

SERIES III

APRIL, 1940

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ATLANTA UNIVERSITY
BULLETIN

CATALOGUE NUMBER
1939-1940

ANNOUNCEMENTS
1940-1941

ATLANTA UNIVERSITY
ATLANTA, GEORGIA

THE
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BULLETIN

PUBLISHED QUARTERLY BY
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C A L E N D A R

1940

June 10	Monday	Registration for Summer School
June 11	Tuesday	Classes begin
July 4	Thursday	Independence Day, a holiday
July 19	Friday	Summer School closes
Sept. 17	Tuesday	Registration for first semester
Sept. 18	Wednesday	Full class work begins
Sept. 25	Wednesday	Last day to register for credit
Nov. 28	Thursday	Thanksgiving Day, a holiday
Dec. 21	Saturday	Christmas recess begins at noon

1941

Jan. 2	Thursday	Christmas recess ends, classes begin at 8:00 a.m.
Jan. 20	Monday	Semester examinations begin
Jan. 25	Saturday	First semester closes
Jan. 27	Monday	Registration for second semester
Jan. 28	Tuesday	Second semester begins
Feb. 4	Tuesday	Last day to register for credit
Feb. 12	Wednesday	Lincoln's Birthday, a holiday
Mar. 3	Monday	Last day to file candidacy for master's degree
Mar. 28	Friday	Spring recess begins at 5:45 p.m.
April 1	Tuesday	Spring recess ends, classes begin at 8:00 a.m.
May 5	Monday	Last day to file thesis for master's degree
May 22	Thursday	{ Final examinations for candidates for master's degree
May 23	Friday	
May 26	Monday	Semester examinations begin
June 1	Sunday	Baccalaureate Sermon
June 2	Monday	Commencement Day

BOARD OF TRUSTEES

1938-1941

C. EVERETT BACON, B.S.	New York, New York
EDWARD R. CARTER, D.D.	Atlanta, Georgia
RUFUS E. CLEMENT, Ph.D.	Atlanta, Georgia
FRANK W. PADELFORD, A.M., D.D., LL.D.—	Newton Centre, Massachusetts
DEAN SAGE, A.B., LL.D.	New York, New York
KENDALL WEISIGER, B.S.	Atlanta, Georgia
JOHN HERVEY WHEELER, A.B.	Durham, North Carolina

1939-1942

JAMES B. ADAMS, A.B., D.D.	Brooklyn, New York
WILLETTE R. BANKS, A.M.	Prairie View, Texas
*JOHN JACOB COSS, A.M., Litt.D.	New York, New York
JAMES H. DILLARD, Litt.D., LL.D., D.C.L.	Charlottesville, Virginia
JAMES M. NABRIT, A.M., D.D.	Nashville, Tennessee
ERNEST E. QUANTRELL	New York, New York
DEAN SAGE, JR., A.B., LL.B.	New York, New York

1940-1943

WILL W. ALEXANDER, D.D., LL.D.	Atlanta, Georgia
**SAMUEL H. ARCHER, A.M., D.D.	Atlanta, Georgia
TREVOR ARNETT, A.B., Sc.D.	Grand Beach, Michigan
***BENJAMIN E. MAYS, Ph.D.	Atlanta, Georgia
LOUIE D. NEWTON, A.M., D.D.	Atlanta, Georgia
HARRY H. PACE, J.D.	Chicago, Illinois
FLORENCE M. READ, A.B., Litt.D.	Atlanta, Georgia
MRS. HATTIE RUTHERFORD WATSON, A.B.	Pine Bluff, Arkansas

OFFICERS

DEAN SAGE	Chairman
FLORENCE M. READ	Secretary and Treasurer
C. T. CROCKER	Asst. Secretary and Asst. Treasurer

EXECUTIVE COMMITTEE

TREVOR ARNETT	WILLETTE R. BANKS
DEAN SAGE	RUFUS E. CLEMENT
JAMES B. ADAMS	FLORENCE M. READ
WILL W. ALEXANDER	KENDALL WEISIGER
JOHN H. WHEELER	

FINANCE COMMITTEE

C. EVERETT BACON	DEAN SAGE
ERNEST E. QUANTRELL	DEAN SAGE, JR.

* Died April 28, 1940.

** Until July 1, 1940.

***Beginning July 1, 1940.

OFFICERS OF ADMINISTRATION

RUFUS EARLY CLEMENT, PH.D.
President

JOHN PHILLIP WHITTAKER, A.M.
Registrar

FLORENCE MATILDA READ, A.B., LITT.D.
Treasurer

ADMINISTRATIVE ASSISTANTS

ALVIN ANDREW REID, M.B.A. Accountant
LUCILE MACK STRONG, A.B. Bursar
DOROTHY MAY WILLIAMS, LL.B. Publicity
CONSTANCE CROCKER NABRIT, B.S.S.—

Secretary to the President

THELMA BENNETT KENNEY Assistant Secretary

CASTELLA JANET CLARK, LL.B. Secretary to the Registrar

SARAH ELIZABETH MARTIN Assistant Secretary

JOHN HOPE, JR., A.M. Manager of University Bookshop

HOBERT CALVIN JACKSON, B.S.—

Assistant Manager of University Bookshop

LIBRARY STAFF

CHARLOTTE TEMPLETON, A.B. Librarian
VIRGINIA MAE LACY, M.S. in Library Science—

Catalogue Librarian

GAYNELLE WRIGHT BARKSDALE, A.M. in Library Science—

Reference Librarian

JOSEPHINE FAWCETT THOMPSON, A.M. Assistant

*AUGUSTUS C. RANDALL, A.B., B.S. Assistant

**PIERCE M. THOMPSON, A.B. Assistant

HELEN G. MATHEWSON—

Secretary to the Librarian and Assistant

RUBY L. SANDERS, A.B. Assistant

JENNIE D. PRITCHARD, A.B. Assistant

BUILDINGS AND GROUNDS

BENJAMIN FRANKLIN BULLOCK, A.M. Grounds
ALEXANDER S. HUTH Buildings

*Until July 1, 1940.

**Beginning July 1, 1940.

BOARDING DEPARTMENT

HELEN YEOMANS	Dietitian
†LYDA MCCREE KENNEDY, A.B.	Assistant Dietitian
MAGGIE MAE WILLIAMS, B.S.	Assistant Dietitian
EUNICE M. HENRY	Hostess
MADELINE S. DAVIS, A.B.	Assistant Hostess

POWER PLANT

VINCENT AUGUSTUS DALEY	Superintendent
JOHN BAFFIN SHEPHERD	Chief Engineer
JAMES SYLVESTER BRAXTON, M.E.	Engineer
WILLIS JAMES JOHNSON	Engineer
JAMES ARTEMUS MCGINTY	Engineer

†On leave 1939-1940.

THE FACULTY

FACULTY OF ARTS AND SCIENCES

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.

RUFUS EARLY CLEMENT *President*
A.B., Livingstone College, 1919; B.D., Garrett Biblical Institute, 1922; A.M., Northwestern University, 1922; Ph.D., 1930.

HELEN TUCKER ALBRO *Biology*
A.B., Brown University, 1919; A.M., 1923; Ph.D., 1927.
Department of Biology, Spelman College.

CLARENCE ALBERT BACOTE *History*
A.B., University of Kansas, 1926; A.M., University of Chicago, 1929; Student, Summers, 1930, 1931; 1933-1934; 1937-1938.

JESSE B. BLAYTON *Accounting*
Certified Public Accountant, Georgia, 1928; LL.B., American Extension School of Law, 1936; Student, School of Commerce, University of Chicago, Summers, 1933, 1934, 1935; 1934-1935.

WILLIAM STANLEY BRAITHWAITE *English*
A.M., Atlanta University, 1918; Litt.D., Talladega College, 1918.

ELIZABETH PERRY CANNON *Education*
B.S., Columbia University, 1928; A.M., 1932. Department of Education, Spelman College.

GLADSTONE LEWIS CHANDLER *English*
A.B., Middlebury College, 1926; A.M., Harvard University, 1931. Department of English, Morehouse College.

WALTER RICHARD CHIVERS *Sociology*
A.B., Morehouse College, 1919; Graduate, New York School of Social Work, 1924; A.M., New York University, 1929; Student, University of Chicago, Summer, 1925; University of Wisconsin, Summer, 1932; New York University, 1934-1935. Department of Sociology, Morehouse College.

- WILL MERCER COOK *French*
A.B., Amherst College, 1925; Diplôme de l'Université de Paris, 1926; A.M., Brown University, 1931; Ph.D., 1936; Student, Université de Paris, 1934-1935.
- RUSHTON COULBORN *History*
A.B., McGill University, 1926; Ph.D., London University, 1930; Student, Ecole des Sciences Politiques, Paris, 1927-1928.
- CLAUDE BERNHARDT DANSBY *Mathematics*
A.B., Morehouse College, 1922; M.S., University of Chicago, 1930; Student, Summer, 1932; 1933-1934. Department of Mathematics, Morehouse College.
- THURSA FELICIA DAVIS *Chemistry*
B.S., University of Michigan, 1928; A.M., Columbia University, 1932; Student, University of Chicago, Summers, 1934, 1935, 1936, 1937; 1938-1939. Department of Chemistry, Spelman College.
- WILLIAM HENRY DEAN, JR. *Economics*
A.B., Bowdoin College, 1930; A.M., Harvard University, 1932; Ph.D., 1938.
- WILLIAM E. BURGHARDT DUBOIS *Sociology*
A.B., Fisk University, 1888; A.B., Harvard University, 1890; A.M., 1891; Ph.D., 1895; Student, University of Berlin, 1892-1894; LL.D., Howard University, 1930; Litt. D., Fisk University, 1938; LL.D., Atlanta University, 1938.
- ORAN WENDLE EAGLESON *Education and Psychology*
A.B., Indiana University, 1931; A.M., 1932; Ph.D., 1935. Department of Education and Psychology, Spelman College.
- HATTIE VIRGINIA FEGER *Education*
B.S., University of Cincinnati, 1921; A.M., 1924; Student, Extension Courses, 1924-1930; Summers, 1934, 1935; University of California, Summer, 1939. Department of Education, Spelman College and Atlanta University.
- HAROLD EUGENE FINLEY *Biology*
B.S., Morehouse College, 1928; M.S., University of Wisconsin, 1929; Student, Marine Biological Laboratory, Woods Hole,

Mass., Summers, 1930, 1933. Department of Biology, Morehouse College.

OSSIP K. FLECHTHEIM *Political Science*
Referendar, German State Law System (Duesseldorf), 1931; Doctor iuris, University of Cologne, 1934; Student, University of Geneva and Graduate Institute of International Studies, Geneva, Switzerland, 1935-1939.

BURWELL TOWNS HARVEY *Chemistry*
B.S., Colgate University, 1916; A.M., Columbia University, 1927; Student, Summers, 1928, 1929, 1930, 1932, 1933-1934. Department of Chemistry, Morehouse College.

†HENRIETTA LOUISE HEROD *English*
A.B., Butler University, 1925; A.M., Radcliffe College, 1929; Student, Western Reserve University, Summer, 1926; University of Chicago, Summers, 1934, 1935, 1936, 1937, 1938; 1934-1935. Department of English, Spelman College.

JOHN HOPE, JR. *Economics*
A.B., Morehouse College, 1930; A.M., Brown University, 1932; Student, Columbia University, Summer, 1935; University of Chicago, Summer, 1937; four quarters, 1938. Department of Economics, Spelman College.

KIMUEL ALONZO HUGGINS *Chemistry*
A.B., Morehouse College, 1923; M.S., University of Chicago, 1929; Ph.D., 1937.

JOSEPH HENRY JENKINS, JR. *English*
A.B., Hamilton College, 1928; A.M., Harvard University, 1933; Student, University of Chicago, Summers, 1937, 1939. Department of English, Spelman College.

EDWARD ALLEN JONES *French*
A.B., Morehouse College, 1926; Certificat d'Etudes Francaises, Université de Grenoble, Summer, 1929; A.M., Middlebury College, 1930; Diplôme de l'Université de Paris, 1936. Department of French, Morehouse College.

CRAWFORD BERNARD LINDSAY *English*
A.B., Talladega College, 1927; A.M., University of Michigan, 1931; Student, Columbia University, Summer, 1928; University of Michigan, 1936-1937. Department of English, Morehouse College.

†Part of year.

- LORIMER DOUGLAS MILTON *Economics*
A.B., Brown University, 1920; A.M., 1920; Student, Harvard Graduate School of Business Administration (Special Session for Executives), Summer, 1931.
- SAMUEL MILTON NABRIT *Biology*
B.S., Morehouse College, 1925; M.S., Brown University, 1928; Ph.D., 1932.
- JOSEPH ALPHONSO PIERCE *Mathematics*
A.B., Atlanta University, 1925; M.S., University of Michigan, 1930; Ph.D., 1938.
- GEORGIA COWEN POOLE *Education*
A.B., Talladega College, 1928; A.M., University of Colorado, 1931; Student, University of Indiana, Summer, 1934; University of Chicago, 1936-1937; Summer, 1939. Department of Education, Spelman College.
- PEARLIE ERNESTINE REED *Education*
A.B., Fisk University, 1926; A.M., University of Cincinnati, 1935; Student, Summers, 1935, 1938; University of Minnesota, Summer, 1936; Columbia University, Summer, 1937. Department of Education, Spelman College.
- IRA DEAUGUSTINE REID *Sociology*
A.B., Morehouse College, 1922; A.M., University of Pittsburgh, 1925; Ph.D., Columbia University, 1939.
- ‡ WILLIAM ALBERT ROBINSON *Principal of Laboratory School*
A.B., Atlanta University, 1913; B.S., Columbia University, 1932; A.M., 1924; Student, Ohio State University, Summer, 1937; Progressive Education Workshop, Sarah Lawrence College, Summer, 1938.
- FRANK MARTIN SNOWDEN, JR. *Latin*
A.B., Harvard University, 1932; A.M., 1933; Student, Summers, 1935, 1936; 1938-1939; American Academy in Rome, Summer, 1938. Department of Classics, Spelman College.
- CHARLOTTE TEMPLETON *Librarian*
A.B., University of Nebraska, 1902; Certificate, Library School, Pratt Institute, 1905.

‡On leave second semester 1939-1940.

WILLIAM GETER THOMAS

French

A.B., Boston University, 1929; A.M., Radcliffe College, 1933; Diplôme d'études françaises, degré supérieur, Université de Nancy, Summer, 1927; Diplôme des Cours de civilisation française, Université de Paris, 1928; Diplôme de l'Ecole de préparation des professeurs de français à l'étranger, 1937. Department of French, Spelman College.

‡NATHANIEL TILLMAN

English

A.B., Morehouse College, 1920; A.M., University of Wisconsin, 1927; Student, Summers, 1929, 1932, 1937; 1931-1932; first semester, 1935-1936; second semester, 1939-1940; Cambridge University, England, Summer, 1934. Department of English, Morehouse College.

JOSEPH LIVINGSTON WHITING

Education

A.B., University of Pennsylvania, 1903; A.M., Columbia University, 1929; Student, Ohio State University, Summer, 1927; Columbia University, Summer, 1929; Harvard University, Summer, 1934. Department of Education, Morehouse and Spelman Colleges.

JOHN PHILLIP WHITTAKER

Registrar

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

GUEST PROFESSORS

HORACE MANN BOND

Education

A.B., Lincoln University (Pa.), 1923; A.M., University of Chicago, 1926; Ph.D., 1936. President of the Fort Valley State College.

DANTES BELLEGARDE

French

A.B. and B.S., Lycée Pétiou de Port-au-Prince, Haiti; licencié en droit, National Law School, Port-au-Prince, 1900. Director of the Ecole Normale des Instituteurs, Port-au-Prince.

‡On leave second semester 1939-1940.

FACULTY OF THE SCHOOL OF SOCIAL WORK

FORRESTER B. WASHINGTON

Director; Social Work Among Negroes in America
A.B., Tufts College, 1909; Student, Harvard University, 1913-1914; New York School of Social Work, 1915-1916; A.M., Columbia University, 1917.

FRANKIE V. ADAMS

Group Work

A.B., Knoxville College, 1925; Diploma, New York School of Social Work, 1927; A.M., New York University, 1937.

ROBERT BRUSH

Mental Hygiene Problems of Childhood

A.B., University of Vermont, 1931; Student, University of Maine, 1932-1934; Interne, Psychological Laboratory, Worcester State Hospital, Worcester, Mass., 1934-1935.

RAYMOND H. CARTER

Medical Information

A.B., Morehouse College, 1903; M.D., Leonard Medical School, 1907; Student, Harvard Medical School and Boston City Hospital, 1921-1924.

HARRY M. CHESTER

Social Statistics

B.S., Emory University, 1927; A.M., University of North Carolina, 1933; A.M., University of Chicago School of Social Service Administration, 1939.

WILLIAM EARL INMON

Vocational Information, Guidance, and Placement

A.B., Morehouse College, 1930; A.M., New York University, 1934; Student, 1934-1935.

NELSON CREWS JACKSON

Community Organization

A.B., Morehouse College, 1928; Diploma, Atlanta School of Social Work, 1929; Student, Rutgers University, first semester, 1934-1935; M.S.W., University of Michigan, 1939.

EDWARD M. KAHN

Social Work and the Law and Social Legislation

LL.B., Brooklyn Law School of St. Lawrence University, 1914; Student, New York School of Social Work, Summer, 1919; Special Work, New York School for Social Research, 1920; Special Work in Community Organization and Social Work Administration, University of Chicago, 1922.

ETHEL H. MAXWELL

Public Social Work and Social Case Work

B.S., University of Minnesota Training School of Social and Civic Work, 1935; A.M., University of Minnesota, 1939.

ERNESTINE MCGILL

Social Case Work and Child Welfare

Certificate, Boston School of Social Work, 1915; Student, Smith College Training School, Summer, 1923; New York School of Social Work, Summer, 1931.

*J. C. MCMORRIES

Social Work and the Church

A.B., Lincoln University (Pa.), 1918; A.M., Boston University, 1921; Student, University of Chicago, Summer, 1931.

ALONZO G. MORON

Housing and the Negro

B.S., Hampton Institute, 1927; Ph.B., Brown University, 1932; A.M., University of Pittsburgh, 1933; Training School for Housing Managers, National Association of Housing Officials and the Public Works Administration, 1935.

WILLIAM WALTER YOUNG

Psychiatric Information

A.B., Randolph-Macon College, 1909; M.D., Johns Hopkins University, 1913.

FACULTY OF THE LABORATORY SCHOOL

†WILLIAM ALBERT ROBINSON

Principal

**HATTIE VIRGINIA FEGER

Acting Principal

ELIZABETH ELAINE LEMON

Teaching Principal, Elementary School

TEACHERS IN LABORATORY HIGH SCHOOL

BEULAH LUCINDA BOLEY

Biology and General Science

B.S., Iowa Wesleyan College, 1926; Student, Iowa State Normal School, Summer, 1920; University of Iowa, Summers, 1930, 1932.

JULIA PATE BORDERS

English

A.B., Spelman College, 1929; Student, University of Chicago, 1929-1930; Summer, 1939; Northwestern University, 1933-1934; Summer, 1938.

*Died May 23, 1940.

**Second Semester.

†On leave second semester 1939-1940.

- WILLIAM HARRISON BROWN *Chemistry and Physics*
A.B., Atlanta University, 1927; M.S., 1933; Student, University of Chicago, Summer, 1939.
- MAUDESTINE M. DANGERFIELD *English and Latin*
A.B., Claflin College, 1920; A.M., Columbia University, 1930; Student, Teachers College, Columbia University, Summer, 1939.
- CONSTANCE DUPUY *Physical Education*
Sargent School of Physical Education, 1926-1927; Harvard University, Summer, 1929; Columbia University, Summers, 1931, 1933, 1934, 1936, 1939, second semester, 1938-1939; Emory University Extension School, 1927, 1928, 1929, 1932; University of Georgia, Evening College, 1939-1940.
- CAMILLA HOWARD *French*
A.B., Spelman College, 1927; A.M., Middlebury College, 1931; Student, l'Université de Grenoble, Grenoble, France, Summer, 1930; Columbia University, 1937-1938.
- WILLIAM NICHOLS JACKSON *Mathematics*
B.S., Morehouse College, 1933; M.S., Atlanta University, 1938.
- DOROTHY ELIZABETH JOHNSON *Art*
A.B., Hunter College, 1938; Student, Atlanta University, 1939-1940.
- BUTLER ALFONSO JONES *Social Sciences*
A.B., Morehouse College, 1937; A.M., Atlanta University, 1938.
- LILLIAN WEBSTER JONES *Music*
B.Mus., University of Kansas, 1928; Student, Northwestern University School of Music, Summer, 1931; New York University, Summer, 1938; University of Kansas, Summer, 1939.
- ‡MELVIN DOW KENNEDY *History*
A.B., Clark University (Mass.), 1929; A.M., 1930; Student, Harvard University, Summer, 1931; University of Chicago, Summers, 1934, 1935, 1936, 1937; 1935-1936; 1939-1940.
- ALBERT C. SPURLOCK *Industrial Arts and Physical Education*
B.S., University of Illinois, 1938; M.S., 1939.

‡On leave 1939-1940.

- †HALLIE BEACHEM BROOKS *Librarian*
Diploma, Indiana State Library School; A.B., Butler University, 1933; B.S. in Library Science, Columbia University, 1940.
- EVA M. GLASS *Acting Librarian*
A.B., Louisville Municipal College, 1936; B.S. in Library Science, Hampton Institute, 1939.
- VELVA BERRY KELLEY *Clerk*
-

EXCHANGE TEACHERS FROM SPELMAN COLLEGE

- GLADYS WILLIAMS POWELL *Home Economics*
B.S., Spelman College, 1935.
- ‡GLADYS SCOTT REID *Home Economics*
A.B., University of Illinois, 1919; A.M., Teachers College, Columbia University, 1932.
-

TEACHERS IN LABORATORY ELEMENTARY SCHOOL

- ELIZABETH ELAINE LEMON *Teaching Principal*
B.S., Ball State Teachers College, 1930; Student, Summers, 1931, 1932; Syracuse University, Summer, 1934.
- MILDRED INEZ FISHER
B.S., Alabama State Teachers College, 1932; A.M., Atlanta University, 1939.
- ETHYLYNNE ELIZABETH HOLMES
A.B., Atlanta University, 1927; A.M., 1936, Student, University of Pennsylvania, Summer, 1929; Michigan State Teachers College, Summer, 1931.
- CATHERINE LILLIAN TAYLOR
B.S., Livingstone College, 1938; A.M., Atlanta University, 1939.
- RUTH MAE WESTMORELAND
A.B., Spelman College, 1936; Student, Columbia University, Summer, 1937; Atlanta University, 1937-1938.
- THERESA ADA WOODRUFF
A.B., Washburn College, 1926; Student, University of Chicago, Summers, 1927, 1932; Columbia University, Summer, 1929; Ohio State University, Summer, 1938.

†On leave 1939-1940.

‡Part of year 1939-1940; full-time beginning September, 1940.

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" 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.
1929-1936	Presidency of John Hope.
1937-	Presidency of Rufus Early Clement.

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

Like all institutions of its character, the work of this institution began with students of low academic standing. Apparently, during the first year of its existence 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 resources of the institution are now being devoted to graduate work.

On September 1, 1938, the Atlanta School of Social Work became affiliated with Atlanta University. While retaining its separate corporate existence and its own board of trustees, it is the school of social work of the University and is called the Atlanta University School of Social Work. The members of its faculty are recognized as the members of the faculty of Atlanta University.

THE UNIVERSITY PLAN

In accordance with the affiliation agreement, the Board of Trustees of Atlanta University includes 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. There is increasing cooperation with Clark University and Morris Brown College, and under the leadership of the University, exchanges of teachers and students have been arranged in the four undergraduate colleges.

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.

The University, in cooperation 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, French, History, Home Economics, 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—four institutions, having a total initial plant of ninety acres of land and thirty-eight buildings, located in the strategic center of the South-eastern 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 University 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, other numbers of the Atlanta University Bulletin, and *Phylon*. *Phylon* and the Bulletin are published quarterly.

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

gives a comprehensive account of the work of the institution from its founding to the inauguration of graduate work in 1929. In connection with studies in the curriculum, there were edited in 1933 by Mrs. Helen A. Whiting of the Atlanta University Department of Education and published by Atlanta University, a series of three stories taken from Negro life entitled "Negro Folk Tales," "African Folk Lore," and "Ten Stories of Slave Adventure."

From 1896 to 1917 a series of twenty monographs upon important phases of the Negro problem was published by the Atlanta University Press. The series was discontinued in 1917. In 1940 the Atlanta University Review of Race and Culture, which is published under the name of *Phylon*, has begun. Dr. W. E. B. DuBois, head of the Department of Sociology, who edited the former series, is editor-in-chief, and he is assisted by an editorial board from the departments of Sociology, History, Economics, Psychology, Literature and Modern Languages. The review, which consists of about a hundred pages of printed matter, is published quarterly in January, April, July and October.

Under the direction of Dr. Mercer Cook, professor of French in Atlanta University, there is being published a series of stories by Negroes or about Negroes for use in beginning French classes. Three of this series have been published. These include "Les Singes de Dieu et les Hommes du Diable," by Alexandre Privat d'Anglemont (1815?-1859), a Negro from Guadeloupe who went to Paris and became a friend of the elder Dumas, Balzac, Baudelaire and other important figures; "Zimeo," by Jean Francois de Saint Lambert (1716-1803), one of the oldest stories about the Negro in French language; and "Ourika," by Claire de Duras (1778-1829), a tragic story of a Negro girl during the French Revolution, which was first published in 1824 and up to now has been available only in rare editions. Several other titles are in course of preparation.

LIBRARY

The Atlanta University library, made possible by a gift from the General Education Board, stands on the block of land at the south end of Chestnut Street between Spelman College and Morehouse College. The book collections of the four affiliated institutions—Atlanta University, Morehouse College, Spelman College and the Atlanta University School of Social Work—

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 65,000 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.

The Atlanta University library serves not only Atlanta University and affiliated institutions—Spelman, Morehouse, and the Atlanta University School of Social Work—but the other institutions of higher learning in Atlanta, namely, Morris Brown College, Clark University, and Gammon Theological Seminary.

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 elementary grades are taught in the Oglethorpe School on the old University campus, and the junior and senior 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. In 1935 the kindergarten became a department of the nursery school at Spelman College.

NURSERY SCHOOL

The Nursery School, opened by Spelman College in the fall of 1930 and for six years conducted in the Laura Spelman Rockefeller Memorial Building, is now housed in the building formerly occupied by the Leonard Street Orphans Home immediately adjoining the Spelman College campus. This property was acquired by Atlanta University in the fall of 1936. Acquisition of this property has made it possible to care for one hundred children in the nursery school, and to enlarge considerably the work of the Atlanta University system in the fields of parent education, teacher training, observation, and research in child development.

The children enrolled in the nursery school range in age from eighteen months to five years, and are divided into activity groups according to their physical and mental development. In the new building it is possible to provide separate classrooms, playrooms, and sleeping rooms for each of these groups. In addition to the several activities rooms, a large dining room provides for the serving of the morning orange juice and noon-day lunch. In the basement is a large playroom for use in damp or inclement weather. On the second floor are spacious, well-ventilated sleeping rooms and bathing facilities, and a balcony for sun-bathing. In addition, the building has ample offices, conference rooms, living quarters for the staff, a kitchen and service room. Out-of-doors is a well-equipped playground with sandboxes, slides, swings, and flower garden.

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 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, chair, 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.

STUDENT HEALTH SERVICE

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

The University requires a physical examination of all students. This examination is provided by the Health Service. More frequent examinations and advice will be given when necessary to maintain the health of the students.

There is ample provision for physical exercise and outdoor sports. A large playing field has been completed east of the dormitories. It includes two football fields, baseball field, running track, tennis courts, and handball courts.

RELIGIOUS OPPORTUNITIES

There are daily chapel services at Spelman College and Morehouse College to which students of the University are welcome. On Sunday afternoon 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.

JOHN HOPE LECTURE

In memory of Dr. John Hope there has been established, through the generosity of friends, an annual lecture at Atlanta University to be known as the John Hope lecture. The speaker is to be a person of distinction in some field of knowledge.

The second John Hope Lecture was given on April 25, 1940, by Frederick P. Keppel, Litt.D., LL.D., President of the Carnegie Corporation.

CONVOCATIONS AND ASSEMBLIES

University convocations and assemblies are held at frequent intervals during the academic year. During the school year 1939-1940, the speakers and dates of convocations and assemblies were as follows:

- Oct. 31, 1939 Dr. Henry J. Cody, President and Vice Chancellor of the University of Toronto.
Dr. Albert R. Mann, Vice President and Director of the Southern Program of the General Education Board.
- Nov. 7, 1939 Dr. Cullen B. Gosnell, Professor of Political Science, Emory University.
"Current Happenings in Europe."
- Nov. 16, 1939 Mr. Harry F. Manning, Demonstrator-Commentator, Tabloid Preview of General Motors Parade of Progress Exhibition.
- Jan. 16, 1940 Dr. Ira De A. Reid, Professor of Sociology, Atlanta University.
"Forgotten Memories of Negro Festivals."
- Feb. 1, 1940 Dr. Douglas V. Steere, Professor of Philosophy, Haverford College.
"What the World Needs Today is More Apostles."
- Feb. 8, 1940 Dr. Rushton Coulborn, Professor of History, Atlanta University.
"Great War and Revolution in the Contemporary World."
- Mar. 5, 1940 Dr. Otis W. Caldwell, General Secretary, American Association for the Advancement of Science.
"Whose Is Education."
- Apr. 4, 1940 Miss Muriel Lester, Co-Director, Kingsley Hall, London, England.
"Peace for Our World."

- Apr. 18, 1940 Dr. Dantes Bellegarde, Guest Professor, Department of French, Atlanta University.
Program celebrating 50th anniversary of the Pan American Union.
- Apr. 25, 1940 Dr. Frederick P. Keppel, President of the Carnegie Corporation.
"Can We Afford Our American Colleges?"
(Second annual John Hope Lecture).

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> —per course per semester	6.00
<i>Breakage Deposit</i>	5.00
<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 Bursar on or before the tenth day of the semester.

No deductions will be made in the charge for board for any fraction of a week nor for holidays nor for opening and closing weeks.

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

ESTIMATE OF EXPENSES

The necessary expenses of a student at Atlanta University are not high. The exact amount will vary according to the

*For research in chemistry, students pay \$25.00 for chemicals and supplies, which the University matches up to \$25.00 additional. Costs of research material over \$50.00 are borne by the student.

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>	<u>\$500.00</u>

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 Registrar.

GRADUATE WORK IN EDUCATION

Graduate courses in education should serve those students who are interested in intensive study in one or more of the fields of education; those who look forward to positions as teachers, supervisors or administrators in schools and colleges; and those who may be interested and competent in investigating specific problems the study of which may result in a finished thesis leading to the master's degree. Each graduate course should provide continued guidance and instruction on a qualitative level above that of the four-year college course, and it should present problems which have been investigated, and those needing further

investigation. That is, graduate courses are designed to improve understanding and service in various types of educational work, and to give guidance for those who undertake to investigate special problems.

A graduate student shall meet the equivalent of a bachelor's degree of high standing. When undergraduate work is necessary, it shall not count toward graduate credits. Graduates of colleges whose requirements for admission and graduation are considerably below those for colleges of higher 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 more than one year to completion of work for the master's degree.

A comprehensive examination will be offered near the close of each semester or summer term. This examination, together with the work the student has done for his bachelor's degree and the graduate courses he has taken, shall serve as the means of establishing candidacy for the master's degree. In general, the comprehensive examination will be planned in three parts. One part will deal with questions of a general nature in the field of education. One part will deal with content of graduate courses taken by the candidate. One part will give the student opportunity to suggest a topic for investigation and to indicate the possible significance of the topic, sources of data, method of possible procedure, and possible outcomes of an investigation. Details will be made available two weeks or more prior to the date of this comprehensive examination.

A master's investigation and the resulting thesis are expected to involve critical study of a special topic of possible significance to better understanding or better practices in education. The materials for this study may be those of published records and discussions; experiences or experiments in learning, in teaching, or in other educational work; records and organizations of school systems; the buildings and physical materials used in educational work; the educational problems related to health; principles, practices and published materials in connection with the curriculum; experiments or tests regarding the curriculum or the effectiveness of school work; qualifications, practices, social relations, certification and remuneration of teachers. Indeed, any functioning aspect of education might become the topic for a worthy investigation.

The critical nature of the thesis is of most significance. The study may include new data or experimentation, but this is not always expected in a master's study. It is, however, essential that the study shall be factual and critical, with evidence arranged in an orderly fashion. The conclusions and inferences should be objective in the sense that the findings are those which would be derived by another competent worker using the same methods in study the same data.

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 co-operation 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.

In keeping with the purpose of Atlanta University to widen the opportunities for training Negro men and women for careers in business, the Carnegie Corporation has endowed the Chair of Business Administration.

PROFESSIONAL TRAINING IN SOCIAL WORK

On September 1, 1938, the Atlanta School of Social Work became affiliated with Atlanta University and is now known as the Atlanta University School of Social Work. The institution is a member of the American Association of Schools of Social Work.

The purpose of the Atlanta University School of Social Work is to serve as an institution for the training of students on a graduate level for the profession of social work. To this end emphasis is placed not only upon an understanding of the theory of social work, but also ample opportunity is offered each student to get practical training in social work through field work experience with accredited social welfare agencies in the city of Atlanta. About one-half of a student's time is spent in actual work with the various agencies to which he is assigned during the period he attends the school.

The requirements for admission are as follows:

1. Graduation from an accredited college or university.
2. A well-rounded undergraduate preparation which has included basic courses in each of the following four fields of the social sciences, i. e., economics, political science, psychology, and sociology, including social anthropology.
3. The applicant must be twenty-one years of age and not over forty-five.
4. A certificate of good health from a physician.
5. Recommendations regarding character and personality from at least three persons whose opinions regarding the fitness of the applicant for social work training would be valuable from the point of view of the school.

Students who meet the required standard of work during their first year of attendance may file application for candidacy for the degree of Master of Social Work. Students whose academic qualifications do not entitle them to become candidates for the professional degree, or who do not wish to write a thesis, or who prefer an extra semester of field work, but who satisfactorily fulfill the prescribed requirements of classroom work and field work, may receive the Diploma of the School.

Application for admission should be made to Mr. Forrester

B. Washington, Director, Atlanta University School of Social Work, 247 Henry Street, S. W., Atlanta, Georgia.

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 records, 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 other qualifications. The applicant's record must show promise of ability to do graduate work, and must include a sufficient degree of concentration in the field in which he proposes to work to satisfy both the Committee on Admission and the Faculty of the Department in which he proposes to work. Admission is by vote of the Committee on Admission.

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 FOR MASTER'S DEGREE

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 three 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 fulfillment 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 reading knowledge of French or German.

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

5. 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.

6. A final examination covering the work in graduate courses as

well as the thesis. The examination may be oral, or written, or both.

7. 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.)

Proficiency in oral and written English is required. Each candidate is required to pass an examination in English fundamentals and composition. Those who fail are required to take a course in English composition.

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.

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, Spelman College, Clark University and Morris Brown 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.
- 465-466. **GENERAL PHYSIOLOGY.** A study of the properties and physio-chemical constitution of living matter; rôle of surface forces in living matter; permeability and related phenomena; viscosity of protoplasm; physiological effects of ions; bioelectric potentials; cataphoresis and electroendosmosis; hydrogen-ion determination; special activities—circulation, contraction, inhibition, transmission in nerve, respiration, excretion, reproduction, endocrines. Prerequisites: Twelve hours of biology, one year of college physics, inorganic and organic chemistry. Two lectures, one recitation, six hours laboratory. 4 credits each semester.
- 467-468. **PROTOZOOLOGY.** The biology of the protozoa with special attention to the taxonomy, life histories, physiology and genetics of the major groups of free living protozoa; training in microtechnique and special methods; general considerations on parasitic species. For those interested in protozoological research or the teaching of Biology. Prerequisite: Approval of instructor. Two lectures or recitations, six hours laboratory. 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 deal-

ing with the morphology, classification, and identification of insects, and a consideration of some of the outstanding insect pests. Prerequisite: 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 coordination theory. 3 credits second semester.

463. *SELECTED TOPICS IN ORGANIC CHEMISTRY*. A series of lectures on recent contributions in the field of Organic Chemistry. Prerequisite: General Organic Chemistry. 3 credits first semester.

465 (507.) *ADVANCED QUALITATIVE ANALYSIS*. A review of the underlying theory and fundamental technique of qualitative analysis. The laboratory work is varied to meet the needs of individual students. 3 credits first semester.

466 (508.) *ADVANCED QUANTITATIVE ANALYSIS*. A study of the methods of quantitative analysis based upon modern theory. In the laboratory practice is given in the more difficult separations and determinations. The work is varied to meet the needs of individual students. Lectures, 1 hour per week; laboratory, 6 hours per week. 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. Lectures, 2 hours per week; laboratory, 6 hours per week. 3 credits second semester.

503. *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 first semester.

504. *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; examinations of blood, bile, and urine; the analysis of foods, particularly milk. Lectures, 2 hours per week; laboratory, 6 hours per week. 3 credits second semester
506. *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 electro-chemistry. Lectures, 1 hour per week; laboratory, 6 hours per week. 3 credits second semester.
513. *QUALITATIVE ORGANIC ANALYSIS*. A study of the characteristic chemical reactions of compounds containing elements commonly present in organic substances (C, H, O, Cl, Br, N, S) and the determination of their classification and identity. 3 credits first semester.
514. *QUANTITATIVE ORGANIC ANALYSIS*. Determination of carbon, hydrogen, and nitrogen by combustion. The student carries out the combustion of a substance unknown to him, belonging to each group; nitrogen; C— and H— determination in the absence of other elements; the same with nitrogen; the same with halogen or sulphur; a liquid. A test analysis is given in completion of the course of elementary analysis. Both macro- and micro-chemical methods of analysis are studied. 3 credits second semester.
- 545-546. *RESEARCH IN ORGANIC CHEMISTRY FOR THE MASTER'S DEGREE*.
- 547-548. *SEMINAR IN CHEMISTRY*. Required of all graduate students in the department.

ECONOMICS AND BUSINESS ADMINISTRATION

- 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 banking process and the banking system; foreign and domestic exchange, the business cycle; the history of banking both in this country and the more important countries of Western Europe. Prerequisite: Elementary Economics. 3 credits each semester.
- 465-466. *LABOR PROBLEMS*. A study of the genesis and character of the maladjustments which constitute the modern labor problem; an

historical survey of the labor movement in the United States and Great Britain in its various branches (unionism, legal enactment, producers' and consumers' cooperation), with emphasis on aims, structure and group psychology; the strategy of meeting the needs of the Negro industrial worker; current reform proposals and programs. Emphasis is placed throughout on contemporary issues and accomplishments. 3 credits each 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, organization, types of policies, mortality, loading, reserves, the law governing insurance. Prerequisite: Elementary Economics.

3 credits second semester.

471. **CORPORATION FINANCE.** The corporate system; simpler forms of business organization; the principles and problems of corporate financial organization, reorganization, and control; adjustments of management and investor requirements. Introductory Accounting is a prerequisite or may be taken concurrently.

3 credits first semester.

472. **PROBLEMS IN BUSINESS FINANCE.** Approach to the financial problems of both small and large enterprises by the case method; security distribution and public regulation; extensive use of sources of corporation data supported by critical class analysis. Seminar discussions may be required. Prerequisite: Corporation Finance.

3 credits second semester.

476. **MARKETING.** This course describes the background of the marketing structure of the modern business organization and some causes of the present maladjustments between production and consumption. It seeks to explain the organization and the governing principles by which our distributive system operates. Such topics as the following will be considered: the functions of marketing; the channels of distribution; the methods and costs of marketing; the nature and effects of competition in marketing; the elements of selling, advertising and sales promotion; market policies and operations; probable trends of market expansion; and an introduction to marketing research.

3 credits second semester.

- 477-478. **PRINCIPLES AND METHODS OF STATISTICS.** A study of statistical principles and methods utilized in the analysis of economic, educational and sociological data. It is the aim of this course to prepare the student for the intelligent construction, presentation and interpretation of statistical reports and data.

3 credits each semester.

479. **PROBLEMS IN INDUSTRIAL MANAGEMENT.** A course which aims to provide a study of actual business problems concerned with manufacturing and extractive processes, making use of cost accounting as a tool. The course is designed, not alone for accountants of industrial concerns, but, as well, for those who may have to do with any phase of manufacturing, or the management of industrial concerns. Prerequisite: Introductory Accounting and Introductory Economics. 3 credits first semester.
481. **PRINCIPLES AND PRACTICES OF REAL ESTATE.** This course is designed to acquaint the student with current real estate practice as well as the theory underlying land ownership. The course is taught from the view points of home owners, investors, brokers, and others having interest in real property. Particular attention is paid to laws governing titles, mortgages, inheritance, and the like. Sources of mortgage financing, including private and public agencies, are studied. Prerequisite: Introductory Economics. 3 credits first semester.
482. **PUBLIC FINANCE.** A study of the principles and policy of federal, state, and local finance; the growth and sources of public revenues and expenditures; the principles and problems of taxation and the public debt. 3 credits second semester.
487. **THE CONSUMER AND THE MARKETING SYSTEM.** The economic position of the consumer in our society and his problems as a buyer of consumer goods and services constitute the central theme of the course. The characteristics of the consumer buyer, the retail market, and the commodities purchased are studied and the results as regards price policies and selling methods of the retail market, retail functions and their cost, and means of increasing the efficiency of consumer buying are critically considered. 3 credits first semester.
488. **CONSUMPTION AND STANDARDS OF LIVING.** This course treats as its primary problem the nature of consumers' wants, how they originate and change. The method of attacking the subject is mainly through the collection and analysis of expenditure data. However, other methods of studying standards of consumption are employed and theories, their origin and significance, are examined. 3 credits second semester.
501. **MODERN ECONOMIC THEORY.** Recent formulations of the principles and concepts of general economic theory; analysis of the price policies of the individual firm from the standpoint of monopoly and competition. 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.
506. *INTERNATIONAL TRADE*. Historical development and modern versions of the theory of international trade; mechanisms of adjustment under gold and paper standards; types of national economic policy of international significance. Prerequisite: Money and Banking. 3 credits second semester.
- 511-512. *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. 3 credits each semester.
- 523-524. *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.
- 545-546. *RESEARCH IN ECONOMICS*. Prerequisite: Approval of instructor.

EDUCATION AND PSYCHOLOGY

EDUCATION

- 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. 3 credits each semester.
- 465-466. *METHODS AND MATERIALS OF PROGRESSIVE CLASSROOM PRO-*

- CEURE. An interpretation and discussion of observations made in the Laboratory Elementary School; practice in progressive teaching; the development of the theories and philosophy upon which progressive educational classroom procedures are based; and helps in seeing how these procedures may be adapted to the needs and local conditions of individual teachers. 3 credits each semester.
467. FUNDAMENTALS OF THE CURRICULUM. This is an introductory course on the fundamental philosophy, aims, objectives and methods of the modern curriculum. It is open to administrators and teachers in elementary and secondary schools, and to students preparing for teaching who are sufficiently advanced in their preparation to profit by the course. 3 credits first semester.
468. THE PLANNING OF CURRICULUM UNITS FOR ELEMENTARY AND SECONDARY SCHOOLS. This course has to do with the planning of instructional materials for elementary and secondary schools. Prerequisite: Fundamentals of the Curriculum. 3 credits second semester.
- 477-478. PRINCIPLES AND METHODS OF STATISTICS. A study of statistical principles and methods utilized in the analysis of economic, educational and sociological data. It is the aim of this course to prepare the student for the intelligent construction, presentation and interpretation of statistical reports and data. 3 credits each semester.
488. SELECTION AND USE OF READING MATERIALS. A course designed to acquaint students with the content and criteria necessary to the proper judgment of reading materials, books, periodicals, workbooks, and tests for elementary and junior high schools. 3 credits second 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.

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 critical 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.

519. *READING PROBLEMS.* This course is a study of the reading process and includes, first, an analysis of the sensory and perceptual problems common to all reading activities; second, an analysis of reading problems which are a part of certain types of content of various courses of the curriculum. In each division of the course, students are guided in formulating principles of teaching which will prevent or remedy the reading difficulties that result from corrective causes.

3 credits first semester.

525-526. *SEMINAR: THE SCHOOL, THE CHILD, AND THE NEGRO COMMUNITY.* A study of social and economic settings and backgrounds.

3 credits each semester.

547-548. *SEMINAR IN EDUCATION.* Required of all 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.

PSYCHOLOGY

405. *CHILD DEVELOPMENT.* This course presents a study of children from eighteen months to four years of age. It is organized to relate physical growth to mental development. Two class periods each week will be supplemented with three hours of observation and participation in the nursery school. Each student will observe the group as a whole, and will make a thorough study of a particular child by keeping a daily record of his physical and mental development for the entire semester. Prerequisite: General Psychology.

3 credits first semester.

408. *BEHAVIOR PROBLEMS.* This course includes present theories of behavior of children from infancy to adolescence; a critical study of the physiological and psychological elements contributing to the maladjustment of the individual; case studies showing the underlying causes for emotional and behavior difficulties; identification, prognosis, and treatment for behavior problems. Each student will

work intensively on a special problem. Students will observe in the nursery school, public school, day nurseries, and clinics. Two class periods each week will be supplemented with three hours of observation and research. Prerequisite: Education 405.

3 credits second semester.

412. **RESEARCH PROBLEMS IN CHILD DEVELOPMENT.** This course is intended for advanced students who desire to pursue special investigation in the field of child development. Prerequisite: Concurrent registration in Education 408. 3 credits second 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.

480. **PSYCHOLOGY OF INDIVIDUAL DIFFERENCES.** A study of the differences among individuals due to race, sex, age, intelligence, and other such factors.

3 credits second semester.

517. **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 first semester.

518. **EXPERIMENTAL EDUCATIONAL PSYCHOLOGY.** A series of psychological experiments pertaining to the learning process.

3 credits second semester.

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

3 credits first semester.

ENGLISH

Courses in English Are Arranged Chronologically

491. **ELEMENTS OF PHONETICS.** A study of the mechanics of speech-sounds and the phonetic structure of English. To be taken before or with Old English or Middle English. 2 credits first semester.

453. OLD ENGLISH (ANGLO-SAXON). A study of Old English grammar with readings. 3 credits first semester.
492. BEOWULF. A careful reading of the text, with attention to literary and linguistic values and Germanic customs. Prerequisite: Old English. 3 credits second semester.
493. MIDDLE ENGLISH. A study of the fundamentals of Middle English grammar, phonology and morphology; a detailed reading of specific texts; and rapid reading throughout the range of Middle English literature. Prerequisite: Old English. 3 credits first semester.
454. CHAUCER. An introduction to the Language and Poetry of Chaucer. The minor poems and the Canterbury Tales. 3 credits second semester.
507. *THE LITERARY HISTORY OF ENGLAND*. The literary history of England from the beginning to the Norman Conquest. 3 credits first semester.
508. *THE LITERARY HISTORY OF ENGLAND*. The literary history of England from the Norman Conquest to 1500, exclusive of Chaucer. 3 credits second semester.
- 505-506. *ENGLISH DRAMA TO 1642*. A survey of the development of the English Drama from the beginning to the close of the Theatres in 1642. 3 credits each semester.
- 461-462. SHAKESPEARE. An intensive study of the important plays of Shakespeare. 3 credits each semester.
501. *SIXTEENTH CENTURY NON-DRAMATIC LITERATURE*. A survey of the literary movements, forms, and works, with proper attention to background. 3 credits first semester.
502. *SEVENTEENTH CENTURY NON-DRAMATIC LITERATURE TO 1660*. A study of the literature of the 17th century, exclusive of the Drama from the death of Elizabeth in 1603 to the Restoration in 1660. (Not offered 1940-41.) 3 credits second semester.
- (467.) AGE OF DRYDEN. Using Dryden as the epitome of the period (1660-1700), the course includes the outstanding writers of the three main types of literature written at this time, poetry, drama, and essay. Some attention is given to the political, religious, philosophical, and social aspects of the age, with reading in the works of Evelyn, Pepys, Collier, Locke, and Newton. 3 credits first semester.

510. *MILTON*. A study of the works of Milton. 3 credits second semester.
467. *ENGLISH NON-DRAMATIC LITERATURE FROM 1660 TO 1744*. A study of the rise and triumph of Neo-Classicism, with proper emphasis upon the political, religious, philosophical, and social aspects of the period. 3 credits first semester.
468. *DRAMA OF THE RESTORATION AND THE EIGHTEENTH CENTURY*. A study of the English drama and of the influences that played upon it from Dryden to Sheridan. 3 credits second semester.
484. *ENGLISH NON-DRAMATIC LITERATURE FROM 1744 TO 1798*. The poetry and prose of Neo-Classicism from the death of Pope to the publishing of the Lyrical Ballads. 3 credits second semester.
- 471-472. *THE ENGLISH NOVEL*. A study of the history of the novel to Thomas Hardy. 3 credits each 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: Wordsworth, Coleridge, Byron, Shelley, and Keats, including the critical theory of Wordsworth and Coleridge. 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. 3 credits second semester.
- 469-470. *NINETEENTH CENTURY PROSE*. A study of prose literature from 1800 to 1900, exclusive of the novel as a record of the main currents of thought. Continental influence will be given appropriate attention in the course. 3 credits each semester.
473. *THE ENGLISH DRAMA SINCE 1890*. A survey of the forms and themes of the modern drama. 3 credits first semester.
- 477-478. *AMERICAN LITERATURE SINCE 1870*. A study of the main currents of literary thought and expression in America from 1870 to the present. 3 credits each semester.
504. *A 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: Approval of instructor. 3 credits second semester.

485-486. *PRINCIPLES OF LITERARY CRITICISM.* This course combines two purposes in the study of literary appreciation and values. During the first semester attention is given to the development of an appreciation of literature which serves as an introduction to the study of formal literary criticism in the second semester. In the appreciation of literature an attempt is made to cultivate a sense of taste, and to establish standards for the student, through an understanding of the purposes and ideals, with an examination of the types and forms, of literature. With this preparation, the student proceeds to a study of the history and principles and technical elements of literary criticism from the classical rules of Aristotle down through the many schools and practices to the modern theories of creative criticism as propagated by Spingarn.

3 credits each semester.

545. *MATERIALS AND METHODS OF RESEARCH.* Lectures and exercises in research in literature and language, with emphasis on thesis problems. Required of all students.

3 credits first semester.

FRENCH

415-416. *FRENCH LITERATURE OF THE EIGHTEENTH CENTURY.* This course aims to acquaint the student with the development of the literary, philosophical, political, and social currents in France from the decline of seventeenth century classicism to the eve of the Revolution. Special emphasis is placed on the study of Diderot and the *Encyclopedie* and on the life and works of Marivaux, Beaumarchais, Voltaire, Montesquieu, Chenier, and Rousseau. Prerequisite: A survey of French Literature. 3 credits each semester.

457-458. *FRENCH CIVILIZATION.* A comprehensive and systematic study of the development of the French nation. Conducted in French. 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 century. Conducted in French. Prerequisite: A survey of French Literature. 3 credits each semester.

465-466. *THE NEGRO IN FRENCH LITERATURE.* The Negro character and author in French literature, history and civilization, from the *Chanson de Roland* to the present, with special emphasis on the eighteenth, nineteenth and twentieth centuries.

3 credits each semester.

470. *HAITIAN CIVILIZATION.* An introduction to the history and institutions of Haiti. Cultural ties, linguistic and literary, between the Black Republic and France are also studied in this course.

3 credits second 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. 3 credits first semester.

502. *FRENCH LITERATURE OF THE SIXTEENTH CENTURY.* A study of Rabelais, Ronsard, Montaigne and other important literary figures of the sixteenth century. 3 credits second semester.

503. *THE FRENCH ROMANTIC DRAMA.* A study of the theater of Dumas *pere*, Hugo, Musset, Merrimee and Vigny. Pre-romantic influences, both French and foreign, are also considered.

3 credits first semester.

504. *THE FRENCH REALISTIC DRAMA.* The French theater of the second half of the nineteenth century, from Dumas *fils* to Brieux.

3 credits second semester.

505. *HONORE DE BALZAC.* An intensive study of the great novelist.

3 credits first semester.

507. *COURS DE STYLE.* This course is devised to enable advanced students of the French language to acquire a feeling for and a familiarity with French style. It seeks to give a mastery of those difficulties of syntax and idiomatic locutions so necessary for correct literary expression.

3 credits first semester.

HISTORY

All courses in this department are given in alternate years.

AMERICAN

471-472. *AMERICA FROM 1600 TO 1828.* A survey of the culture and institutions of the thirteen colonies; the relations of the colonies

with the British government; the Revolutionary War; the problems of the constitutional convention and the struggle for union.

3 credits each semester.

- *473. AMERICA FROM 1828 TO 1865. A study of the plantation systems; Negro slavery; social and political philosophy of the South; rise of democracy; anti-slavery movement; and the Civil War.

3 credits first semester.

474. AMERICAN NEGRO CULTURE. A social study of the American Negro and his environment with stress upon Marxian and other interpretations of development in politics, economics, and art.

3 credits second semester.

- *475-476. AMERICA FROM 1865 TO 1917. An intensive study of the reconstruction period; the participation of the freedmen in government; rise of big business; expansion of agriculture; and the growth of imperialism.

3 credits each semester.

477. AMERICA SINCE 1917. A study of American participation in the World War and the shifting political, economic and social philosophy of present day society.

3 credits first semester.

EUROPEAN

- 405-406. THE OLD REGIME AND THE REVOLUTIONARY ERA. A short account of Europe after the age of Louis XIV; a study of the phenomenon of Enlightened Despotism, of the nature of the French Revolution and the career of Napoleon. 3 credits each semester.

- *409-410. EUROPE FROM 1815 TO 1870. A study of the political and economic developments of the period, with special emphasis on the importance therein of ideological considerations.

3 credits each semester.

- *411-412. EUROPE FROM 1870 TO 1914. An intensive study of international relations in the period with a background of the internal political and economic development of the nations.

3 credits each semester.

421. GOVERNMENTS OF EUROPE SINCE 1917. Influence of the War of 1914 on forms of government: loss of vitality of the old democracies; some new democracies; the Weimar Republic. Soviet Russia; Fascist Italy; National-Socialist Germany.

3 credits first semester.

*Offered in 1940-1941.

424. *INTERNATIONAL RELATIONS SINCE 1914.* The causes of the War of 1914, its course and the settlement after it; a sketch of international relations since 1919 with emphasis upon the growth of Russia's power and the resurgence of Germany.

3 credits second semester.

UNIVERSAL HISTORY

- 501-502. *THE PHILOSOPHY OF HISTORY.* An enquiry into the growth from the earliest times of the idea of the philosophy of history with emphasis upon views held by nineteenth and twentieth century thinkers. The debt of the philosophy of history to anthropology and political science. A philosophy of history: the genesis, growth, decline and destruction of civilizations. Only those students will be admitted to this course who have reached a good standard in the Ancient History of the Near East, Civilizations of China and India, Greek and Roman Civilization, and Political Theory.

3 credits each semester.

- 547-548. *SEMINARS.* Students writing theses will attend a small number of weekly lectures upon historiography at the beginning of the first semester of their first year. At the conclusion of the lectures students will be grouped into seminars, each seminar being devoted to kindred subjects. The seminars will meet each week, will discuss problems arising out of their members theses and, in addition, will hear and discuss one short paper per semester by each member of the seminar.

POLITICAL SCIENCE

- 451-452. *POLITICAL THEORY FROM PLATO AND ARISTOTLE TO THE PRESENT.* A survey of the political thought of the West from the Greek beginnings to the collectivist liberalism and the authoritarian philosophies of our times.

3 credits each semester.

LATIN LANGUAGES AND LITERATURE

501. *LATIN PROSE COMPOSITION.* This course includes a systematic review of the principles of Latin syntax and practice in the writing of Latin. Special attention is given to questions of style and usage. The purpose of the course is to strengthen the student's knowledge of the language and thus to develop facility in the reading of Latin authors.

3 credits first semester.

503. *ROMAN COMEDY.* In this course, the purpose of which is to trace the evolution of Roman comedy, selected plays of Plautus

and Terrence are read. Attention is directed to the Greek background of Roman comedy and to the influence of Plautus and Terrence on subsequent literature. 3 credits first semester.

504. *ROMAN PHILOSOPHY*. In this course a study is made of the Epicurean, Stoic, and Academic systems of philosophy. There are introductory lectures on the history of Greek philosophy. The "De Revum Natura" of Lucretius and the "Tusculan Disputations" (Book I) of Cicero are read in class. 3 credits second semester.

511. *THE WORKS OF HORACE AND THEIR LITERARY INFLUENCE*. In this course selections are read from the "Odes," "Epodes," "Satires," and "Epistles." Attention is directed to Horace's life, motives, literary sources and methods, and his influence on subsequent literature. 3 credits first semester.

512. *THE HISTORY OF LATIN LITERATURE*. The purpose of this course is to present a general survey of Latin literature from earliest times to the fall of the Roman Empire. The students will be expected to read widely in Latin authors.

3 credits second semester.

547-548. *SEMINAR*. Required of all graduate students in the department.

MATHEMATICS

502. *THEORY OF NUMBERS*. Theorems on divisibility. Theory of congruences. Quadratic residues and reciprocity law. Introduction to Diophantine equations. Binary quadratic forms. Prerequisite: Theory of Equations. 3 credits second 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. Prerequisite: 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: Ordinary Differential Equations and Theory of Definite Integrals.

3 credits first semester.

507. *FOURIER SERIES*. Boundary value problems in partial differential equations of physics. Orthogonal functions. Forms of Fourier series, Dirichlet's integrals, solution of boundary value problems by means of Fourier series. Bessel's functions. Legendre's polynomials. Prerequisite: Approval of instructor.
3 credits first semester.
508. *INTRODUCTION TO ALGEBRAIC THEORY*. Matrices, bilinear, quadratic, and Hermitian forms; linear transformations; invariant vectors and elementary divisors. Prerequisite: Approval of Instructor.
3 credits second 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.
3 credits second semester.
511. *ADVANCED CALCULUS*. Convergence of simple and multiple improper integrals. Functions defined by improper integrals. Line and surface integrals. Theorems of Green and Stokes. Complex functions; Cauchy's theorem; residues. Elliptic integrals and functions. Prerequisite: Calculus III. 3 credits first semester.
512. *ANALYTICAL PROJECTIVE GEOMETRY*. The course is intended to introduce the student to the basic ideas and methods of higher geometry. The fundamental topics of projective geometry are treated by analytic methods. Prerequisite: Approval of Instructor.
3 credits second semester.
515. *THEORY OF FUNCTIONS OF A REAL VARIABLE*. This course is intended to cover the fundamental parts of the theory of functions of a real variable. The following topics will be studied: Real number systems; point sets on the line and in the plane; limits; continuous functions and their properties; derivatives; Riemann and Lebesgue integration. Prerequisite: Approval of Instructor.
3 credits first semester.
- 517-518. *MATHEMATICAL THEORY OF STATISTICS I AND II*. A critical study of averages, coefficients of dispersion and skewness, correlation, sampling, probable error, the theory of frequency distributions, and a study of some of the contributions of Pearson, Charlier, and Thiele. Prerequisite: Approval of Instructor.
3 credits each semester.

SOCIOLOGY

INSTRUCTIONAL COURSES

- *467-468. INTRODUCTION TO THE SOCIAL SCIENCES. An orientation course in the social sciences at graduate level, planned to provide and encourage an understanding of the forces and philosophies underlying the interplay of social and economic factors in man's group life. Lectures, readings, reports and discussions.

3 credits each semester.

- *469. INTRODUCTION TO ANTHROPOLOGY. General headings: fossil man; prehistoric, paleolithic and neolithic cultures; the appearance of modern races; racial classifications; problems of race, nationality and language, race mixture, mental differences; growth and spread of religion and culture; social origins; rise of political institutions, and civilization in native America.

3 credits first semester.

- *477-478. PRINCIPLES AND METHODS OF STATISTICS. A study of statistical principles and methods utilized in the analysis of economic, educational and sociological data. It is the aim of this course to prepare the student for the intelligent construction, presentation and interpretation of statistical reports and data.

3 credits each semester.

- *479. HUMAN ECOLOGY. The relations of human beings and human institutions with reference to their spatial aspects.

3 credits first semester.

SOCIAL ORGANIZATION AND DISORGANIZATION

- *444. SOCIAL CONTROL. The sociological aspects of the way society keeps order. The course analyzes the science, criteria and methods of control exercised through constructive and exploitive instruments.

3 credits second semester.

- *475. SOCIAL INSTITUTIONS. A study of the essential components of social institutions, their origin and evolution, the way in which they develop their general and unique characteristics, and their relation to the individual.

3 credits second semester.

- *481. THE FAMILY. The natural and the institutional family considered in development, nature of problems, and prospect.

3 credits first semester.

482. THE NEGRO FAMILY IN THE UNITED STATES. The evolution of

*Offered in 1940-1941.

the Negro family from slavery days to the present, with particular attention to the role of the mother in family organization under slavery, the role of the father in freedom.

3 credits second semester.

483. *SOCIAL CONFLICT*. An analysis of the representative theories underlying the role of economic, intellectual, physiological, political and racial conflict in human society. Lectures, readings and term reports. 3 credits first semester.

- *484. *RACE PROBLEMS IN THE MODERN WORLD*. A study of the race problems of Europe, Asia and Africa. 3 credits second semester.

CULTURE AND SOCIETY

- *471. *AFRICAN CULTURE*. A study of the history and development of the peoples of Africa. 3 credits first semester.

473. *ASIATIC CULTURE*. A study of the history and development of the peoples of Asia. 3 credits first semester.

474. *AMERICAN NEGRO CULTURE*. A social study of the American Negro and his environment with stress upon Marxian and other interpretations of development in politics, economics, and art. 3 credits second semester.

PROBLEMS IN POPULATION

503. *POPULATION PROBLEMS AND POLICIES*. A course designed to give the student an insight into the trend of population policies and problems since the early days of civilization. Analysis is based upon restrictive, expansive and eugenic programs, as they have affected population growth. Term assignments.

3 credits first semester.

- *504. *URBAN SOCIOLOGY*. An analysis of the town, city, and metropolitan areas as legal, political, economic and social units, and their effect upon individual and group life. Special attention is given to Southern towns and cities. 3 credits second semester.

511. *SOCIOLOGY OF RURAL AREAS*. An analysis of the social conditions of people on the land, and the theories and practices attending present programs for rural change.

3 credits first semester.

512. *SOCIOLOGY OF THE SOUTH*. An interpretation of the regional significance, structure, growth and role of the area, its people and its institutions in the economy of the United States. Lectures and individual projects. 3 credits second semester.

*Offered in 1940-1941.

- *514. *SOCIAL LEGISLATION*. Historical development of the principles, scope, techniques and procedure of social legislation in the United States. Special attention is given to insurance against sickness, old age, unemployment and invalidity, and to legislation in the fields of relief, housing, education and health. (Offered in connection with the School of Social Work.)

3 credits second semester.

SOCIAL THEORY

- *505. *SOCIAL THEORY*. An analysis of the various types of social thinking expressed in earlier and contemporary schools of sociology. Readings, reports and lectures. Required of all sociology majors.

3 credits first semester.

506. *SOCIETY*. This course treats society as a system of relationships and endeavors to illustrate the necessity for discovering causal relationships in the social order. Prerequisite: Sociology 505.

3 credits second semester.

- *509. *EUROPEAN SOCIOLOGY*. Studies in the origins of modern sociology, based on a survey of selected writings of European economists, historians, political scientists and early sociologists. Prerequisite: Sociology 505.

3 credits first semester.

- *510. *HISTORY OF SOCIOLOGY IN THE UNITED STATES*. The emergence of sociology as a discipline of the social sciences and characteristics of the principal theories, concepts and methods of American sociology. Prerequisite: Sociology 505.

3 credits second semester.

SOCIAL RESEARCH

- *545. *SOCIAL RESEARCH*. A tool course fundamental to all research in the social sciences. Emphasis is placed upon types and methods of research. Group and individual projects are undertaken. Required of all sociology majors.

3 credits first semester.

- *546. *FIELD STUDIES*. Designed to provide direction and suggestion for either special research or surveys. Required of all sociology majors. Prerequisite: Sociology 477 and 545.

3 credits second semester.

- *547-548. *SEMINAR IN SOCIOLOGY*. Required of all graduate students in sociology. No credit. Both semesters.

*Offered in 1940-1941.

DEGREES CONFERRED IN 1939

MASTER OF ARTS

RUTH EMMELINE SCOTT *Economics*
A.B., Spelman College, 1937.

Thesis: The Problem of Studying Certain Accounting Features of Negro and Foreign Language Weekly Newspapers in the United States, 1938.

MARY EMMA BURNEY *Education*
A.B., Morehouse College, 1929.

Thesis: Some Educational Movements and Their Influence Upon the Aims of Education.

MILDRED INEZ FISHER *Education*
B.S., Alabama State Teachers College, 1933.

Thesis: Concepts Basic to a Beginning Reading Program in the Public Schools of Georgia.

MATTIE LONG GILCHRIST *Education*
B.S., Alabama State Teachers College, 1932.

Thesis: An Experiment with the Activity Programs in the T.V.A. Schools Located at Joe Wheeler Dam, Alabama, and Pickwick Dam, Tennessee.

NELL MARIE HAMILTON *Education*
A.B., Atlanta University, 1927.

Thesis: An Analysis of the Inglis Lectures.

MARY ALICE HARRIS *Education*
B.S., Miles Memorial College, 1933.

Thesis: A Study of Extra-Curricular Activities in Ten High Schools in Jefferson County, Alabama.

MARY EMMA MENAFEE *Education*
A.B., Spelman College, 1934.

Thesis: The General Intelligence of Pre-School Children in Relation to the Paternal Educational Status.

RALPH CLIFTON REYNAUD *Education*
A.B., Southern University, 1924.

Thesis: An Historical Study of the Negro Schools of Calcasieu Parish, Louisiana, 1888-1938.

CATHERINE LILLIAN TAYLOR *Education*
B.S., Livingstone College, 1938.

Thesis: An Analysis of Reading Difficulties.

- AMATER Z. TRAYLOR *Education*
 A.B., Morehouse College, 1926.
 Thesis: Vocational Aptitude Tests as an Instrument in
 Predicting Success in Shop Work.
- HELEN CAFFEY BELL *English*
 A.B., Spelman College, 1937.
 Thesis: Certain Precursors to the Drama of Sensibility Be-
 tween 1663 and 1696.
- BENJAMIN RICHARD DURANT *English*
 A.B., Morehouse College, 1937.
 Thesis: Fugal Characteristics in Four of Thomas DeQuin-
 cey's Imaginative Essays.
- LEON CARL MCCRARY *English*
 A.B., Knoxville College, 1937.
 Thesis: The Medieval Spirit in Browning as Compared to
 Morris, Rossetti, and Swinburne.
- *VELMA NORINE KING *English*
 A.B., Clark University, 1936.
 Thesis: Negro Attitudes in Negro Novels.
- HELEN EMILY PRICE *English*
 A.B., LeMoyne College, 1937.
 Thesis: Herman Melville's Attitude Toward the Darker
 Races.
- *ROBERT W. STARMS *History*
 A.B., Louisville Municipal College, 1936.
 Thesis: The Diplomatic Relations Between the United States
 and Mexico from 1829 to 1849.
- *FERDINAND HOWARD EVANS *Mathematics*
 A.B., New Orleans University, 1935.
 Thesis: Minimal Curves and Surfaces.
- FRANK DUBOIS HUTCHINSON *Mathematics*
 A.B., Morehouse College, 1938.
 Thesis: Riemann Surfaces.
- ALBERTA MAE CALLOWAY *Sociology*
 A.B., Louisville Municipal College, 1938.
 Thesis: The Louisville Flood of 1937 with Special Refer-
 ence to the Negro Population.
- *ALICE MARIE DURHAM *Sociology*
 A.B., Clark University, 1936.
 Thesis: What is Negro News? A Study of Three Negro
 Newspapers.

*Completed requirements in July, 1938.

- RUTH AUGUSTA GRAHAM *Sociology*
 A.B., Knoxville College, 1935.
 Thesis: "Blackjack"—A Study in Community Organization
 and Disorganization.
- HARVEY ELIJAH JOHNSON *Sociology*
 B.D., Talladega College, 1923.
 Thesis: "Beat Eight"—A Sociological Study of a Rural
 Community in Talladega County, Alabama.
- ANNIE MAE MARTIN *Sociology*
 A.B., Bennett College, 1937.
 Thesis: The Coverage of the Negro Under the Old-Age
 Titles of the Social Security Act.
- AGNES ELIZABETH MAY *Sociology*
 A.B., Spelman College, 1927.
 Thesis: Employment of Women in Domestic and Personal
 Service With Special Reference to Negro Women in At-
 lanta, Georgia.
- *KATHRYN ELIZABETH RICHARDSON *Sociology*
 A.B., Knoxville College, 1936.
 Thesis: An Analytical Study of Negroes Listed in 1936-
 1937 Edition of *Who's Who in America*.
- JOSEPHINE FAWCETT THOMPSON *Sociology*
 A.B., West Virginia State College, 1932.
 Thesis: Statistical Indices of Negro Economic Adjustment
 in Heavily Populated Rural Counties of Georgia, 1910-
 1935.

MASTER OF SCIENCE

- MARION ANTOINETTE RICHARDS *Biology*
 B.S. in Ed., University of Pennsylvania, 1937.
 Thesis: A Study of Growth Curvatures in the Coleoptile
 of Rye.
- *LUTHER WALTER HAMM *Chemistry*
 B.S., LeMoyne College, 1935.
 Thesis: The Effect of Deuterium Oxide on the Rate of
 Ripening of the Banana.

*Completed requirements in July, 1938.

ORANGE EDWARD YOKLEY *Chemistry*

B.S., Knoxville College, 1929.

Thesis: Studies in Conjugated Systems: The Addition of
Bromine and Hydrogen Bromide to 1-para-Bromophenyl-
4-phenylbutadiene.

*ROLAND GEORGE HENDERSON *Mathematics*

B.Ed., Milwaukee State Teachers College, 1935.

Thesis: Some Metric Properties of Quadric Surfaces.

MASTER OF SOCIAL WORK

FRANCES MARIE GORDON

A.B., University of Kansas, 1932.

Thesis: An Inquiry Into the Value of Preserving Old Case
Records: A Study of 377 Atlanta Family Welfare Society
Case Records Closed Before January 1, 1917.

DOROTHY BULLOCK HAMILTON

B.S., Bennett College, 1932.

Thesis: Experiments and Social Implications in the Chil-
dren's Theatre Movement.

DELLA FRANCES JOHNSON

A.B., Southern University, 1937.

Thesis: A Study of Activities for Young People of Age
Group Sixteen to Twenty-five in a Few Negro and White
Baptist Churches.

TOMMIE LENORA PRADD

B.S., Southern University, 1937.

Thesis: A Study of the Neighborhood Clubs of the Atlanta
Urban League.

SUMMARY OF DEGREES

	Men	Women	Total
A.M.	8	18	26
M.S.	3	1	4
M.S.W.	0	4	4
	<hr/>	<hr/>	<hr/>
Total	11	23	34

*Completed requirements in July, 1938.

REGISTER OF STUDENTS

1939-1940

FULL TIME

ADAMS, DAISY ANITA	<i>Sociology</i>
A.B., Tillotson College, 1938.	
AUGUSTINE, ESTELLE JUANITA	<i>French</i>
A.B. in Education, Howard University, 1938.	
BARRON, LEONIDAS BROWN	<i>Chemistry</i>
B.S., Morehouse College, 1939.	
BIRCHETTE, MARK GOODRUM	<i>Economics</i>
A.B., Morehouse College, 1938.	
BOONE, CLEMENTINE CEPHELIA	<i>Education</i>
A.B., Louisville Municipal College, 1937.	
BOSTON, DOROTHEA CASTER LEE	<i>Chemistry</i>
A.B., Spelman College, 1939.	
**BOYKIN, LEANDER LIONEL	<i>Education</i>
A.B., Knoxville College, 1934.	
BROGDON, JULIA MAE	<i>Education</i>
A.B., Allen University, 1937.	
BROWN, ALICE HUTCHINSON	<i>Mathematics</i>
A.B., Spelman College, 1935.	
BULLARD, THEODORE HOWARD, JR.	<i>Economics</i>
A.B., Morehouse College, 1939.	
BUTLER, J. WILSONIA	<i>Education</i>
A.B., North Carolina State College, 1937.	
CLEMMONS, LUCY LEE	<i>English</i>
A.B., Louisville Municipal College, 1939.	
CLINTON, AUDREY ROSETTA	<i>Sociology</i>
B.S. in Education, South Carolina State Agricultural and Mechanical College, 1938.	
COBB, BESSIE ALBERTA	<i>English</i>
A.B., San Diego State College, 1939.	

**Second Semester Only.

CONNOLLY, ALLAN BURNON	Biology
B.S., Bluefield State Teachers College, 1939.	
CROMBIE, BOOKER TALIAFERRO	Chemistry
B.S., Tennessee Agricultural and Industrial State College, 1934.	
DEADMON, ROBERT	Sociology
A.B., Morehouse College, 1939.	
DENT, BENJAMIN LINTON	Economics
A.B., Morehouse College, 1935.	
DOUGLAS, ELAINE ELIZABETH	English
A.B., LeMoyne College, 1938.	
DOWNER, LUTHER HENRY	Biology
B.S., Morehouse College, 1938.	
DUNN, EUGENIA V.	Biology
B.S., Louisville Municipal College, 1938.	
ECHOLS, MAGNOLIA LEOLA	French
A.B., Butler University, 1939.	
ECHOLS, WALTER MONTGOMERY	Mathematics
A.B., Morehouse College, 1939.	
EDWARDS, GEORGE HARRISON	Economics
A.B., Morehouse College, 1936.	
ELLISON, JAMES BERTRAM	Biology
B.S., Morehouse College, 1938.	
FERGUSON, MARIE EVANGELINE	Chemistry
A.B., Fisk University, 1938.	
FORDE, DOROTHY MARGUERITE	Biology
A.B., Spelman College, 1939.	
FOSTER, ROBERT JOSEPH PERSHING	Biology
B.S., Morehouse College, 1939.	
**GILBERT, WILLIAM	History
A.B., Morehouse College, 1940.	
GRANDY, OPHELIA ELIZABETH	Education
A.B., Shaw University, 1930.	
GRIFFITH, CLARENCE FREDERICK	English
A.B., Morris Brown College, 1939.	

**Second Semester Only.

- HAMMOND, MELVIN ALAN RAYE *Biology*
B.S., Tillotson College, 1939.
- HARPER, NANCY MILDRED *History*
B.S. in Education, Alabama State Teachers College, 1939.
- HARRIS, GEORGIA RUTHE *Biology*
A.B., Pacific Union College, 1937.
- HAYES, FRANCES MARGUERITE *French*
A.B., Virginia State College, 1939.
- HENRY, CHARLES LEROY *French*
A.B., Texas College, 1938.
- HILL, JOE MARION *Chemistry*
B.S., Morehouse College, 1939.
- HINES, ISAAC LE ROY *Mathematics*
B.S., Louisville Municipal College, 1938.
- HOLMES, HAMILTON MAYO, JR. *Economics*
A.B., Morehouse College, 1937.
- HOLT, EDWARD EUGENE *Biology*
B.S., Morehouse College, 1938.
- HOOD, HANNA MAE *Education*
A.B., Fisk University, 1939.
- HOOVER, MARY ELIZABETH *French*
A.B., Allen University, 1934.
- *HUDSON, ROBERT LOCK *Education*
A.B. in Elementary Education, Langston University, 1935.
- **JACKSON, ELLENA MAE *History*
A.B., Kentucky State Industrial College, 1936.
- JENKINS, FREDERICK DOUGLAS *Mathematics*
A.B., Dillard University, 1939.
- JOHNSON, DOROTHY ELIZABETH *Art*
A.B., Hunter College, 1938.
- JOHNSON, LEONA ELIZABETH *English*
B.S. in Education, Cheyney State Teachers College, 1939.

*First Semester Only.

**Second Semester Only.

- KIBBE, MURPHY LAWRENCE *Sociology*
A.B., Morehouse College, 1939.
- LABRANCHE, EMILE JOSEPH, JR. *Economics*
B.S. in Pharmacy, Xavier University, 1939.
- *LAWSON, EDWARD HOWARD, JR. *English*
A.B., Morehouse College, 1939.
- LONG, HENRIETTA LOUISE SHIVERY *Education*
A.B., Talladega College, 1934.
- MASK, ROBERT WILLIAM *Economics*
A.B., Texas College, 1936.
- *MASON, FRANCES MARY *English*
A.B., Spelman College, 1939.
- MASON, GEORGE ELMER *Education*
B.Ed., Illinois State Normal University, 1937.
- MCBAY, ROBERT BARNETT *Economics*
A.B., Wiley College, 1938.
- MCGEE, LEO LUCIUS *Economics*
A.B., Wiley College, 1938.
- MCKINNEY, RHEABLE MAE *English*
A.B., Philander Smith College, 1935.
- MIDDLEBROOKS, BOOKER TALIAFERRO *Economics*
A.B., Morehouse College, 1939.
- *MONEY, THOMAS JEFFERSON, JR. *Mathematics*
A.B., Morehouse College, 1939.
- MYERS, RANDOLPH LOUIS *English*
A.B., Morgan College, 1939.
- **NELSON, SOPHIA PHILLIPS *English*
A.B., University of Pittsburgh, 1938.
- *NIX, WILLIAM MORRIS *English*
A.B., Morehouse College, 1939.
- OUBRE, HAYWARD LOUIS, JR. *Art*
A.B., Dillard University, 1939.
- OWENS, CLARENCE EDWARD *Mathematics*
B.S., Morehouse College, 1937.

*First Semester Only.

**Second Semester Only.

- PAGE, EUGENE TURNER, JR. ----- *Sociology*
A.B., Morehouse College, 1939.
- PLUMP, JAMES WILLIS ----- *Education*
B.S., Alabama State Teachers College, 1931.
- PRIDE, RONALD HENRY ----- *French*
A.B., South Carolina State Agricultural and Mechanical
College, 1939.
- *RAMBEAU, GERALDINE CLOTIELD ----- *English*
A.B., Arkansas Agricultural, Mechanical and Normal College,
1935.
- READ, GEORGE ISAAC, JR. ----- *Economics*
B.S., Hampton Institute, 1937.
- REEVES, ANATOL CARRIDAD ----- *English*
A.B., Spelman College, 1939.
- REID, WILLIAM GREENE ----- *Biology*
B.S., Morehouse College, 1939.
- ROBINSON, BERNARD FREDERICK ----- *Sociology*
A.B., Morehouse College, 1939.
- ROGERS, MARGUERITE SERENA ----- *Sociology*
A.B., Shaw University, 1939.
- **ROSS, FRANCES ARLINE ----- *Economics*
A.B., Fisk University, 1938.
- SAMPSON, DANIEL GEORGE ----- *Economics*
A.B., Morehouse College, 1939.
- **SCRUGGS, BOOKER T. ----- *Economics*
A.B., Clark University, 1931.
- SHACKELFORD, DEBORAH EVA ----- *French*
A.B., Dillard University, 1939.
- **SHADOWENS, THOMAS MOORE ----- *Economics*
A.B., Morehouse College, 1939.
- SHUTE, MARY ELIZABETH ----- *French*
A.B., Johnson C. Smith University, 1939.
- SPEIGHT, MARION MAE ----- *French*
A.B., LeMoyne College, 1938.

*First Semester Only.

**Second Semester Only.

- SPRUELL, JEANNETTE FRANCES *French*
A.B., Shaw University, 1935.
- SUITT, EVERSLEE VINCENT *Sociology*
A.B., Morehouse College, 1937.
- **TALBOT, DAVID ARLINGTON *English*
A.B., Morris Brown College, 1939.
- TAYLOR, MARION PEARL *English*
A.B., Philander Smith, 1935.
- TORRENCE, VIOLA MARIE *Mathematics*
A.B., Rust College, 1937.
- TOYER, FRANCES AURELIA *Economics*
B.S., Bluefield State Teachers College, 1938.
- TURNER, CLAUDIUS ANDERSON *Economics*
A.B., Knoxville College, 1931.
- WARDLAW, MILDRED ELAINE *Education*
A.B., Spelman College, 1935; Diploma, Atlanta University
School of Social Work, 1937.
- WASHINGTON, JOSEPHINE HENRIETTA *Education*
A.B., University of New Brunswick, 1937.
- WASSON, WILLIAM NATHANIEL *Biology*
B.S., Louisville Municipal College, 1937.
- *WHITE, RUTH BLANCHE *Education*
B.S., Tuskegee Institute, 1937.
- WHITEMORE, ROSALIE OPHELIA *French*
A.B., Texas College, 1939.
- WILLIAMSON, JUANITA VIRGINIA *English*
A.B., LeMoyne College, 1938.
- WINFIELD, ARTHUR ANISON *Sociology*
B.S. in Education, Cheyney State Teachers College, 1939.
- WOOD, IDA BILLEE *English*
A.B., Spelman College, 1939.
- WOODWARD, RICHARD WALTER *History*
A.B., Morehouse College, 1939.
- **YOKLEY, CLOYD BERTRAND *English*
A.B., Kentucky State Industrial College, 1937.

*First Semester Only.

**Second Semester Only.

PART TIME

ALEXANDER, ERNEST	Education
A.B., Fisk University, 1935.	
*ALEXANDER, GABRIEL SAMUEL	Economics
A.B., Morehouse College, 1939.	
ARRANT, MAELEEN CLAY	Education
B.S., Arkansas Agricultural, Mechanical and Normal College, 1939.	
ASHMORE, RHEBA MAY	Education
A.B., Paine College, 1937.	
BAILEY, SALLIE BOBB	Education
B.S., Hampton Institute, 1924.	
BAKER, MILDRED LOUISE	Education
A.B., Morris Brown College, 1930.	
BANKS, RUTH LOUISE	Education
B.Ed., New Haven State Teachers College, 1939.	
BEASLEY, ROBERT HENRY	Education
A.B., Clark University, 1931.	
*BENNETT, MARY LOUISE	English
A.B., Atlanta University, 1931.	
*BLACKMON, FRANKLIN L. C.	Economics
A.B., Morris Brown College, 1939.	
**BLAYTON, WILLA MAE	History
A.B., Morehouse College, 1933.	
BRIDGES, NEILL ALEXANDER	Sociology
A.B., Clark University, 1910.	
*BRYANT, HENRY E.	Education
B.S., Hampton Institute, 1932.	
**BURLEY, GRACE ANNE	Education
B.S., Hampton Institute, 1938.	
BUTLER, OLLIE MAE	Education
A.B., Dillard University, 1939.	

*First Semester Only.

**Second Semester Only.

- CALHOUN, JOHN HENRY, JR. ----- *Economics*
A.B., Morehouse College, 1937.
- **CHANDLER, RUBY MAE ----- *English*
A.B., Morehouse College, 1932.
- CLARK, EDGAR ROGIE ----- *Education*
A.B., Clark University, 1935.
- CLEMENT, EMMA MILLS ----- *Education*
A.B., Livingstone College, 1930.
- CUNNINGHAM, SUSIE MAE ----- *Latin*
A.B., Clark University, 1918.
- CURETON, MINNIE EDITH ----- *Education*
A.B., Spelman College, 1930; M.A., Columbia University, 1939.
- DANIELS, DORIS JUANITA ----- *Education*
A.B., Dillard University, 1937.
- *DAVIS, CLIFFORD MARVIN ----- *History*
A.B., Morehouse College, 1927.
- DAVIS, FRANK ROSCOE ----- *Education*
B.S., Virginia Union University, 1927; M.S., University of
Michigan, 1932.
- **DAVIS, MADELINE GENE ----- *Economics*
A.B., Fisk University, 1914.
- **DENNIS, WILLIAM HENRY ----- *Education*
A.B., Morehouse College, 1931.
- DE VAUGHN, CORA MAE ----- *Education*
B.S., Hampton Institute, 1934.
- DUNCAN, CATHERINE JEANNETTE ----- *Education*
A.B., Fisk University, 1922.
- FAGAN, ANNIE ETHEL ----- *Education*
A.B., Morris Brown College, 1936.
- FULLER, SAMMYE LOUISE ----- *Education*
A.B., Spelman College, 1933.
- *GOLIGHTLY, DANIEL PAUL ----- *Chemistry*
A.B., Clark University, 1937.

*First Semester Only.

**Second Semester Only.

- GRIFFITH, LORETTA SAUCIER *Education*
A.B., Dillard University, 1930; M.A., Atlanta University, 1936.
- HALL, MABEL FRANKLIN *Education*
A.B., Morris Brown College, 1929.
- HARRISON, ELTON CLEMENT *Education*
B.S., Southern University, 1939.
- HEMBREE, MEXICO YVONNE *Education*
A.B., Spelman College, 1938.
- *HOLLOWAY, JAMES L. *English*
A.B., Morehouse College, 1937.
- *HOLMES, ALICE CAREY *Education*
A.B., Spelman College, 1938.
- *HUBERT, JEANETTE CAMILLE *Education*
A.B., Spelman College, 1937.
- **JACKSON, FLORRIE FLORENCE *French*
A.B., Spelman College, 1935.
- JAMES, WILLIE LUCILE CARMICHAEL *Education*
A.B., Atlanta University, 1930.
- JENKINS, INEZ DOLORES *Education*
A.B., Dillard University, 1938; M.A., Hartford School of
Religious Education, 1939.
- JOHNSON, HERMESE ESTELLE *Education*
A.B., Hunter College, 1934.
- *KIDD, RICHARD DEMOSTHENES *Education*
B.S., Hampton Institute, 1932.
- **LACY, VIRGINIA M. *Sociology*
B.S. in Library Science, Hampton Institute, 1933; B.S. in
Education, 1936; M.S. in Library Science, University of
Illinois, 1938.
- **LONG, JOHN CLINTON *French*
A.B., Morehouse College, 1936.
- LOVE, LILLIAN CLEOPATRA *History*
A.B., Atlanta University, 1926; M.A., Atlanta University, 1935.
- **LOVEJOY, A. LOUISE *Education*
A.B., Clark University, 1937.

*First Semester Only.

**Second Semester Only.

- MAYO, LUCILLE YOUNG *Education*
B.S., South Carolina State College, 1934.
- MCGOWAN, EUGENE, JR. *French*
A.B., Morehouse College, 1937.
- *MCINTYRE, MYRTLE ETHELYN *Education*
A.B., Fisk University, 1929.
- MURRAY, MYRTICE IRENE *Economics*
A.B., Morris Brown College, 1939.
- **PIERRO, EARL HAMILTON *Sociology*
A.B., Morehouse College, 1938.
- PIPES, WILLIAM HARRISON *Education*
B.S., Tuskegee Institute, 1935.
- PITTS, RAYMOND JACKSON *Education*
A.B., Talladega College, 1932.
- *PULLIN, WILLIAM EDWARD *Biology*
B.S., Morehouse College, 1938.
- REDDICK, JUANITA *Education*
A.B., Spelman College, 1936.
- REED, BERTHA H. *Education*
A.B., Spelman College, 1936.
- SAMUEL, WILLIAM ARCHIE, JR. *Biology*
B.S., Johnson C. Smith University, 1933.
- SCOTT, EDWARD *Art*
A.B., Morehouse College, 1937.
- *SMITH, NAOMI SHOCKLIN *Education*
A.B., Spelman College, 1929; M.A., Atlanta University, 1937.
- **THOMAS, EVA LOUISE *Sociology*
A.B., Morris Brown College, 1935.
- **THOMPSON, JOSEPHINE FAWCETT *Sociology*
A.B., West Virginia State College, 1932; M.A., Atlanta University, 1939.
- THOMPSON, ROBERT ALBERT *Sociology*
A.B., Morgan College, 1932; M.A., Atlanta University, 1937.

*First Semester Only.

**Second Semester Only.

- THORNTON, ALICE M. ----- *Education*
A.B., Clark University, 1937.
- TROUP, CORNELIUS VANDERBILT ----- *Education*
A.B., Morris Brown College, 1925; M.A., Atlanta University,
1937.
- WARE, ANNIE LOU ----- *Mathematics*
A.B., Clark University, 1925.
- **WEEDEN, LULA LOWE ----- *Sociology*
A.B., Virginia Theological Seminary and College, 1930.
- WILLIAMS, JEFFRIE MARIE ----- *Education*
A.B., Morris Brown College, 1939.
- WILSON, ALBERT T. ----- *Education*
A.B., Atlanta University, 1915.

SUMMARY OF STUDENTS

Arts and Sciences	Men	Women	Total
Full Time	52	45	97
Part Time	27	42	69
	—	—	—
Total	79	87	166
School of Social Work	19	77	96
	—	—	—
Total Graduate Students	98	164	262

SUMMER SCHOOL ENROLLMENT 1939

	Men	Women	Total
College	100	319	419
Graduate School	121	177	298
Ministers Institute	14	1	15
	—	—	—
Total	235	497	732

(In addition there were enrolled in the 1939 Progressive Demonstration School 160 boys and girls.)

**Second Semester Only.

LABORATORY SCHOOL ENROLLMENT

	Boys	Girls	Total
High School	74	139	213
Elementary School	63	97	160
Pre-School	50	60	110
	—	—	—
Total	187	296	483