shakspeare's work has been read to make the study of it valuable. To know Shakspeare's writings, to understand his development as a dramatist, and to develop a sense of what constitutes excellent drama and great poetry—these are the aims of this course. 3 credits each semester.
501. **ELIZABETHAN NON-DRAMATIC LITERATURE.** A course in the literature of the Renaissance in England, exclusive of the drama: the prose of the period, both fiction and criticism, the sonnet sequences and other lyrical poetry, and the writings of Edmund Spenser. The temper of the Elizabethan age will be studied as a necessary background to the literature which grew out of it, and Spenser as the epitome of its richness and its glory. 3 credits first semester.
502. **CAVALIER AND PURITAN.** (Formerly the *AGE OF MILTON*). A study of the literature of the seventeenth century, exclusive of the drama, from the death of Elizabeth in 1603 to the Restoration in 1660. First, a brief study of the transition figures: Bacon, Donne, Jenson; the Cavaliers: Herrick, Carew, Suckling, Lovelace; the metaphysical poets: Herbert, Crashaw, Vaughan; the prose writers: Browne, Burton, Walton, Taylor, Fuller, Bunyan. Secondly, the major part of the semester, a study of the Puritan movement which dominated the life and thought of the mid-seventeenth century, and of Milton, its great representative. Milton's English poetry will be read entire: the early poems, *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*; of the prose, the most important of the ecclesiastical, political, social and educational works will be studied. 3 credits second semester.
467. **AGE OF DRYDEN.** Using Dryden as the epitome of the period (1660-1700), the course will include the outstanding writers of the three main types of literature written at this time: poetry, drama, and essay. A brief study, however, will be made of Bunyan, Evelyn, Pepys, Jeremy Collier, and John Locke. 3 credits first semester.
468. **AGE OF POPE.** The temper of the eighteenth century, the political unrest, the complete triumph and nature of neo-classicism will be studied as an introduction to an intensive study and appreciation of Pope, his influence and rank as poet, critic and moralist. 3 credits second semester.
483. **AGE OF JOHNSON.** An appreciative study of the significant essays, drama, and poetry reflecting the temper of the last half of the eighteenth century. The development of sentimentalism, the opposition of neoclassicism, and the influence of Johnson, his quality as writer and critic and his contribution to English literature, will be constantly stressed. 3 credits first semester.

423. **THE ROMANTIC POETS.** A study of the rise and triumph of the Romantic Movement in English Literature, its causes, its nature, and its flowering in the poetry of the early nineteenth century, as a background for the intensive study of the major Romantic poets. The philosophic and literary precursors of the Movement in the eighteenth century are studied chiefly for their contribution to the growth of the Romantic Revolt, and Wordsworth is studied as the central figure most completely embodying its principles and its spirit. Most of the time in the course is given to an intensive study of the works of the principal Romantic poets: Wordsworth, Coleridge, Byron, Shelley, and Keats, including the critical theory of Wordsworth and Coleridge. The purpose of the course is to give an understanding of this significant movement in English Literature and an acquaintance with the work of its representative poets, and to develop a discriminating appreciation of their poetry. 3 credits first semester.
424. **VICTORIAN POETRY.** A study of the poetry of the Victorian Age with Tennyson and Browning as the two greatest figures of the period, but including also the work of the other Victorian poets, like Mrs. Browning, Arnold, and Clough, and the Pre-Raphaelites, Rossetti, Morris, and Swinburne. The poetry is studied as an expression of the life and thought of the age, with its social, industrial and religious unrest. An attempt is made also to develop, through its study, a sound appreciation of good poetry. 3 credits second semester.
- 469-470. **NINETEENTH CENTURY PROSE.** A critical and appreciative study of the more significant English prose writers of the nineteenth century. In the first semester the main currents of nineteenth century thought, with special reference to the rise and triumph of Romanticism, will be stressed. Such writers as Coleridge, Wordsworth, Lamb, Hazlitt, Landor, DeQuincey, and Hunt will be studied; and a first hand reading of their works will be required. In the second semester the social, religious, educational, and scientific unrest of the Victorian Era will be studied as background to the study of the novelists (Thackeray, Dickens, George Eliot, Anthony Trollope, Charlotte Bronte, Meredith, Hardy, Stevenson, and Kipling), the essayists (Macaulay, Carlyle, Ruskin, Arnold, Newman, Pater, Stevenson), and the dramatists (Robertson, H. A. Jones, A. W. Pinero, Oscar Wilde, Shaw, and Ibsen). 3 credits each semester.
- 471-472. **THE ENGLISH NOVEL.** The history and development of the Novel, with wide reading in English fiction and intensive study of one or more novels by each of the outstanding novelists from Jane Austen to Thomas Hardy. Outside reading in the major and minor novelists, with papers and class reports, will be part of the work of this course. The aim of the course is to give a comprehensive view of the history of

the novel and its development as a literary type and a wide acquaintance with the best fiction, and to set up a standard of what constitutes an artistic success in this type of literature. (Not offered 1932-1933.)

3 credits each semester.

504. *HISTORY OF THE ENGLISH LANGUAGE*. A detailed study of the phonological and morphological changes in the development of English. Attention is paid to modern English grammar and vocabulary. Prerequisite: Consent of instructor. 3 credits second semester.

- 485-486. *PRINCIPLES OF LITERARY CRITICISM*. The purpose of this course is to acquaint students with the principles of literary criticism, by presenting those principles and studying the literary works which embody them, with a view to developing a discriminating literary sense and appreciation. 3 credits each semester.

FRENCH

- 458-459. *FRENCH CIVILIZATION*. A comprehensive and systematic study of the development of the French nation. Conducted in French. (Not offered 1932-1933.) 3 credits each semester.

- 461-462. *FRENCH LITERATURE OF THE SEVENTEENTH CENTURY*. This course presents French Classicism through the masterpieces of Corneille, Racine, Moliere, and other authors of the "golden period" in French letters. Conducted in French. Prerequisite: A Survey of French Literature. 3 credits each semester.

- 463-464. *FRENCH LITERATURE OF THE NINETEENTH CENTURY*. This course aims to bring out the characteristics of the great literary movements of the century: romanticism, realism, and symbolism. The development of the novel, the drama, and poetry in France is traced through the centuries. Conducted in French. Prerequisite: A Survey of French Literature. 3 credits each semester.

501. *OLD FRENCH*. This course in the morphology and phonology of the French language will trace the evolution of the language from the spoken Latin to the modern French. Texts in old French including the Chanson de Roland will be read. Prerequisite: A knowledge of Latin and modern French. (Not offered 1932-1933.) 3 credits first semester.

AMERICAN HISTORY

461. *THE UNITED STATES SINCE THE CIVIL WAR*. The Rise of Modern America. A survey of significant movements; after-war adjustment; the occupation of the continent; the rise of urban-industrial interest and agricultural changes. (Not offered 1932-1933.) 3 credits first semester.

462. *SOCIAL-INDUSTRIAL HISTORY OF THE UNITED STATES*. The Northeast, 1815-1860. The Industrial Revolution and accompanying economic changes; the social reactions; westward expansion; urban development; religious changes; the anti-slavery movement. 3 credits second semester.

463. *THE AMERICAN COLONIES*. A survey of the transplanting of European culture and institutions to the New World and of the relation of the Colonies to the British government to 1783. 3 credits first semester.
504. *RECONSTRUCTION, NORTH AND SOUTH, FROM 1863 TO 1876*. (Not offered 1932-1933). 3 credits second semester.
- 523-524. *HISTORY OF THE SOUTH*. (1) The Old South; (2) The Lower South. A survey of the political, economic and social forces of the South from 1763 to 1860. (Not offered 1932-1933). 3 credits each semester.

EUROPEAN HISTORY

405. (403) *EIGHTEENTH CENTURY EUROPE*. A study of the Old Regime in Europe, and an analysis of the political, social, economic, and intellectual forces that led to the French Revolution. 3 credits first semester.
406. *THE FRENCH REVOLUTION AND THE NAPOLEONIC ERA*. An introductory study of the causes of the French Revolution, followed by a detailed study of the Revolution and the Napoleonic Era, with emphasis on the social, political, religious, and economic phases. 3 credits second semester.
407. *EUROPE FROM 1815 TO 1870*. A study of the economic, social, and political developments of the period, with special emphasis on the accompanying revolutionary movements, and the growth of nationalism. 3 credits first semester.
408. *EUROPE FROM 1870 TO 1914*. A study of the shifting alignment of political parties with the spread of socialism and the influence of modern industrial development. An intensive study is made of the international relations of the period. 3 credits second semester.
- 421 *EUROPE SINCE 1914 AND CURRENT AFFAIRS*. This course deals thoroughly with the immediate background for and the events of our own times. 3 credits first semester.
509. *ENGLAND UNDER THE TUDORS*. Alternates with History 511. Offered 1932-1933 and in alternate years. 3 credits first semester.
510. *ENGLAND UNDER THE STUARTS*. Alternates with History 512. Offered 1932-1933 and in alternate years. 3 credits second semester.
511. *ENGLISH HISTORY, FROM 1688 TO 1832*. A study of British political, constitutional, and social developments during this period. (Not offered 1932-1933). 3 credits first semester.

512. (516) *BRITISH GOVERNMENT*. A study of the present system of England and the several dominions. (Not offered 1932-1933)
3 credits second semester.
514. *SEMINAR IN EUROPEAN DIPLOMATIC HISTORY FROM 1870 to 1914*. A survey of the diplomatic relations of Europe from 1870 to 1914. Prerequisites: History 408 or its equivalent and a reading knowledge of French and German.
3 credits first semester.
521. *FAR EASTERN INTERNATIONAL RELATIONS*. A survey of the international relations of the Far East with a view to pointing out how contact with the Occident brought China and Japan to their present position; also a review of the history of China and Japan as a background. Alternates with History 522.
3 credits first semester.
522. *HISTORY OF RUSSIA*. The history of Russia: a survey of its history with emphasis upon the economic, social, and political conditions which led to the present developments; and a study of those developments themselves. Alternates with History 521.
3 credits second semester.
546. *SEMINAR IN HISTORICAL LITERATURE OF NINETEENTH AND TWENTIETH CENTURIES*.
3 credits second semester.
- 547-548. *SEMINAR IN HISTORICAL PROBLEMS*. Research. Prerequisite: Approval of instructor.

LATIN

401. *THE ROMAN WORLD*. This is an advanced course for those who wish to increase their knowledge of the physical world and of the civilization which formed the background of the writers of the late Republic and of the early Empire. The course will consist of lectures, readings and reports, dealing with various aspects of the fields of geography, races, government, social life, private life, education, religion, philosophy, art, and architecture of the Romans. Many of the lectures will be illustrated. Besides the slides, many photographs will be shown, some of them photographs of the most recent excavations in Rome.
3 credits first semester.
404. *TACITUS, AGRICOLA, OR GERMANIA*. Selections from the Satires of Juvenal.
3 credits second semester.
407. *VERGIL*. Advanced course. Selections from Eclogues, Georgics, and Aeneid, Books VII-XII. This course will include a study of the historical and literary background of these poems. Consideration will be given to Vergil's influence upon later literature.
3 credits first semester.
409. *CICERO*. Advanced course. Selections from Cicero's Letters and from Cicero De Oratore. The reading of selected letters will be made the basis of a biographical, historical, and political study of the late Republic. Collateral reading will be assigned.
3 credits first semester.

412. *HISTORY OF ROMAN LITERATURE.* This course is designed for students interested in the general subject of literature. The course endeavors to estimate the achievements of Roman writers in this field. No knowledge of the Latin language is required. 3 credits second semester.
414. *CLASSICAL MYTHOLOGY.* Greek and Roman Myths will be studied both for influence in later literature and for religious and historical significance in Greek and Roman culture. 3 credits second semester.
501. *LATIN WRITING.* In this course attention is given to correctness of syntax and the translation of ideas rather than words, and also to the matter of style and the finer distinctions of the language.
3 credits first semester.
502. *ROMAN HISTORIANS.* Selections from several writers of Roman history will be read and discussed and the field will be covered as completely as possible by lectures, reports and assigned readings.
3 credits second semester.

MATHEMATICS

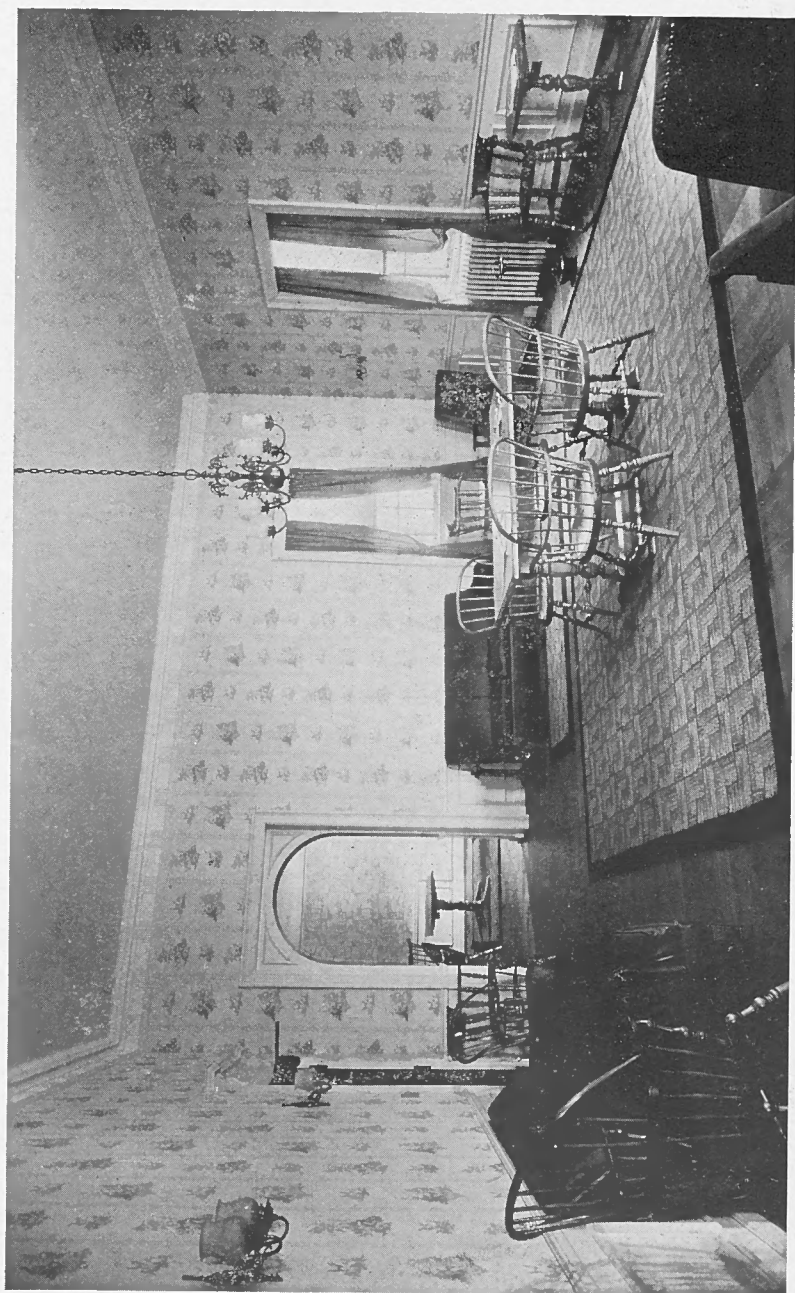
501. *THEORY OF DEFINITE INTEGRALS.* A course treating of the properties of, and methods of computing, definite integrals, including a study of methods of approximation, improper definite integrals, Eulerian integrals, multiple integrals, with many problems and applications. Prerequisite: Differential Calculus. 3 credits first semester.
502. *THEORY OF NUMBERS.* Prerequisite: Theory of Equations.
3 credits second semester.
503. *ELLIPTIC INTEGRALS.* A systematic development of the theory of indefinite integration, leading to elliptic integrals and the elements of elliptic functions, with attention to problems and applications. This course also includes an introduction to Fourier's Series. Prerequisite: Three courses in Calculus, and preferably, Definite Integrals.
3 credits first semester.
504. *METRIC DIFFERENTIAL GEOMETRY.* A course treating of the metric properties of a line and a surface in the neighborhood of a point. Attention is paid to analytic proofs of important theorems and great stress is put on problems. Prerequisites: Solid Analytic Geometry and Advanced Calculus. 3 credits second semester.
505. *THEORY OF FUNCTIONS OF A COMPLEX VARIABLE.* An introduction to the algebra and calculus of complex numbers, and their geometric representation; conformal mapping. The properties of analytic functions of a complex variable and the theory of power series and the expansion of functions. Introduction to the theory of Riemann surfaces. Prerequisites: Differential Equations and Theory of Definite Integrals. 3 credits first semester.

506. *PARTIAL DIFFERENTIAL EQUATIONS*. Prerequisite: Differential Equations. 3 credits second semester.
507. *FOURIER SERIES AND BESSEL FUNCTIONS*. Prerequisite: Approval of instructor. 3 credits first semester.
508. *INTRODUCTION TO HIGHER ALGEBRA*. Matrices; bilinear, quadratic, and Hermitian forms; linear transformations; invariant vectors and elementary divisors. Prerequisite: Approval of instructor. 3 credits second semester.
509. *CELESTIAL MECHANICS*. Constrained motion; central force; curvilinear motion; potential and attraction of bodies; two body problem; three body problem. Prerequisite: Theoretical Mechanics. (Not offered 1932-1933). 3 credits first semester.
510. *VECTOR ANALYSIS*. Methods of elementary vector analysis in three dimensional space, and of their extensions to tensor analysis in space of any number of dimensions; curvilinear coordinates; physical applications. Prerequisite: Approval of instructor. (Not offered 1932-1933). 3 credits second semester.

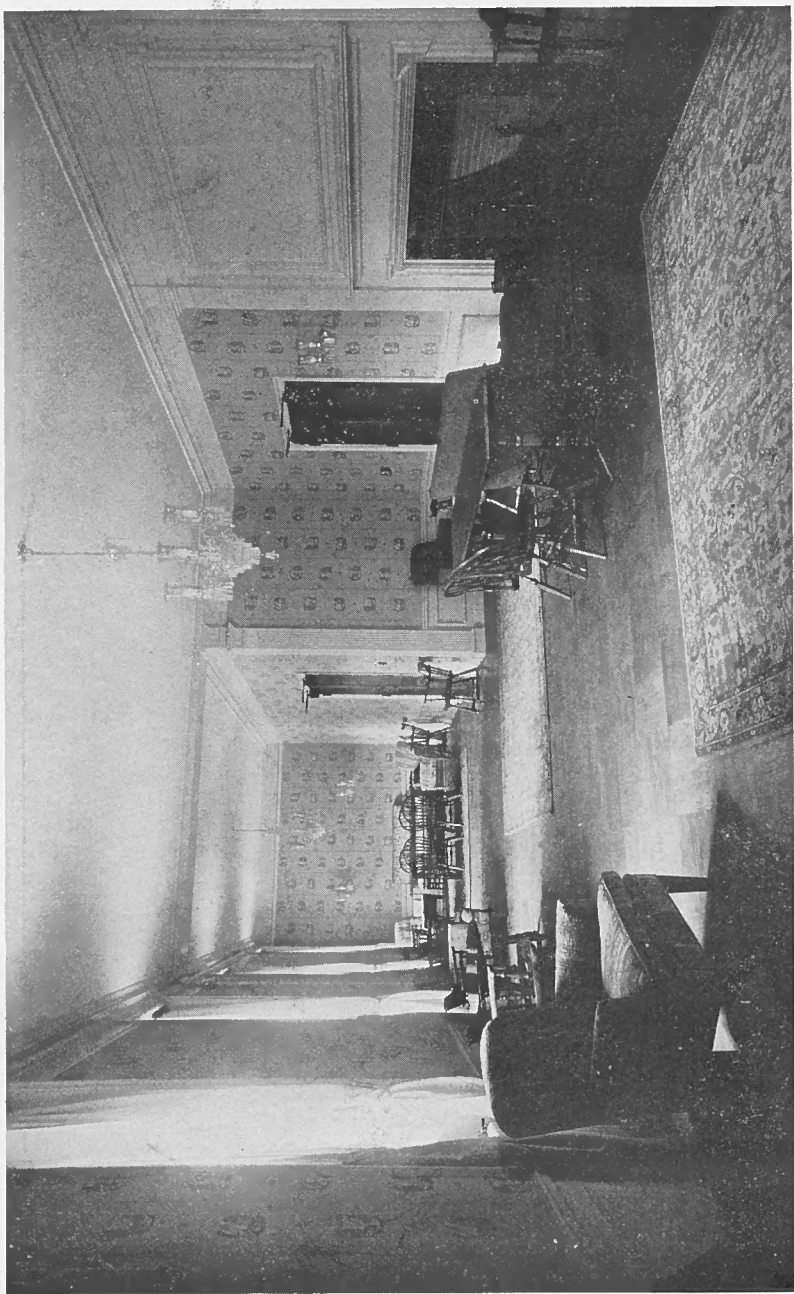
SOCIOLOGY

466. *POPULATION AND POPULATION MOVEMENTS*. The first part of this course is a study of current population theories. The second part gives an over view of the major population movements beginning with dispersion of the prehistoric family. Prerequisite: Approval of instructor. 3 credits second semester.
467. *SOCIAL CONTROL*. A brief survey of the foundations of the social order, and of the means of control. Lectures, assigned readings, book reports, and term papers. Prerequisite: Approval of instructor. 3 credits first semester.
503. *ADVANCED SOCIAL PSYCHOLOGY*. An analytical study of the psychological mechanisms involved in the formation of public opinion and development of leadership, and the function of these two factors as media of social control. 3 credits first semester.
505. *HISTORY OF SOCIAL THOUGHT*. Social thinking is traced from the beginning of ancient society to the origin of Sociology as a science. Some representative works of each period and school of thought are studied rather intensely and critically. Reading and reports required. 3 credits first semester.

506. *CONTEMPORARY SOCIOLOGICAL THEORY*. A general survey of the field of Sociological Theory. On the basis of the principles of approach to the interpretation of social phenomena, the field is divided into several schools of thought, and the work of each field is examined and criticised. Collateral reading and term papers required.
3 credits second semester.
507. *PERSONALITY AND SOCIAL ADJUSTMENT*. The work of the course will be divided into six major sections. (1) Individual Differences and Social Behavior: the treatment of hereditary factors, endocrines, and physical traits in regard to personality; (2) The Period of Infancy and Childhood in Personality Growth: the formation of personality traits in terms of early experience in the family; (3) The Period from 6 to 12-13 years: the school, gang, and club behavior of the child as these influence his personal growth; (4) Adolescence: the storm and stress period of change from childhood to adulthood; (5) The Adult Personality: certain problems of occupational choice and personality, marriage, and adjustment, etc.; (6) Techniques for the Study of Personality: tests, measurements, case methods.
3 credits first semester.
512. *CARL MARX AND THE NEGRO*. A study of the philosophy of Carl Marx and its application to the American Negro problem.
3 credits second semester.
546. *SEMINAR: HISTORY AND SOCIOLOGY OF THE NEGRO VOTE*.
3 credits second semester.
- 547-548. *SEMINAR IN SOCIOLOGICAL PROBLEMS*. Required of all graduate students in the department.



MEN'S LOUNGE



WOMEN'S LOUNGE

DEGREES CONFERRED

1931

MASTER OF ARTS

- JOSEPH ALEXANDER BAILEY *History*
A. B., Morehouse College, 1930
THESIS: The Attitude of Georgia Toward Secession (1845-1860)

1932

MASTER OF ARTS

- JONATHAN THEODORE LATIMER *Mathematics*
A.B., Atlanta University, 1930
THESIS: Motion of the Free End of a Spiral Spring
- HOWARD WILLIAM MCEL RATH *Mathematics*
A.B., Morehouse College, 1931
THESIS: The Elliptic Integral and Some Applications
- JAMES MILTON REYNOLDS *Mathematics*
A.B., Morehouse College, 1927
THESIS: A Problem Related to an Oblique Cone

1932

MASTER OF SCIENCE

- CHARLES ALBERT PROCTOR *Chemistry*
B.S., Morehouse College, 1930
THESIS: Conjugated Systems: The Preparation and Chlorination
of 1-Para-Chlorophenyl-4-Phenyl-Butadiene

1933

MASTER OF ARTS

- CLYDE LEON REYNOLDS *Economics*
A.B., Morehouse College, 1929
THESIS: A Cost Accounting System for the Small Manufacturer
- JOSEPH AMBUS ROSS *Economics*
A.B., Morehouse College, 1929
THESIS: Tariff and Depreciated Currency
- AARON BROWN, JR. *Education*
A.B., Talladega College, 1928
THESIS: A Suggested Plan of Character Education for the
Negro Secondary Schools of Atlanta
- THOMYE WILMA COLLINS *Education*
A.B., Prairie View State College, 1928
THESIS: A Study of Retardation in the Ware Elementary School
of Atlanta, Georgia

ATLANTA UNIVERSITY

- JAMES ALLEN COLSTON *Education*
 B.S., Morehouse College, 1932
 THESIS: A Study of the Relationship of General Intelligence
 and Motor Learning
- CORA BELL FINLEY *Education*
 A.B., Spelman College, 1931
 THESIS: Technique for Developing Science in the
 Elementary Grades
- OSCAR GODFREY LAWLESS *Education*
 A.B., Talladega College, 1917
 THESIS: A Statistical Analysis of the Achievement of the Atlanta
 University College Students Who Took the Thurstone
 Psychological Examination for the Years 1924-1928
- HUGH MORRIS GLOSTER *English*
 A.B., Morehouse College, 1931
 THESIS: Tennyson's Interest in Science and its Influence on
 His Poetry
- ETHEL MAUDE CHRISTLER *History*
 A.B., Atlanta University, 1930
 THESIS: The Participation of Negroes in the Government
 of Georgia, 1867-1870
- EMMETT JAMES MARSHALL *History*
 A.B., University of Minnesota, 1932
 THESIS: British Policy in the Balkans from 1898 to 1909, Espe-
 cially in Reference to Russia's Ambitions and Activities
- VIRGINIA GRAHAM POPE *History*
 A.B., Atlanta University, 1924
 THESIS: The Rhine Policy of Napoleon III, 1863 to 1870
- RICHARD THOMAS WILLIAMS *History*
 A.B., Benedict College, 1931
 THESIS: A History of Public Education and Charitable
 Institutions in South Carolina, 1868 to 1876
- MILTON KING CURRY, JR. *Mathematics*
 A.B., Morehouse College, 1932
 THESIS: Existence of Certain Definite Integrals
- ELLEN IRENE DIGGS *Sociology*
 A.B., University of Minnesota, 1928
 THESIS: A Study of Delinquency Among Negro
 Girls in Atlanta

CATALOGUE

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1933

MASTER OF SCIENCE

KENNETH DUVAL DAYS *Mathematics*

B.S., Morehouse College, 1932

THESIS: Certain Differential Equations of
Mathematical Physics

GRACE MCKINLEY DELORME *Biology*

A.B., Atlanta University, 1926

THESIS: A Study of the Golgi Apparatus in Insect Tissue

WILLIAM LORENZO DIXON *Biology*

B.S., Morehouse College, 1931

THESIS: Experiments on Regeneration in Legs of Blattidae

WILLIAM HARRISON BROWN *Chemistry*

A.B., Atlanta University, 1927

THESIS: Investigation of the Reaction between Benzyl Mag-
nesium Chloride and Cinnamic Aldehyde

REGISTER OF STUDENTS

FULL TIME

*ABLES, FREDERICK DOUGLAS	<i>Economics</i>
**BOYER, JAMES ALEXANDER	<i>English</i>
BROOKS, JOSEPH DOUGLAS	<i>Economics</i>
BROWN, WILLIAM HARRISON	<i>Chemistry</i>
COLES, EROSTINE EVANS	<i>English</i>
COLSTON, JAMES ALLEN	<i>Education</i>
CURRY, MILTON KING, JR.	<i>Mathematics</i>
DAYS, KENNETH DUVAL	<i>Mathematics</i>
*DEAN, THEODORE ROOSEVELT	<i>Biology</i>
DIGGS, ELLEN IRENE	<i>Sociology</i>
DIXON, WILLIAM LORENZO	<i>Biology</i>
DOBBS, WILLIE JULIET	<i>English</i>
EDMONDSON, ELSIE FANNIE LOUISE	<i>English</i>
GARRETT, VIOLET ALICE	<i>Biology</i>
GLOSTER, HUGH MORRIS	<i>English</i>
HARRISON, GEORGE	<i>English</i>
HENDERSON, JACOB ROBERT	<i>Economics</i>
JACKSON, HENRY JAMES	<i>Chemistry</i>
LATIMER, TROAS LEWIS	<i>English</i>
*LEE, HAWTHORNE EDWARD	<i>Economics</i>
LOCKETT, GLANVILLE ALFRED	<i>English</i>
LONG, FRANCIS ISAAC	<i>Education</i>
MAPP, FREDERICK EVERETT	<i>Biology</i>
MARSHALL, EMMETT JAMES	<i>History</i>
MAXEY, ADMIRAL DEWEY	<i>Sociology</i>
PENDLETON, MAYNE DINK	<i>Education</i>
PERTEE, ADRIAN PERRY	<i>Economics</i>
RHEA, RUFUS FRANKLIN	<i>English</i>
ROSS, JOSEPH AMBUS	<i>Economics</i>
SMITH, BARNETT FRISSELL	<i>Biology</i>
STEWART, MARJORIE ALEXANDER	<i>History</i>
STEWART, ROBERT BRAWLEY	<i>English</i>
STINSON, JOETTA	<i>English</i>
THOMAS, HARRIET FRANCESKA	<i>Education</i>
THOMAS, JOHN MARSHALL	<i>History</i>
TORRENCE, LOUISE ELIZABETH	<i>Sociology</i>
**TURNER, VIRGINIA HULSEY	<i>Education</i>

*First semester only.

**Second semester only.

CATALOGUE

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*WALKER, JOHN CARLYLE	<i>Education</i>
WALTON, MARY ELIZABETH	<i>Chemistry</i>
WARDLAW, JAMES TAPLEY	<i>Sociology</i>
*WILLIAMS, RICHARD THOMAS	<i>History</i>
WISE, LLEWELLYN ADDISON	<i>Economics</i>
WRIGHT, ARNOLD WOOD	<i>Sociology</i>

PART TIME

ANTHONY, MARION ERNESTINE	<i>History</i>
ARNOLD, GRACE WILLIE SAY	<i>Education</i>
BAILEY, NELLIE LEWIS	<i>Education</i>
BROOKS, JOSEPH TATE	<i>Latin</i>
*BROWN, NELLIE GRAVES	<i>English</i>
*BROWN, RICHARD EARLE	<i>English</i>
**CARMICHAEL, WILLIE LUCILE	<i>Sociology</i>
**CHANDLER, RUBY MAE	<i>History</i>
**CLAYTON, CHARLES MORGAN	<i>Education</i>
*CLINCH, VIRNIE CLINEL	<i>English</i>
CUNNINGHAM, SUSIE MAE	<i>Latin</i>
DAVIS, JOHNNIE KATHERINE	<i>French</i>
DE LORME, GRACE HOLMES	<i>Biology</i>
**DICKERSON, MARY LEE	<i>Education</i>
**DICKERSON, REBECCA ELOISE	<i>Education</i>
FINLEY, CORA BELL	<i>Education</i>
GREEN, HATTIE LANDRUM	<i>Education</i>
HALL, MABEL FRANKLIN	<i>Education</i>
HATCHER, ANNIE BELLE	<i>Education</i>
*HILL, VIOLA JUANITA	<i>English</i>
HOLMES, ETHLYNNE ELIZABETH	<i>English</i>
JACKSON, ALLIE ALLEN	<i>History</i>
JONES, IDA LOUISE	<i>Education</i>
JONES, JESSIE MAE	<i>Education</i>
JONES, MARY AGNES	<i>Education</i>
**JONES, RUBY MAE	<i>History</i>
*LATIMER, ROSA CAROLYN	<i>English</i>
LOVE, LILLIAN CLEOPATRA	<i>History</i>
*MAISE, FRED DOUGLAS	<i>Economics</i>
*MANN, WILLIAM DAVID	<i>Biology</i>
*MARSHALL, MAY ZIPPORAH	<i>English</i>
NORRIS, WILLIE HALL	<i>Education</i>

*First semester only.

**Second semester only.

ATLANTA UNIVERSITY

*PAYNE, MILDRED LUCILE	<i>German</i>
RAMSEY, WILLIE MAE	<i>Biology</i>
REYNOLDS, CLYDE LEON	<i>Economics</i>
*ROBINSON, HUGH DAVID	<i>Economics</i>
SMITH, AGNES P.	<i>Education</i>
SMITH, NAOMI SHOCKLIN	<i>Latin</i>
USHER, BAZOLINE ESTELLE	<i>Education</i>
**WARTMAN, JESSIE MAE	<i>Education</i>
**WATSON, SADYE MAE	<i>Education</i>
WISE, RUBY BEATRICE	<i>Education</i>

*First semester only.

**Second semester only.

SUMMARY OF STUDENTS

	Men	Women	Total
Full Time	30	13	43
Part Time	8	34	42
Total	38	47	85