

SERIES III

APRIL, 1941

No. 34

ATLANTA UNIVERSITY BULLETIN

CATALOGUE NUMBER
1940-1941

ANNOUNCEMENTS
1941-1942

ATLANTA UNIVERSITY
ATLANTA, GEORGIA

THE ATLANTA UNIVERSITY BULLETIN

PUBLISHED QUARTERLY BY
ATLANTA UNIVERSITY
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CALENDAR

1941

June	9	Monday	Registration for Summer School
June	10	Tuesday	Classes begin
July	4	Friday	Independence Day, a holiday
July	18	Friday	Summer School closes
Sept.	23	Tuesday	Registration for first semester
Sept.	24	Wednesday	Full class work begins
Sept.	30	Tuesday	Last day to register for credit
Thanksgiving Day			A holiday
Dec.	20	Saturday	Christmas recess begins at noon

1942

Jan.	5	Monday	Christmas recess ends, classes begin at 8:00 a. m.
Jan.	26	Monday	Semester examinations begin
Jan.	31	Saturday	First semester closes
Feb.	2	Monday	Registration for second semester
Feb.	3	Tuesday	Second semester begins
Feb.	10	Tuesday	Last day to register for credit
Feb.	12	Thursday	Lincoln's Birthday, a holiday
Mar.	2	Monday	Last day to file candidacy for master's degree
April	3	Friday	Spring recess begins at 5:45 p. m.
April	7	Tuesday	Spring recess ends, classes begin at 8:00 a. m.
May	4	Monday	Last day to file thesis for master's degree
May	28	Thursday	{ Final examinations for candidates for master's degree
May	29	Friday	
June	1	Monday	Semester examinations begin
June	7	Sunday	Baccalaureate Sermon
June	8	Monday	Commencement Day

BOARD OF TRUSTEES

1939-1942

JAMES B. ADAMS, A.B., D.D. Brooklyn, New York
WILLETTE R. BANKS, A.M. Prairie View, Texas
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
PHILIP WELTNER, A.B., LL.B., LL.D. Atlanta, Georgia

1940-1943

WILL W. ALEXANDER, DD., LL.D. Atlanta, Georgia
TREVOR ARNETT, A.B., Sc.D., LL.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., LL.D. Atlanta, Georgia
MRS. HATTIE RUTHERFORD WATSON, A.B. Pine Bluff, Arkansas

1941-1944

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

OFFICERS

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

EXECUTIVE COMMITTEE

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

FINANCE COMMITTEE

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

OFFICERS OF ADMINISTRATION

RUFUS EARLY CLEMENT, Ph.D.
President

JOHN PHILLIP WHITTAKER, A.M.
Registrar

FLORENCE MATILDA READ, A.B., Litt.D., LL.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
HOBART CALVIN JACKSON, B.S.—
Assistant Manager of University Bookshop
MABLE KING, A.B. Assistant to Bursar

LIBRARY STAFF

CHARLOTTE TEMPLETON, A.B. Librarian
VIRGINIA MAE LACY, M.S. in L.S.* Catalogue Librarian
DOROTHY GWENDOLYN WILLIAMS, B.L.S., M.L.S.**—
Catalogue Librarian
GAYNELLE WRIGHT BARKSDALE, A.M. in L.S.—
Reference Librarian
JOSEPHINE FAWCETT THOMPSON, A.M. Assistant
PIERCE M. THOMPSON, A.B.*** Assistant
ETHEL BOWDEN HAWKINS, B.S. in L.S.**** Assistant
DOROTHY NELLE HAMILTON, A.B., B.L.S.***** Assistant
HELEN G. MATHEWSON Secretary to the Librarian and Assistant
RUBY L. SANDERS, A.B. Assistant
JENNIE D. PRITCHARD, A.B. Assistant

†On leave 1940-1941.

*Until June 30, 1941.

**Beginning June 10, 1941.

***Until April 7, 1941.

****April 7-June 14, 1941.

*****Beginning June 16, 1941.

BUILDINGS AND GROUNDS

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

BOARDING DEPARTMENT

HELEN YEOMANS	Dietitian
ANNE M. HAWKINS, A.M.	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

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.

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, More-
house College.

IRVILLE FAY DAVIDSON**Latin*

A.B., Harvard University, 1897; A.M., University of Chicago, 1908;
Student, Harvard University, Summer, 1932; L.H.D., Saint Stephen's
College, 1914. Department of Classics, Spelman 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; L.H.D., Wilberforce University, 1940.

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.

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.

*First semester.

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; Spring Quarter, 1940-1941. Department of English, 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.

AMANDUS WILLIAM LOOS*Philosophy*

A.B., Carlton College, 1930; B.D., Andover Newton Theological School, 1933; Ph.D., University of Edinburgh, 1939. Departments of Bible and Philosophy, Spelman College.

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.

ANNA GRACE NEWELL*Biology*

A.B., Smith College, 1900; A.M., 1908; Ph.D., University of Illinois, 1916; Student, Columbia University, College of Physicians and Surgeons, 1916-1917. Department of Biology, Spelman College.

JOSEPH ALPHONSO PIERCE*Mathematics*

A.B., Atlanta University, 1925; M.S., University of Michigan, 1930; Ph.D., 1938.

*On leave second semester 1940-1941.

- PEARLIE ERNESTINE REED** *Education*
A.B., Fisk University, 1926; A.M., University of Cincinnati, 1935;
Student, Summers, 1935, 1938, 1939; University of Minnesota, Summer,
1936; Columbia University, Summer, 1937; University of Chicago,
Summer, 1940. 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.
- BIRDIE LUCILE SCOTT** *Biology*
A.B., Spelman College, 1933; M.S., Atlanta University, 1936; Student,
Marine Biological Laboratory, Woods Hole, Mass., Summer, 1936;
University of Chicago, 1938-1939. Department of Biology, Spelman
College.
- CHARLOTTE TEMPLETON** *Librarian*
A.B., University of Nebraska, 1902; Certificate, Library School, Pratt
Institute, 1905.
- WILLIAM GETER THOMAS** *French*
A.B., Boston University, 1929; A.M., Radcliffe College, 1933; Diplôme
d'études francaises, 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;
Ph.D., 1940; Student, Cambridge University, England, Summer, 1934.
Department of English, Morehouse College and Atlanta University.
- JOSEPH LIVINGSTON WHITING** *Education*
A.B., University of Pennsylvania, 1903; A.M., Columbia University,
1929; Student, Ohio State University, Summer, 1927; Columbia Uni-
versity, 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.

*On leave second semester 1940-1941.

VISITING LECTURERS

WILLIAM YANCEY BELL, JR. *Sociology*
A.B., Northwestern University, 1936; A.M., University of Pittsburgh, 1938; Student, Howard University, 1936-1937; 1938-1939. Executive Secretary, Atlanta Urban League.

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.

M. KATHRYN GLICK *Latin*
A.B., Franklin College, 1926; A.M., University of Chicago, 1928; Ph.D., 1938. Assistant Professor of Latin and Greek, Agnes Scott College.

ALONZO G. MORON *Sociology*
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. Manager, University Homes and John Hope Homes.

HELEN ADELE WHITING *Education*
B.S., Columbia University, 1926; A.M., 1931; Student, Summer, 1931, and first semester 1939-1940; Special Diploma, Supervisor of Elementary Schools, 1926; Special Diploma, Supervisor of Rural Schools, 1935. Supervisor of Negro Elementary Schools, State of Georgia.

FACULTY OF THE SCHOOL OF SOCIAL WORK

FORRESTER B. WASHINGTON, A.M. *Director*

MABEL A. GATEWOOD, A.B. *Registrar*

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.
- SADIE GRAY MAYS *Community Organization and Group Work Problems in Public Welfare*
Ph.B., University of Chicago, 1924; A.M., 1931.
- 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.
- 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. Manager, University Homes and John Hope Homes.
- FORRESTER B. WASHINGTON *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.

WILLIAM WALTER YOUNG *Psychiatric Information*
A.B., Randolph-Macon College, 1909; M.D., Johns Hopkins University,
1913.

FACULTY OF THE SCHOOL OF LIBRARY SERVICE

RUFUS EARLY CLEMENT, Ph.D. *President of the University*
FLORENCE MATILDA READ, A.B., Litt.D., LL.D. *Treasurer*
JOHN PHILLIP WHITTAKER, A.M.,
Registrar and Director of Admissions
ELIZA ATKINS GLEASON, Ph.D.
Director of the School of Library Service
ELIZA ATKINS GLEASON *Administration*
A.B., Fisk University, 1930; B.S. in L.S., University of Illinois, 1931;
A.M., University of California, 1936; Ph.D., University of Chicago,
1940.
WALLACE VAN JACKSON *Reference and Book Selection*
A.B., Virginia Union University, 1934; B.S. in L.S., Hampton Insti-
tute, 1934; A.M., University of Michigan, 1935; Student, University of
Chicago, 1939-1941.
VIRGINIA MAE LACY *Cataloging and Classification*
B.S. in Ed., Hampton Institute, 1932; B.S. in L.S., 1933; M.S. in L.S.,
University of Illinois, 1938.

FACULTY OF THE LABORATORY SCHOOL

WILLIAM ALBERT ROBINSON, A.M. *Principal*
ELIZABETH ELAINE LEMON, B.S.*
Teaching Principal, Elementary School
THERESA ADA WOODRUFF, A.B.
Acting Teaching Principal, Elementary School

TEACHERS IN LABORATORY HIGH SCHOOL

FREDERICK PAGE BLAIR, JR. *Mathematics*
B.S., University of Chicago, 1935; M.S., University of Michigan, 1940.

*On leave 1940-1941.

- 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.
- WILLIAM HARRISON BROWN *Chemistry and Physics*
A.B., Atlanta University, 1927; M.S., 1933; Student, University of
Chicago, 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; Stu-
dent, l'Université de Grenoble, Grenoble, France, Summer, 1930;
Columbia University, 1937-1938.
- 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.
- MAUDESTINE DANGERFIELD MANNING *English and Latin*
A.B., Claflin College, 1920; A.M., Columbia University, 1930; Student,
Teachers College, Columbia University, Summer, 1939.
- GLADYS SCOTT REID *Home Economics*
A.B., University of Illinois, 1919; A.M., Teachers College, Columbia
University, 1932.
- ALBERT C. SPURLOCK *Industrial Arts and Physical Education*
B.S., University of Illinois, 1938; M.S., 1939.
- HALLIE BEACHEM BROOKS *Librarian*
Diploma, Indiana State Library School, 1923; A.B., Butler University,
1933; B.L.S., Columbia University, 1940.
- VELVA BERRY KELLEY *Clerk*

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; Columbia University, 1940-1941.

THERESA ADA WOODRUFF

Acting Teaching Principal

A.B., Washburn College, 1926; Student, University of Chicago, Summers, 1927, 1932; Columbia University, Summer, 1929; Ohio State University, Summer, 1938.

J. WILSONIA BUTLER

A.B., North Carolina State College, 1937; A.M., Atlanta University, 1940.

MILDRED INEZ FISHER

B.S., Alabama State Teachers College, 1932; A.M., Atlanta University, 1939.

ETHLYNNE ELIZABETH HOLMES

A.B., Atlanta University, 1927; A.M., 1936; Student, University of Pennsylvania, Summer, 1929; Michigan State Teachers College, Summer, 1931; Atlanta University, first semester, 1940-1941.

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; Summer, 1940; 1940-1941.

*On leave 1940-1941.

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 out-growths 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 affilia-

tion 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 College 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 Southeastern states, and having a foundation of more than fifty years of efficient work. With each group keeping an individuality, yet combining forces, with overlapping eliminated and all facilities utilized, and with the backing of loyal groups of alumni in nearly every state, a great University for Negroes in the far South is assured.

SUMMER SCHOOL

The Summer School is conducted by Atlanta University with Morehouse College, Spelman College, Atlanta University School of Social Work, Clark College, 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*, was 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 more than 67,000 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 con-

tains three classrooms 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 College, 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 activities 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 noonday 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 four 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 known as the John Hope Lecture. The speaker is a person of distinction in some field of knowledge.

The third John Hope Lecture was given on December 12, 1940, by Raymond Gram Swing, distinguished news analyst for the Mutual Broadcasting System.

CONVOCATIONS AND ASSEMBLIES

- Oct. 18, 1940 M. Andre Maurois, celebrated French novelist.
Informal talk on the French people and their country.
- Nov. 1, 1940 President Donald John Cowling of Carleton College, Minnesota.
- Nov. 11, 1940 Dr. Henry Wilbur Kamp, Professor of Greek and Latin and Chairman of the Division of Humanities at Hendrix College, Conway, Arkansas.
"Attitudes Toward the Arts, Then and Now."
- Dec. 12, 1940 Raymond Gram Swing, distinguished news analyst for the Mutual Broadcasting System.
"The Choice of Freedom."
(Third Annual John Hope Lecture.)
- Jan. 2, 1941 Donald Grant, author and lecturer of the Institute of International Education.
"Britain Now Strikes—War in the Mediterranean and Africa."
- Feb. 6, 1941 H. S. Ede, English author and artist; former Curator at the National Gallery of British Art, London.
"The Bishop's Question."
- Feb. 10, 1941 Maurice Hindus, internationally famous author and lecturer.
"Stalin and Hitler."

Feb. 13, 1941 Dr. Horace Mann Bond, President of Fort Valley State College.

"The Stuff That Southern History Is Made Of."

Mar. 15, 1941 Convocation for guests of Library Conference.
Greetings by:

Dr. Frederick P. Keppel, President of the Carnegie Corporation.

Mr. Trevor Arnett, Former President of the General Education Board; Trustee of Atlanta University, Morehouse College, Spelman College.

President Robert P. Daniel of Shaw University.

Dr. Louis R. Wilson, Dean of the Graduate Library School, University of Chicago.

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

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.

Bedding and towels are furnished and laundered by the University.

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

*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.

ESTIMATE OF EXPENSES

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

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

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

FINANCIAL AID FOR STUDENTS

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

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

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

GRADUATE WORK IN 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 cooperation with white business agencies.

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.

SCHOOL OF LIBRARY SERVICE

Atlanta University will open in September, 1941, a School of Library Service. It will be of the class designated as Type II—one requiring graduation from an accredited four-year college for admission, and offering a one-year professional course leading to the degree of Bachelor of Library Service. The annual enrollment will be limited to approximately 25 carefully selected students whose academic records and personal qualities seem to indicate that they will succeed as professional librarians.

The School will prepare persons for full-time positions in college and high school libraries and for places in the important and growing field of public library service. It will be under the direction of Mrs. Eliza Atkins Gleason, a graduate of the Library School of the University of Chicago with the degree of doctor of philosophy, and former librarian at Talladega College. She will be assisted by Mr. Wallace Van Jackson, a graduate of the library schools at Hampton and the University of Michigan, and former librarian at Virginia Union University; Miss Virginia M. Lacy, who received her library training at Hampton Institute and the University of Illinois and

who, until recently, served as cataloguer at the Atlanta University Library; and by several part-time faculty members.

Atlanta University and the City of Atlanta offer an unparalleled opportunity for the training of Negro librarians. Students may observe and will be called upon to work in the various types of libraries serving the schools and the public. In the University System the main library, containing more than 65,000 volumes and serving more than 1,500 students in six institutions, will be used as a training area for students in the School of Library Service. The System also offers opportunities in the elementary school library, the high school library, and in the specialized reading rooms. It is expected that the City of Atlanta will offer opportunities in the public school libraries and in the Negro branches of the public library system. Cooperation in certain phases of the program will be worked out with the Library School of Emory University.

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, and in other cities selected by the School. 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: 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 College 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 micro-technique 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 dealing 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.

505-506. ENDOCRINOLOGY. A general consideration of the phylogeny, embryology, histology, and physiology of the glands of internal secretion. Demonstrations, class experiments, and individual laboratory problems provide training in experimental methods and techniques. Prerequisite: 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. 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. 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; examina-

tions 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 viewpoints 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.

491. (501.) RECENT 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 pre-

paring 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 PROCEDURE. 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.

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.

525-526B. **SEMINAR: THE SCHOOL, THE CHILD, AND THE NEGRO COMMUNITY.** A study of social and economic settings and backgrounds. 3 credits each semester.

532. **SUPERVISION OF ELEMENTARY SCHOOLS (Rural and Urban).** Materials and techniques of teaching designed for child, adult and community improvement is to be given a large share of this course. Opportunity will be given the students to observe instruction in the city and rural schools, to analyze instruction and to contribute their findings to the discussion group. 3 credits second 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.
453. **ELEMENTARY STATISTICS.** A study of the elements of statistical method with special reference to educational problems. 3 credits first semester.
454. **ADMINISTRATION AND INTERPRETATION OF MENTAL AND EDUCATIONAL TESTS.** A study of the detailed problems of administration, and the use and interpretation of the group mental and educational tests. Prerequisite: Elementary Statistics. 3 credits second semester.
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

401. (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. 3 credits first semester.
403. (453.) OLD ENGLISH. A study of Old English grammar with readings. 3 credits first semester.
411. (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.
421. (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.
422. (454.) CHAUCER. An introduction to the language and poetry of Chaucer. The minor poems and the Canterbury Tales. 3 credits second 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.
- 461-462. SHAKESPEARE. An intensive study of the important plays of Shakespeare. 3 credits each 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.
- 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.

- 471-472. THE ENGLISH NOVEL. A study of the history of the novel to Thomas Hardy. 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.
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.
- 485-486. PRINCIPLES OF LITERARY CRITICISM. This course combines two purposes in the study of literary appreciation and values. Attention is given to the development of an appreciation of literature as an introduction to the study of formal literary criticism. An attempt is made to cultivate a sense of taste, and to establish standards 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 Aristotle to the modern theories of creative criticism as propagated by Spingarn. 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. 3 credits second 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.
- 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.
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.
510. MILTON. A study of the works of Milton. 3 credits second semester.

- 537-538. SEMINAR. RESEARCH PROBLEMS IN A SPECIFIED FIELD. The work will vary from year to year. Subject for 1940-1941: Nineteenth Century; subject for 1941-1942: The English Language in America. 2 credits each semester.
545. PROSEMINAR. MATERIALS AND METHODS OF RESEARCH. Lectures and exercises in research in literature and language, with emphasis on thesis problems. Required of all graduate students in English. 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 study of Diderot and the *Encyclopedie* and on the life and works of Marivaux, Beaumarchais, Voltaire, Montesquieu, Chénier, 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, Molière, 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.
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.
524. INTRODUCTION TO THE CONTEMPORARY FRENCH NOVEL. A study of some of the most representative works of Proust, Gide, Colette, Mauriac, Maurois, Roger Martin du Gard, Duhamel, and Romans. 3 credits second semester.
505. HONORE DE BALZAC. An intensive study of the great novelist. 3 credits first semester.
- 547-548. SEMINAR IN FRENCH. Required of all graduate students in the department.

HISTORY AND POLITICAL SCIENCE

All courses in this department are given in alternate years.

AMERICAN HISTORY

468. THE NEGRO IN AMERICAN LIFE. A series of lectures on Negro history covering the economic, social, political, literary, and educational phases of the subject from the African background to the present. Members of other departments who are specialists in the aforementioned fields will assist the department of history in conducting the course. 3 credits second semester.
- *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.

*Offered in 1941-1942.

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 HISTORY

*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.

*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.

POLITICAL SCIENCE

451-452. POLITICAL THEORY FROM PLATO AND ARISTOTLE TO THE PRESENT. A historical survey of the political thought of the West from the Greek beginnings to the liberal, democratic, socialist, and fascist philosophies of modern times.

3 credits each semester.

453-454. COMPARATIVE GOVERNMENT. A study of the governments of the parliamentary democracies (Great Britain and France) and the totalitarian dictatorships (Germany, Italy, Russia), with stress on the political, sociological, and psychological problems.

3 credits each semester.

455-456. SOME MODERN POLITICAL THINKERS. The political and social teachings of some recent influential thinkers and statesmen from Marx to Hitler, with emphasis on the reading and discussing of their most characteristic writings.

3 credits each semester.

*457-458. AMERICAN CONSTITUTIONAL HISTORY. The constitutional development of the thirteen colonies; the constitutional issues of the Revolution and the

*Offered in 1941-1942.

achievement of federation; the constitutional history of the United States.

3 credits each semester.

*459-460. THE AMERICAN PARTY SYSTEM. First semester: the colonial origin of American political parties and their subsequent history down to the twentieth century. Second semester: an analytical examination of the American party system today; its importance in American politics and its prospects.

3 credits each semester.

*461-462. ENGLISH CONSTITUTIONAL HISTORY. The history of the English constitution and administration from Anglo-Danish-Norman origins to the twentieth century.

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.

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 Rebus 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.

*Offered 1941-1942.

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.
515. ROMAN HISTORY. The history of Rome through the work of a Latin author. Reading of selections from *Ab Urbe Condita* by Livy and *The History and the Annals of Tacitus*. 3 credits first 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 Calculus III. 3 credits second 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 factors 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.
516. (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. Prerequisite: Approval of instructor. 3 credits second 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.
- 547-548. SEMINAR IN MATHEMATICS. Required of all graduate students in the department.

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 first 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 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 indi-

- vidual 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.
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 method 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.

DEGREES CONFERRED IN 1940

MASTER OF ARTS

- CLEVELAND ALDRIDGE CHRISTOPHE* *Economics*
B.S., Arkansas Agricultural, Mechanical and Normal College, 1935.
Thesis: Statutory Enactments and Extralegal Methods Employed
to Condition the Negro's Economic Status in Georgia Prior to
1939.
- BENJAMIN LINTON DENT *Economics*
A.B., Morehouse College, 1935.
Thesis: An Analysis and Appraisal of the Retail Durable Con-
sumer Goods Market.
- WILLIAM JONES *Economics*
B.S., Hampton Institute, 1936.
Thesis: A History and Appraisal of the Economic Consequences
of Negro Trade Boycotts.
- GEORGE ISAAC READ, JR. *Economics*
B.S., Hampton Institute, 1937.
Thesis: The Relative Influence of Population and Purchasing
Power on Trade in Twenty-two Southeastern Cities, 1929.
- BOOKER T. SCRUGGS *Economics*
A.B., Clark University, 1931.
Thesis: The Teachers Unions in Chattanooga, Tennessee. An
Analysis of Their Organization and Activities, 1932-1939.
- CLAUDIUS ANDERSON TURNER *Economics*
A.B., Knoxville College, 1931.
Thesis: The Installment Credit Market—An Analysis of Con-
sumer Goods Sold on the Installment Plan with Emphasis on the
Credit Phase.
- CLEMENTINE CEPHELIA BOONE *Education*
A.B., Louisville Municipal College, 1937.
Thesis: A Study of Emotional Adjustment and Reading Achieve-
ment.
- LEANDER LIONEL BOYKIN *Education*
A.B., Knoxville College, 1934.
Thesis: A Comparative Study of the Certification Requirements
for Teachers in Fifteen Southern States.
- JULIA MAE BROGDON *Education*
A.B., Allen University, 1937.
Thesis: A Study of Twenty-five Maladjusted Pupils of the David
T. Howard Junior High School, Atlanta, Georgia.

*Completed requirements in January, 1940.

- J. WILSONIA BUTLER *Education*
 A.B., North Carolina State College, 1937.
 Thesis: A Study of the Difficulty of the Test Items of the Stanford Binet Intelligence Scale, Form L, for a Group of Negro Children.
- SAMMYE LOUISE FULLER *Education*
 A.B., Spelman College, 1933.
 Thesis: A Study of Errors Made in the Various Items of the Arithmetic Test in the Metropolitan Achievement Test for 349 Negro Children in the David T. Howard School, Atlanta, Georgia.
- SYDNEY GLADSTONE GOODEN *Education*
 B.S., Alcorn Agricultural and Mechanical College, 1927.
 Thesis: A Study of the Causes of Daily Non-Attendance in the Negro Schools of Three Mississippi Counties.
- OPHELIA SHARPE GRANDY *Education*
 A.B., Shaw University, 1930.
 Thesis: Problem Solving by Fifty-seven Nursery School Children.
- HANNA MEBANE HOOD *Education*
 A.B., Fisk University, 1939.
 Thesis: A Study of the Performances of 261 College Freshmen in Arithmetic.
- HENRIETTA SHIVERY LONG *Education*
 A.B., Talladega College, 1934.
 Thesis: A Study of Parents' and Teachers' Ratings of Fifty High School Pupils on the Haggerty-Olson-Wickman Schedule.
- GEORGE ELMER MASON *Education*
 B.Ed., Illinois State Normal University, 1937.
 Thesis: A Study of the Handedness of Seventy-two Negro Children.
- EULA STERLING PATTY *Education*
 A.B., Southern University, 1932.
 Thesis: A Study of Twenty-five Accelerated Pupils in the Booker T. Washington High School in Atlanta, Georgia.
- HENRY CLAY REDMOND* *Education*
 A.B., Lincoln University (Pa.), 1923.
 Thesis: Retardation and Pupil Mortality in the Dunbar High School—Green Cove Springs, Florida, 1933-1937.
- JOSEPHINE HENRIETTA WASHINGTON *Education*
 A.B., University of New Brunswick, 1937.
 Thesis: An Analysis and Evaluation of the Experimental Data of the Will-Temperament Test Results of Sixty-seven Spelman Freshmen (Girls).

*Completed requirements in January, 1940.

- ELAINE ELIZABETH DOUGLAS *English*
 A.B., LeMoyne College, 1938.
 Thesis: The Treatment of the Negro in the Novels of Louisiana, 1920-1940.
- RHEABLE MAE MCKINNEY *English*
 A.B., Philander Smith College, 1935.
 Thesis: The Treatment of the Negro in the Fiction of South Carolina, 1920-1939.
- SOPHIA PHILLIPS NELSON *English*
 A.B., University of Pittsburgh, 1938.
 Thesis: The Negro in Georgia Fiction from 1920 to 1940.
- JUANITA VIRGINIA WILLIAMSON *English*
 A.B., LeMoyne College, 1938.
 Thesis: The Treatment of the Negro in the Fiction of North Carolina, 1920-1940.
- FLORRIE FLORENCE JACKSON *French*
 A.B., Spelman College, 1935.
 Thesis: The Influence of Women on Victor Hugo's Genius.
- MARIAN MAE SPEIGHT *French*
 A.B., LeMoyne College, 1938.
 Thesis: The Negro in the Novels of Rene Maran.
- JEANNETTE FRANCES SPRUELL *French*
 A.B., Shaw University, 1935.
 Thesis: Andre Gide and the Negro.
- ALVIN VERNON BATTLE* *History*
 A.B., Morehouse College, 1936.
 Thesis: Macedonian Reform and the Great Powers, 1903-1908.
- LELIA EUGENIA CHISHOLM* *History*
 A.B., Clark University, 1937.
 Thesis: Public Opinion and the Italo-Ethiopian Dispute from the Wal-Wal Incident to the Battle of Amba Aradam.
- JULIAN RAYMOND DAVIS** *History*
 A.B., Morehouse College, 1938.
 Thesis: Economic Regulations of Georgia, 1733-1743.
- KATHERINE MARVIN RAGLAND *History*
 A.B., Morehouse College, 1936.
 Thesis: The Attitude of the Atlanta Constitution on the Negro Question, 1886-1889.

*Completed requirements in July, 1939.

**Completed requirements in January, 1940.

- ISAIAH ALFONSO WOODWARD* *History*
 B.S., in Ed., Bluefield State Teachers College, 1936.
 Thesis: The Indian Problem in Colonial Georgia, 1745-1763.
- ALICE HUTCHINSON BROWN *Mathematics*
 A.B., Spelman College, 1935.
 Thesis: On Linear Point Sets.
- WALTER MONTGOMERY ECHOLS *Mathematics*
 A.B., Morehouse College, 1939.
 Thesis: Frequency Functions.
- DAISY ANITA ADAMS *Sociology*
 A. B., Tillotson College, 1938.
 Thesis: Socio-Economic Aspects of Negro Populations in Southern Cities Prior to 1860.
- LAROE HOWARD MILTON HAYNES *Sociology*
 A.B., Morehouse College, 1938.
 Thesis: The Ecological Distribution of the Negro Population in Atlanta in 1939.
- EARL HAMILTON PIERRO *Sociology*
 A.B., Morehouse College, 1938.
 Thesis: The Social Characteristics of Ten Southern Cities.
- BERNARD FREDERICK ROBINSON *Sociology*
 A.B., Morehouse College, 1939.
 Thesis: The Race Riot: A Form of Race Conflict.
- OLGA LOUISE WILLIAMS* *Sociology*
 A.B., Morehouse College, 1932.
 Thesis: The Attitudes of Negroes Toward Poor Whites
- MASTER OF SCIENCE
- LUTHER HENRY DOWNER *Biology*
 B.S., Morehouse College, 1938.
 Thesis: The Influence of Transplanted Portions of the Anterior and Posterior Digestive Tube on Regeneration in the Earthworm.
- EUGENIA V. DUNN *Biology*
 B.S., Louisville Municipal College, 1938.
 Thesis: A Study of Vacuoles in Paramecium Caudatum and Stylonychia Pustulata in Hypertonic Media.
- JAMES BERTRAM ELLISON *Biology*
 B.S., Morehouse College, 1938.
 Thesis: The Effects of Certain Phytohormones on the Growth of Euglena Gracilis.

*Completed requirements in July, 1939.

- WILLIAM ARCHIE SAMUEL, JR. *Biology*
 B.S., Johnson C. Smith University, 1933.
 Thesis: A Comparative Study of the Effects of the High Frequency Electric Field and Ordinary Heating on *Stylonychia Pustulata*.
- ALFONSO PERCY JOHNSON *Chemistry*
 B.S., Prairie View State Normal and Industrial College, 1936.
 Thesis: The Preparation and Bromination of 1-p-Nitrophenyl-4-Phenylbutadiene.
- MARION EDWARD ZEALEY *Chemistry*
 A.B., Paine College, 1934.
 Thesis: Studies of Conjugated Systems: Synthesis of 1-Para Bromophenyl-4-Phenylbutadiene and the Addition of Hydrogen Bromide and Nitrogen Tetroxide to 1, 4-Diphenylbutadiene.
- ISAAC LEROY HINES *Mathematics*
 B.S., Louisville Municipal College, 1938.
 Thesis: On Symmetric Functions.
- CLARENCE EDWARD OWENS *Mathematics*
 B.S., Morehouse College, 1937.
 Thesis: On the Potential of Certain Bodies.

MASTER OF SOCIAL WORK

- CALVIN WILLIAM BECKETT
 Ph.B., Marquette University, 1937.
 Thesis: A Study of the National Youth Administration Work Projects for Negroes in Fulton County, Georgia.
- DON ROMULUS BONAPARTE
 A.B., Hamline University, 1937.
 Thesis: The Development of Social Case Work as Reflected in Papers Presented at National Conference of Social Work from 1904 to 1938.
- LEONA BAHAM CAIN
 A.B., University of Illinois, 1935.
 Thesis: Methods of Interpretation Used by Ten Atlanta Social Agencies Working with Negroes.
- ELVIE MARY CRENCHEW
 B.S., Hampton Institute, 1938.
 Thesis: A Study of Negro Applications to the Atlanta Legal Aid Society for Representation in Divorce Proceedings, 1934-1939.

THELMA AGNES GORHAM

A.B., San Diego State College, 1937.

Thesis: A Study of Recreational Choices of Negro Youth in Relation to Recreational Facilities in DeKalb County.

MAUDIE BELL HILL

B.S., University of Illinois, 1938.

Thesis: Analysis of Services to the Applicants of the Colored Division of the Atlanta Community Employment Service During 1939.

LUVENIA DORSEY WYNN

A.B., Clark University, 1938.

Thesis: Diets of Negro Relief Clients.

SUMMARY OF DEGREES

	Men	Women	Total
A.M.	17	21	38
M.S.	7	1	8
M.S.W.	2	5	7
	—	—	—
Total	26	27	53

REGISTER OF STUDENTS

1940-1941

FULL TIME

BOLES, WALTER JAMES	<i>Biology</i>
B.S., Georgia State College, 1940.	
BRIDGES, NEILL ALEXANDER	<i>Sociology</i>
A.B., Clark University, 1910.	
CANNADYE, ANNYE WILLA	<i>Biology</i>
B.S., Livingstone College, 1940.	
CARY, JAMES LEONARD**	<i>Education</i>
B.S., Knoxville College, 1932.	
CLEMMONS, LUCY LEE	<i>English</i>
A.B., Louisville Municipal College, 1939.	
COBB, BESSIE ALBERTA	<i>English</i>
A.B., San Diego State College, 1939.	
COKER, ODOM NEWTON	<i>Biology</i>
A.B., South Carolina State College, 1940.	
CONNOLLY, ALLAN BURNON	<i>Biology</i>
B.S., Bluefield State Teachers College, 1939.	
CROMBIE, BOOKER TALIAFERRO	<i>Chemistry</i>
B.S., Tennessee State College, 1934.	
DARTON, ANDREW WESLEY**	<i>English</i>
B.S., Lincoln University (Mo.), 1937.	
DUFFUS, CELESTINE OSMA	<i>Sociology</i>
A.B., Hunter College, 1940.	
DUNCAN, ANNIE ELIZABETH	<i>Education</i>
A.B., Livingstone College, 1938.	
ELSTON, INDIA DAZERINE	<i>Biology</i>
A.B., Philander Smith College, 1935.	
FAUBLAS, LELIO	<i>Education</i>
Graduate, Ecole Normale d'Instituteurs (Haiti), 1935.	

**Second semester only.

FERGUSON, MARIE EVANGELINE	<i>Chemistry</i>
A.B., Fisk University, 1938.	
FORDE, DOROTHY MARGUERITE	<i>Biology</i>
A.B., Spelman College, 1939.	
FRANCOIS, TERRY ARTHUR	<i>Economics</i>
A.B., Xavier University, 1940.	
GAGNERON, MARIE	<i>Education</i>
Graduate, Ecole Normale d'Institutrices (Haiti), 1935.	
GAYLE, ROBERT EDWARD*	<i>Economics</i>
A.B., Dillard University, 1937.	
GOODWIN, NORMAN WILLIS**	<i>Biology</i>
A.B., Morris Brown College, 1939.	
HANNAR, MADELEINE VICTORY	<i>Education</i>
B.S., Georgia State College, 1940.	
HARRISON, MAE LEVERT	<i>Sociology</i>
A.B., Miles Memorial College, 1940.	
HILL, JOE MARION	<i>Chemistry</i>
B.S., Morehouse College, 1939.	
HINES, DENNIS THOMAS	<i>Chemistry</i>
B.S., Louisville Municipal College, 1940.	
JACKSON, ALMA MALYNDA	<i>Biology</i>
B.S., Virginia Union University, 1934.	
JASE, WALTER PERSHING	<i>History</i>
A.B., Dillard University, 1940.	
JENKINS, FREDERICK DOUGLAS	<i>Mathematics</i>
A.B., Dillard University, 1939.	
JOHNSON, LEONA ELIZABETH	<i>English</i>
B.S. in Ed., Cheyney State Teachers College, 1939.	
JONES, EVANGELINE OLYMPIA	<i>Education</i>
B.S., Hampton Institute, 1940.	
JONES, WENDELL PRIMUS	<i>Education</i>
B.S. in Ed., North Carolina State Teachers College, 1940.	

*First semester only.

**Second Semester Only.

- JORDAN, HARVEY HAROLD *Sociology*
A.B., Clark College, 1940.
- JOYCE, THERESE HANCE *Mathematics*
A.B., Howard University, 1930.
- KELLOGG, EMMETT GASSAWAY *Economics*
A.B., Kentucky State College, 1939.
- KELLY, NEAL DON LARRY *English*
A.B., Leland College, 1940.
- LABRANCHE, EMILE JOSEPH, JR. *Economics*
B.S. in Pharmacy, Xavier University, 1939.
- LACY, ELLEN CORNELIA *Education*
A.B., West Virginia State College, 1933.
- LATIMER, TROAS LEWIS *Education*
A.B., Spelman College, 1924.
- LONG, WILLIAM AUGUSTUS *Sociology*
A.B., Miles Memorial College, 1939.
- LOWE, ANNIE MAE *Chemistry*
A.B., Spelman College, 1939.
- LUMPKIN, JOHN GIBSON *Biology*
B.S., Morehouse College, 1940.
- MICKENS, SAMUEL PHILLIP* *Biology*
B.S., Wilberforce University, 1936.
- MIDDLEBROOKS, BOOKER TALIAFERRO *Economics*
A.B., Morehouse College, 1939.
- MILLER, FRANK *History*
B.S., Alabama State Teachers College, 1940.
- MOLETTE, FLORENCE DERRICOTTE *English*
A.B., Knoxville College, 1934.
- MOORE, JOHN HENRY *Economics*
A.B., Johnson C. Smith University, 1937.
- MYERS, RANDOLPH LOUIS *English*
A.B., Morgan College, 1939.

*First semester only.

McIVER, JULIA BEATRICE**	<i>French</i>
A.B., North Carolina State College, 1930.	
NELSON, SUSIE MAE	<i>Chemistry</i>
B.S., Morris College, 1940.	
NIX, WILLIAM MORRIS	<i>English</i>
A.B., Morehouse College, 1939.	
OUBRE, HAYWARD LOUIS, JR.	<i>Art</i>
A.B., Dillard University, 1939.	
PAGE, EUGENE TURNER	<i>Sociology</i>
A.B., Morehouse College, 1939.	
PEOPLES, GLADYS HOWSE**	<i>French</i>
A.B., Fisk University, 1925.	
PERKINS, JOHN LEON	<i>French</i>
A.B., Morehouse College, 1940.	
PRIDE, FRED JONES**	<i>Economics</i>
A.B., South Carolina State College, 1938.	
RAND, EARL WADSWORTH*	<i>Biology</i>
A.B., Bishop College, 1937.	
RANSOM, GLADYS IRENE	<i>French</i>
A.B., Hunter College, 1940.	
REEVES, ANATOL CARRIDAD	<i>Latin</i>
A.B., Spelman College, 1939.	
REEVES, JENCY HUBERT*	<i>Education</i>
A.B., Philander Smith College, 1938.	
ROBERTS, MODDIE DECKER	<i>Sociology</i>
A.B., Morris Brown College, 1940.	
ROGERS, MARGUERITE SERENA	<i>Sociology</i>
A.B., Shaw University, 1939.	
SAINE, MATILDA LYNETTE	<i>Education</i>
A.B., Spelman College, 1940.	
SAMPSON, DANIEL GEORGE	<i>Economics</i>
A.B., Morehouse College, 1939.	
SATTERWHITE, MILDRED MCKINLEY	<i>Education</i>
A.B., Southern University, 1934.	

*First semester only.

**Second semester only.

SCOTT, CLARETTA JEANETTE	<i>English</i>
A.B., Spelman College, 1940.	
SENECA, ARLENA ELIZABETH	<i>Biology</i>
A.B., Talladega College, 1930.	
SHACKELFORD, DEBORAH EVA	<i>French</i>
A.B., Dillard University, 1939.	
STONE, ALMA WESTINE	<i>English</i>
A.B., Spelman College, 1940.	
SUITT, EVERSLEE VINCENT	<i>Sociology</i>
A.B., Morehouse College, 1937.	
SUMMERS, DON ALPHONSO	<i>History</i>
A.B., Morehouse College, 1940.	
THOMAS, ALONZO LESTER*	<i>Sociology</i>
A.B., Morehouse College, 1932.	
THORNTON, ROBERT OSWALD**	<i>Biology</i>
B.S., Morehouse College, 1941.	
WALKER, ALEX	<i>Education</i>
A.B., Benedict College, 1938.	
WASHINGTON, LOTTIE JUSTYNE	<i>Education</i>
A.B., South Carolina State College, 1940.	
WATKINS, BEATRICE HENRIETTA	<i>Sociology</i>
A.B., Clark University, 1940.	
WEAVER, CLAUDE LAMAR	<i>Art</i>
A.B., Morehouse College, 1940.	
WESTMORELAND, WALTER DRAKE	<i>Economics</i>
A.B., Morehouse College, 1940.	
WHITMORE, ROSALIE OPHELIA**	<i>French</i>
A.B., Texas College, 1939.	
WILEY, HARRIETTE EARNESTINE	<i>Chemistry</i>
B.S., Tuskegee Institute, 1938.	
WILLIAMS, CAROLYN BRYDIE	<i>Education</i>
A.B., Virginia State College, 1939.	
WILLIAMS, JIMMY LOW	<i>Education</i>
A.B., Morris Brown College, 1935.	

*First Semester Only.

**Second Semester Only.

- WINFIELD, ARTHUR ANISON *Sociology*
B.S. in Ed., Cheyney State Teachers College, 1939.
- WOOD, IDA BILLEE *English*
A.B., Spelman College, 1939.
- WOOD, MINNIE ELLA *English*
A.B., Spelman College, 1940.
- WORD, JESSE WILLIAM *Education*
A.B., Talladega College, 1931.

PART TIME

- ADKINS, JOSEPH *Education*
A.B., Dillard University, 1936; A.M., Fisk University, 1937.
- ALLEN, MARIAN AMELIA *Education*
A.B., Morehouse College, 1932; A.M., Atlanta University, 1936.
- ARRANT, MAELEN CLAY *Education*
B.S., Arkansas Agricultural, Mechanical & Normal College, 1939.
- BAILEY, SALLY BOB *Education*
B.S., Hampton Institute, 1924.
- BAKER, LUCILLE SARAH* *Education*
A.B., University of Iowa, 1937.
- BANKS, WILLIAM SAMUEL MARON, JR.* *Education*
A.B., Dillard University, 1937; A.M., Fisk University, 1940.
- BEASLEY, ROBERT HENRY *Education*
A.B., Clark University, 1931.
- BEAVERS, LILLIAN *English*
A.B., University of Cincinnati, 1931; A.M., 1935.
- BENNETT, MARY LOUISE* *English*
A.B., Atlanta University, 1931.
- BERRIEN, LINTON CORNELIUS *Education*
A.B., Fisk University, 1940.
- BLANCHETT, WALDO EMERSON *Education*
A.B., Talladega College, 1931.
- BOYD, WILLIAM MADISON *Education*
A.B., Talladega College, 1937; A.M., Atlanta University, 1933.

*First Semester Only.

- BROWN, AARON *Education*
A.B., Talladega College, 1928.
- BRYANT, JESSE LAURAIN* *Sociology*
A.B., Morris Brown College, 1940.
- CHANDLER, RUBY MAE *English*
A.B., Morehouse College, 1932.
- CLARK, EDGAR ROGIE *Education*
A.B., Clark University, 1935.
- CLAY, MARY CORNELIA* *Education*
B.S., Tennessee State College, 1939.
- CLEMENT, EMMA MILLS *Education*
A.B., Livingstone College, 1930.
- CURETON, MINNIE EDITH* *Education*
A.B., Spelman College, 1930; A.M., Columbia University, 1939.
- CURETON, ROBERT ELLIOT *History*
A.B., Clark College, 1925; A.M., Atlanta University, 1937.
- DAVIS, FRANK ROSCOE *Education*
B.S., Virginia Union University, 1927; M.S., University of Michigan, 1932.
- DEVAUGHN, CORA MAE* *Education*
B.S., Hampton Institute, 1932.
- DUNCAN, CATHERINE JEANNETTE *Education*
A.B., Fisk University, 1922; A.M., University of New Mexico, 1937.
- EARLS, DORIS DANIELS* *Education*
A.B., Dillard University, 1937.
- ELLISON, JAMES BERTRAM *Education*
B.S., Morehouse College, 1938; M.S., Atlanta University, 1940.
- FAGAN, ANNIE ETHEL *Education*
A.B., Morris Brown College, 1936.
- FINCH, MARIE JOHNSON *Education*
A.B., Morris Brown College, 1934.
- FISHER, MILDRED INEZ* *Education*
A.B., Alabama State Teachers College, 1933; A.M., Atlanta University,
1939.

*First Semester Only.

- FORD, CLEVELAND HENRY *Education*
B.S., South Carolina State College, 1939.
- HALL, MABEL FRANKLIN** *Education*
A.B., Morris Brown College, 1929.
- HARRISON, ELTON CLEMENT *Education*
B.S., Southern University, 1938; A.M., Fisk University, 1939.
- HARRISON, JAMES FRANKLIN** *German*
A.B., Howard University, 1939.
- HINES, ISAAC LeROY *Education*
B.S., Louisville Municipal College, 1938; M.S., Atlanta University, 1940.
- HOLMES, ETHLYNNE ELIZABETH* *Education*
A.B., Atlanta University, 1927; A.M., 1936.
- HOLT, ADDIE MAE* *Education*
A.B., Paine College, 1936.
- HUNT, MATILDA VANCEO* *Education*
B.M. Ed., Sherwood School of Music, 1938.
- IRBY, DOROTHEA BELLE *Education*
A.B., Spelman College, 1940.
- JAMES, ALLEE WINIFRED *Education*
B.S., Prairie View State College, 1933; M.S., Kansas State University, 1939.
- JENKINS, INEZ DOLORES *Education*
A.B., Dillard University, 1938; A.M., Hartford School of Religious Education, 1939.
- JOHNSON, HERMESE ESTELLE *Education*
A.B., Hunter College, 1934.
- JONES, LAWRENCE ARTHUR *Education*
A.B., Dillard University, 1940.
- JONES, RUBY MAE *History*
A.B., Morehouse College, 1932.
- LINDSAY, MARY LOUISE *Education*
A.B., Morris Brown College, 1939.
- MADISON, ANN LIZABETH *Chemistry*
A.B., Spelman College, 1934.

*First Semester Only.

**Second Semester Only.

MADISON, JULIA AMANDA	<i>Mathematics</i>
A.B., Fisk University, 1933.	
MCGHEE, EFFIE**	<i>Education</i>
A.B., Atlanta University, 1922.	
MEADORS, MARGUERITE OLETHA*	<i>Education</i>
B.S., Southern University, 1937; A.M., Fisk University, 1940.	
MICKLEBURY, MEXICO HEMBREE	<i>Education</i>
A.B., Spelman College, 1938.	
O'DANIEL, THERMAN BENJAMIN	<i>Education</i>
A.B., Lincoln University (Pa.), 1932.	
POLLARD, ELAINE URSULA	<i>Education</i>
A.B., Fisk University, 1935; A.M., Temple University, 1940.	
REDDICK, EMMIE JUANITA*	<i>Education</i>
A.B., Spelman College, 1936.	
RICHARDSON, ARTHUR HORACE	<i>Education</i>
B.S., Georgia State College, 1940.	
ROBINSON, MARY CECELIA	<i>Education</i>
A.B., Morehouse College, 1932.	
ROULHAC, JOSEPH DANIEL	<i>Education</i>
A.B., Lincoln University (Pa.), 1938; A.M., 1940.	
SANSOM, DOROTHY DIMSDALE	<i>Education</i>
B.S., Prairie View State College, 1940.	
SAMUEL, DOROTHY JOHNSON**	<i>French</i>
A.B., Virginia Union University, 1935.	
STARR, RUBY REBECCA	<i>Education</i>
A.B., Morris Brown College, 1937.	
SULLIVAN, FLOYD**	<i>Education</i>
A.B., Morehouse College, 1930.	
TATE, ELLA MAE	<i>Education</i>
A.B., Morris Brown College, 1936.	
THOMAS, EVA LOUISE*	<i>Sociology</i>
A.B., Morris Brown College, 1935.	

*First Semester Only.

**Second Semester Only.

- THOMPSON, SAMUEL TIMOTHY *Education*
A.B., Morris Brown College, 1933.
- THOMPSON, JOSEPHINE FAWCETT* *Sociology*
A.B., West Virginia State College, 1932; A.M., Atlanta University, 1939.
- THOMPSON, RUBY ELIZABETH *Education*
B.S., Hampton Institute, 1940.
- THURMAN, SARA LOUISE *Sociology*
A.B., Morris Brown College, 1939.
- TWITTY, JAMES HERMAN *Education*
B.S., North Carolina Agricultural & Technical College, 1939.
- WARE, ANNIE LOU* *Mathematics*
A.B., Clark University, 1925.
- WESTMORELAND, RUTH MAE *Education*
A.B., Spelman College, 1936.
- WHATLEY, GRACE ANGIE *Education*
B.S., Hampton Institute, 1940.
- WHITE, ANNA MAE *Education*
A.B., Clark University, 1923.
- WILLIAMS, JEFFRIE MARIE *Education*
A.B., Morris Brown College, 1939.
- WOODWARD, RICHARD WALTER *History*
A.B., Morehouse College, 1939.

SUMMARY OF STUDENTS

Arts and Sciences	Men	Women	Total
Full-Time	45	39	84
Part-Time	24	47	71
Total	69	86	155
School of Social Work	32	81	113
Total Graduate Students	101	167	268

*First Semester Only.

ATLANTA UNIVERSITY

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SUMMER SCHOOL ENROLLMENT

1940

	Men	Women	Total
College	90	309	399
Graduate School	125	226	351
Progressive Education Workshop	28	17	45
Ministers Institute	11	0	11
	—	—	—
Total	254	552	806

(In addition there were enrolled in the 1940 Progressive Demonstration School 182 boys and girls.)

LABORATORY SCHOOL ENROLLMENT

	Boys	Girls	Total
High School	78	135	213
Elementary School	73	91	164
Pre-School	58	62	120
	—	—	—
Total	209	288	497