

SERIES III

APRIL, 1942

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ATLANTA UNIVERSITY  
BULLETIN

CATALOGUE NUMBER  
1941-1942

ANNOUNCEMENTS  
1942-1943

ATLANTA UNIVERSITY  
ATLANTA, GEORGIA

# THE ATLANTA UNIVERSITY BULLETIN

PUBLISHED QUARTERLY BY  
ATLANTA UNIVERSITY  
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## CALENDAR

1942

June	8	Monday	Registration for first session of Summer School
June	9	Tuesday	Classes begin for first session
July	4	Saturday	Independence Day, a holiday
July	11	Saturday	First session of Summer School closes
July	13	Monday	Registration for second session of Summer School
July	14	Tuesday	Classes begin for second session
Aug.	15	Saturday	Summer School closes
Sept.	22	Tuesday	Registration for first semester
Sept.	23	Wednesday	Full class work begins
Sept.	30	Wednesday	Last day to register for credit
Nov.	26	Thursday	Thanksgiving Day, a holiday
Dec.	23	Wednesday	Christmas recess begins at 6:00 p. m.

1943

Jan.	4	Monday	Christmas recess ends; classes resumed at 8:00 a.m.
Jan.	25	Monday	Semester examinations begin
Jan.	30	Saturday	First semester closes
Feb.	1	Monday	Registration for second semester
Feb.	2	Tuesday	Second semester begins
Feb.	8	Monday	Last day to register for credit
Mar.	2	Tuesday	Last day to file candidacy for the master's degree
May	10	Monday	Last day to file thesis for master's degree
May	20	Thursday	Final examinations for candidates for the master's degree
May	21	Friday	
May	30	Sunday	Baccalaureate Sermon
May	31	Monday	Commencement Day

## BOARD OF TRUSTEES

1940-1943

WILL W. ALEXANDER, D.D., 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.B., LL.D.	New York, New York
KENDALL WEISIGER, B.S.	Atlanta, Georgia
JOHN HERVEY WHEELER, A.B.	Durham, North Carolina

1942-1945

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, A.B., LL.B., LL.D.	New York, New York
PHILIP WELTNER, A.B., LL.B., LL.D.	Atlanta, Georgia

---

### OFFICERS

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

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### 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
ROBERT MAURICE PREER, A.B.* . . . . .	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
DOROTHY WILLIAMS TOLES, B.L.S., M.L.S. . . . .	Catalogue Librarian
GAYNELLE WRIGHT BARKSDALE, A.M. in L.S. . . . .	Reference Librarian
JOSEPHINE FAWCETT THOMPSON, A.M. . . . .	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
WILLIAM MORRIS NIX, A.M. . . . .	Assistant

\*Part of year.

†On leave 1941-1942.

## BUILDINGS AND GROUNDS

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

## BOARDING DEPARTMENT

HELEN YEOMANS	Dietitian
TRESSA MIDDLETON, A.M.	Assistant Dietitian
EUNICE M. HENRY	Hostess
LYDA M. KENNEDY, 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
H. L. MORELAND	Engineer
HOWARD L. RAY*	Engineer

---

\*Part of year.



## 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; Student,  
Rhode Island State College, Summer, 1934; Cornell University,  
Summers, 1940, 1941. 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.

#### 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; second semester, 1938; University of Havana, summer, 1941.

#### RUSHTON COULBORN

*History*

A.B., McGill University, 1926; Ph.D., London University, 1930;  
Student, Ecole Libre des Sciences Politiques, Paris, 1927-1928.

#### CLAUDE BERNHARDT DANSBY

*Mathematics*

A.B., Morehouse College, 1922; M.S., University of Chicago, 1930;  
Student, Summer, 1932; 1933-1934. Department of Mathematics,  
Morehouse College.



## ALLISON DAVIS\*

*Education*

A.B., Williams College, 1924; A.M., Harvard University, 1925;  
Ph.D., University of Chicago, 1942.

## 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;  
Knight Commander of the Liberian Order of African Redemption, 1941.

## 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, 1932, 1935; University of California,  
Summer, 1939; University of Chicago, 1940. Department of Education,  
Spelman College and Atlanta University.

## OSSIP K. FLECHTHEIM

*Political Science*

Referendar, German State Law System (Dusseldorf), 1931; Doctor  
iuris, University of Cologne, 1934; Diploma, Graduate Institute of  
International Studies, Geneva, Switzerland, 1940.

## HUCH MORRIS GLOSTER

*English*

A.B., Morehouse College, 1931; A.M., Atlanta University, 1933;  
Student, University of Chicago, Summer, 1934; New York University,  
1938-1939; Summers, 1938, 1939, 1940. Department of English, More-  
house College.

## HENRY COOKE HAMILTON

*Acting Principal Laboratory School*

A.B., Atlanta University, 1921; A.M., University of Pittsburgh, 1928;  
Ed.D., University of Cincinnati, 1937.

## 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.

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\*On leave 1941-1942.

**KIMUEL ALONZO HUGGINS***Chemistry*

A.B., Morehouse College, 1923; M.S., University of Chicago, 1929;  
Ph.D., 1937.

**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.

**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.

**GEORGIA COWEN POOLE***Education*

A.B., Talladega College, 1928; A.M., University of Colorado, 1931; Student, University of Indiana, Summer, 1934; University of Chicago, 1936-1937. Department of Education, Spelman College.

**PEARLIE ERNESTINE REED***Education*

A.B., Fisk University, 1926; A.M., University of Cincinnati, 1935; Student, Summers, 1935, 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.

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\*On leave 1941-1942.

**DANNETTA MARIE SANDERS***Education*

A.B., New York University, 1930; A.M., Teachers College, Columbia University, 1941; Student, New York University and Teachers College, Summer, 1941. Department of Education, Spelman College.

**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; Summer, 1941. Department of Biology, Spelman College.

**MARION WILSON STARLING***English*

A.B., Hunter College, 1928; A.M., Columbia University, 1929; Student, Oxford University, England, Summer, 1929; Columbia University, 1938-1939; Summers, 1930, 1931, 1934. Department of English, 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; Student, Middlebury College, Summer, 1941. 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 University, Summer, 1929; Harvard University, Summer, 1934. Department of Education, Morehouse and Spelman Colleges.

**JOHN PHILLIP WHITTAKER***Registrar*

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

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**UNIVERSITY FELLOWS**
**LUCY LEE CLEMMONS***English*

A.B., Louisville Municipal College, 1939; A.M., Atlanta University, 1941.

HUGH HEYNE SMYTHE

*Sociology*

A.B., Virginia State College for Negroes, 1936; A.M., Atlanta University, 1937; Student, Fisk University, 1938-1939; Northwestern University, 1939-1941; University of Chicago, Summer, 1940; University of Wyoming, Summer, 1941.

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## VISITING LECTURER

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.

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## FACULTY OF THE SCHOOL OF SOCIAL WORK

FORRESTER B. WASHINGTON, A.M.

*Director*

MABEL A. GATEWOOD, B.S.

*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.

WILLIAM YANCEY BELL, JR.

*Social Work and the Church*

A.B., Northwestern University, 1936; A.M., University of Pittsburgh, 1938; Student, Howard University, 1936-1937; 1938-1939.

ROBERT BRUSH

*Mental Hygiene Problems of Childhood*

A.B., University of Vermont, 1931; Student, University of Maine, 1932-1934; Intern, 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.

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.

HUBERT MINORT JACKSON *Introduction to Public Welfare*  
 A.B., Lincoln University, 1931; Diploma, Atlanta School of Social Work, 1933; Institute in Housing, New York University, Summer, 1939; Institute of National Recreational Association, Atlanta University, Summer, 1934.

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.

SADIE GRAY MAYS *Community Organization and Community Coordination*  
 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.

JOSEPH W. NICHOLSON *Religion and Personality*  
 B.S., Howard University, 1923; B.D., Garrett Biblical Institute, Evanston, Illinois, 1928; Ph.D., School of Education, Northwestern University, 1932.

MAE HARPER PROCTOR *Case Work*  
 A.B., Howard University, 1925; Diploma, Atlanta School of Social Work, 1928; M.S.S., Smith College School for Social Work, 1939.

SALINA SHAW *Field Work Supervisor*  
 A.B., Morris Brown College, 1941; Diploma, Atlanta School of Social Work, 1933.

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\*On leave 1941-1942.

ROBERT W. THOMPSON

*Social Statistics and Technique of Social Investigation*

B.S., Morgan College, 1932; A.M., Atlanta University, 1936.

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*

LILLIE KATRENA DALY, B.S.

*Secretary-Librarian*

---

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 Institute, 1934; A.M., University of Michigan, 1935; Student, University of Chicago, 1939-1941.

VIRGINIA LACY JONES

*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*  
 HENRY COOKE HAMILTON, Ph.D. *Acting Principal*  
 ELIZABETH ELAINE LEMON, B.S.  
*Teaching Principal, Elementary School*
- 

## TEACHERS IN LABORATORY HIGH SCHOOL

- BEULAH LUCINDA BOLEY *Biology and General Science*  
 B.S., Iowa Wesleyan College, 1926; Student, Iowa State Normal School, Summer, 1920; University of Iowa, Summers, 1930, 1932.
- JULIA PATE BORDERS *English*  
 A.B., Spelman College, 1929; Student, University of Chicago, 1929-1930; Summer, 1939; Northwestern University, Summers, 1933, 1934, 1938.
- WILLIAM HARRISON BROWN\* *Chemistry and Physics*  
 A.B., Atlanta University, 1927; M.S., 1933; Student, University of Chicago, Summer, 1939.
- MADELYN GRAY GOLIGHTLY *Mathematics*  
 A.B., Spelman College, 1936; A.M., Atlanta University, 1938.
- ROLAND GEORGE HENDERSON† *Mathematics*  
 B.Ed., Milwaukee State Teachers College, 1935; M.S., Atlanta University, 1939; Student, University of Wisconsin, 1939-1941.
- JOE MARION HILL *Chemistry and Physics*  
 B.S., Morehouse College, 1939; M.S., Atlanta University, 1941.
- CAMILLA HOWARD *French*  
 A.B., Spelman College, 1927; A.M., Middlebury College, 1931; Student, l'Université de Grenoble, Grenoble, France, Summer, 1930; Columbia University, 1937-1938.
- 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.

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\*On leave 1941-1942.

†Part of year.



MAUDESTINE DANGERFIELD MANNING *English and Latin*  
A.B., Claflin College, 1920; A.M., Columbia University, 1931; Student,  
Teachers College, Columbia University, Summer, 1939.

JUANITA GEORGE PIERCE *Physical Education*  
A.B., Fisk University, 1932; Student, University of Michigan, Sum-  
mers, 1936, 1937.

GLADYS SCOTT REID *Home Economics*  
A.B., University of Illinois, 1919; A.M., Teachers College, Columbia  
University, 1932.

ELTON RAY THOMAS *Industrial Arts and Physical Education*  
B.S., Tuskegee Institute, 1941.

HALLIE BEACHEM BROOKS *Librarian*  
Diploma, Indiana State Library School, 1923; A.B., Butler University,  
1933; B.S. in L.S., Columbia University, 1940.

LEONA ELIZABETH JOHNSON *Clerk*  
B.S., Cheyney State Teachers College, 1939; A.M., Atlanta University,  
1941.

#### TEACHERS IN LABORATORY ELEMENTARY SCHOOL

ELIZABETH ELAINE LEMON *Teaching Principal*  
B.S., Ball State Teachers College; A.M., Columbia University, 1941.

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

DOROTHEA IRBY HILL  
A.B., Spelman College, 1940.

RUTH MAE WESTMORELAND  
A.B., Spelman College, 1936; Student, Columbia University, Summer,  
1937; Atlanta University, 1937-1938; Summer, 1940; 1940-1942.  
1942.

IDA BILLEE WOOD  
A.B., Spelman College, 1939; Student, Atlanta University, 1939-1940,  
first semester, 1940-1941; Summers, 1939, 1940.

THERESA ADA WOODRUFF  
A.B., Washburn College, 1926; Student, University of Chicago, Sum-  
mers, 1927, 1932; Columbia University, Summer, 1929; Ohio State  
University, Summer, 1938.

## 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."

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### HISTORICAL SKETCH

1865	Beginning of work; Jenkins Street Church, and Car-Box.
1866	Storrs School, and Asylum.
1867	Incorporation of "The Trustees of the Atlanta University."
1869	Formal Opening: Asylum in April, North Hall in October.
1869-1885	Presidency of Edmund Asa Ware.
1888-1907	Presidency of Horace Bumstead.
1907-1922	Presidency of Edward Twichell Ware.
1923-1929	Presidency of Myron W. Adams.
1929-1936	Presidency of John Hope.
1937-	Presidency of Rufus Early Clement.

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

Like all institutions of its character, the work of this institution began with students of low academic standing. Apparently, during the first year of its existence in its present location and under its present name, only one student was of higher rank than first year in high school. As the work grew and general conditions became more favorable, the average academic standing of the student body became more advanced and in 1894 all work below the high school was discontinued. In 1925 the high school work also began to be discontinued, and the school year 1928-1929 opened with no students below freshman and junior normal classification.

On April 1, 1929, an arrangement was completed among Atlanta University, Morehouse College and Spelman College for the affiliation of the three institutions in a university plan, the graduate and professional work to be conducted by Atlanta University, the college work to be done by Morehouse College and Spelman College. On September 25, 1929, Atlanta University opened its first year on the

new plan, and several undergraduate-graduate courses were offered which might receive credit toward the master's degree. In 1930-1931 the undergraduate courses were discontinued. All the resources of the institution are now being devoted to graduate work.

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

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#### 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 Education, 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.

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#### 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. In view of the emergency created by the war, the Summer School will operate during the summer of 1942 on a two-session plan of five weeks each, thereby making a session of ten weeks. For further information write the Registrar.

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#### 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, English 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 has been 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.

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#### 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. In the stack rooms are 48 cubicles for the use of graduate students and faculty. The Atlanta University School of Library Service occupies the third floor.

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.

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#### 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. In 1935 the kindergarten became a department of the nursery school at Spelman College. The high school is to be discontinued at the close of the academic year 1941-1942.

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#### 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.

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#### LABORATORIES

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

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#### 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.

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#### 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

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|---------------|---|
| Oct. 14, 1941 | The Right Honorable Lord Marley, Former Under Secretary of State for War and Lord-in-Waiting to King George V; author and sociologist<br>"The Secret of Russian Resistance" |
| Oct. 21, 1941 | Sterling A. Brown, Author, and professor of English and director of the University Players at Howard University<br>"The Negro in American Literature"                       |
| Nov. 6, 1941  | Raymond D. Jameson, administrator of consultant service of the Library of Congress<br>"The Recovery of the Literate"  |
| Dec. 4, 1941  | Photographs for LIFE magazine   |
| Jan. 15, 1942 | Norman F. Coleman, former president and professor of English, at Reed College<br>"The Russian Enigma"   |
| Feb. 3, 1942  | G. W. Moore, State Fireman<br>"Incendiary Bombs"  |

- Mar. 12, 1942 E. Franklin Frazier, chairman of the Department of Sociology and Director of the School of Social Work, Howard University  
"Some Aspects of Race Relations in Brazil"
- Mar. 19, 1942 Count Carlo Sforza, exiled former Foreign Minister of Italy and Ambassador to France during World War I; leader of the Free Italian Movement in the U. S. A.  
"Present Psychological Conditions in France and Italy"

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#### 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 deduction will be made in the charge for board for any fraction of a week nor for opening and closing weeks. A small deduction will be made in the charge for board for students who leave the University for the period of the Christmas Holidays.

Bedding and towels are furnished and laundered by the University.

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

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\*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
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<i>Total</i> . . . . .	\$500.00

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

## UNIVERSITY FELLOWSHIPS

A limited number of University Fellowships of \$500 are open to young men and young women holding a master's degree or its equivalent, who wish to continue graduate study. The primary purpose of these fellowships is to provide opportunities for broadening research training and equipment, for advanced training within the field of the student's specialization, or, for field work or other experimental training intended to supplement formal preparation in the fields of biology, chemistry, economics and business administration, education, English, French, history, mathematics, sociology and library service.

## 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.

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#### 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.

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#### 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 opened on September 23, 1941, a School of Library Service 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 Science in Library Service. The annual enrollment will be limited to approximately twenty-five 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. The curriculum is organized as a unit and combines principles and techniques in their proper relations and proportions. During the second semester of the year, students are required to do four weeks of field work in at least two different types of library situations, thereby acquainting them with practices as they operate in the actual management of a library. Throughout the course the problems and needs of library service in the South, and the importance of the library as an institution in the intellectual and cultural development of the Negro, are considered. Students enjoy not only the facilities of the School of Library Service but also those offered by the University System for recreational, intellectual and cultural growth.

The school is 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 is 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; Mrs. Virginia Lacy Jones, who received her library training at Hampton Institute and the University of Illinois and who formerly served as cataloguer at the Atlanta University Library; and by several part-time faculty members.

Atlanta University and the City of Atlanta offer an 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. 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.

*The School of Library Service does not offer courses during the summer session.*

Applications for admission should be made to the Registrar, Atlanta University.

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#### 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.

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#### 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.

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#### 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.

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#### 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.

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#### 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.*

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#### 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.

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#### 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\*

### ARTS AND SCIENCES

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; role 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.

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\*The courses of instruction in the School of Library Service and in the School of Social Work are contained in separate bulletins and may be obtained upon request.

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; examinations of blood, bile, and urine; the analysis of foods, particularly milk. Lectures, 2 hours per week; laboratory, 6 hours per week.

3 credits second semester.

506. **ADVANCED PHYSICAL CHEMISTRY.** A discussion of the laws governing chemical phenomena, from the viewpoint of actual problems. The specific subjects considered are thermochemistry, chemical change and electro-chemistry. Lectures, 1 hour per week; laboratory, 6 hours per week.

3 credits second semester.

513. **QUALITATIVE ORGANIC ANALYSIS.** A study of the characteristic chemical reactions of compounds containing elements commonly present in organic substances (C, H, O, Cl, Br, N, S) and the determination of their classification and identity.

3 credits first semester.

514. **QUANTITATIVE ORGANIC ANALYSIS.** Determination of carbon, hydrogen, and nitrogen by combustion. The student carries out the combustion of a substance unknown to him, belonging to each group; nitrogen; C— and H— determination in the absence of other elements; the same with nitrogen; the same with halogen or sulphur; a liquid. A test analysis is given in completion of the course of elementary analysis. Both macro- and micro-chemical methods of analysis are studied.

3 credits second semester.

545-546. **RESEARCH IN ORGANIC CHEMISTRY FOR THE MASTER'S DEGREE.**

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

#### ECONOMICS AND BUSINESS ADMINISTRATION

455-456. **MONEY AND BANKING.** The principles of money and banking with special reference to their functions in the present organization of economic society. Money and its attendant economic problems; credit, the banking process and the banking system; foreign and domestic exchange, the business cycle; the history of banking both in this country and the more important countries of Western Europe. Prerequisite: Elementary Economics.

3 credits each semester.

465-466. **LABOR PROBLEMS.** A study of the genesis and character of the maladjustments which constitute the modern labor problem; an historical survey of the labor movement in the United States and Great Britain in its various branches (unionism, legal enactment, producers' and consumers' cooperation), with emphasis on aims, structure and group psychology; the strategy



of meeting the needs of the Negro industrial worker; current reform proposals and programs. Emphasis is placed throughout on contemporary issues and accomplishments. 3 credits each semester.

468. PRINCIPLES AND PRACTICES OF INSURANCE. A course in the theory of insurance and current insurance practices. The subject matter covered includes: uses of insurance, types of insurance, organization, types of policies, mortality, loading, reserves, the law governing insurance. Prerequisite: Elementary Economics. 3 credits second semester.

471. CORPORATION FINANCE. The corporate system; simpler forms of business organization; the principles and problems of corporate financial organization, reorganization, and control; adjustments of management and investor requirements. Introductory Accounting is a prerequisite or may be taken concurrently. 3 credits first semester.

472. PROBLEMS IN BUSINESS FINANCE. Approach to the financial problems of both small and large enterprises by the case method; security distribution and public regulation; extensive use of sources of corporation data supported by critical class analysis. Seminar discussions may be required. Prerequisite: Corporation Finance. 3 credits second semester.

476. MARKETING. This course describes the background of the marketing structure of the modern business organization and some causes of the present maladjustments between production and consumption. It seeks to explain the organization and the governing principles by which our distributive system operates. Such topics as the following will be considered: the functions of marketing; the channels of distribution; the methods and costs of marketing; the nature and effects of competition in marketing; the elements of selling, advertising and sales promotion; market policies and operations; probable trends of market expansion; and an introduction to marketing research. 3 credits second semester.

477-478. PRINCIPLES AND METHODS OF STATISTICS. A study of statistical principles and methods utilized in the analysis of economic, educational and sociological data. It is the aim of this course to prepare the student for the intelligent construction, presentation and interpretation of statistical reports and data. 3 credits each semester.

479. PROBLEMS IN INDUSTRIAL MANAGEMENT. A course which aims to provide a study of actual business problems concerned with manufacturing and extractive processes, making use of cost accounting as a tool. The course is designed not alone for accountants of industrial concerns, but, as well, for those who may have to do with any phase of manufacturing, or the management of industrial concerns. Prerequisite: Introductory Accounting and Introductory Economics. 3 credits first semester.



481. **PRINCIPLES AND PRACTICES OF REAL ESTATE.** This course is designed to acquaint the student with current real estate practice as well as the theory underlying land ownership. The course is taught from the 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. **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 preparing for positions as corporation auditors, comptrollers, or cost accountants. Lectures will be given covering the entire field of advanced accounting. The student, however, will be required to study text material, and do practice and laboratory work in the particular field of his specialty. Prerequisite: Approval of instructor. 3 credits each semester.
530. ADVANCED MONEY AND BANKING. A study of the operations of central banks of the principal countries of the world. 3 credits first 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.
492. SECONDARY SCHOOL ADMINISTRATION AND SUPERVISION. This course is a study of the problems related to the organization, administration, and supervision of the modern secondary school. Topics related to the following major problems will be considered: (1) the changing American secondary school, (2) organization and management of secondary schools, (3) administration and guidance of pupil personnel, (4) providing for improvement of instruction, (5) community relationships, and (6) practices in small and large secondary schools, and trends in secondary education. 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.

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.
518. **EXPERIMENTAL EDUCATIONAL PSYCHOLOGY.** A series of psychological experiments pertaining to the learning process. 3 credits second semester.
- 519-520 (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 each 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. **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. **OLD ENGLISH.** A study of Old English grammar with readings. 3 credits first semester.
411. **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. **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. **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 inten-

- sive 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.

487-488. MODERN BRITISH LITERATURE. A study of British literature from 1900 to the present.

3 credits each semester.

492. NEGRO LITERATURE. This course combines both an introductory survey and critical interpretation of the contribution of Negro authorship to American Literature. The development of the literature has been divided into four periods from the beginnings in 1760 to the publication of *Native Son* in 1940. From the historical to the aesthetic and social value of Negro authorship, the materials and tendencies of this literature are traced and interpreted in relationship to the larger background and growth of American life and expression.

3 credits second 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, Montesquier, Chenier, and Rousseau. Prerequisite: A survey of French Literature. 3 credits each semester.
- 457-458. FRENCH CIVILIZATION. A comprehensive and systematic study of the development of the French nation. Conducted in French. 3 credits each semester.
- 461-462. FRENCH LITERATURE OF THE SEVENTEENTH CENTURY. This course presents French Classicism through the masterpieces of Corneille, Racine, Moliere, and other authors of the "golden period" in French letters. Conducted in French. Prerequisite: A survey of French Literature. 3 credits each semester.
- 463-464. FRENCH LITERATURE OF THE NINETEENTH CENTURY. This course aims to bring out the characteristics of the great literary movements of the century: romanticism, realism, and symbolism. The development of the novel, the drama, and poetry in France is traced through the century. Conducted in French. Prerequisite: A survey of French Literature. 3 credits each semester.
- 465-466. THE NEGRO IN FRENCH LITERATURE. The Negro character and author in French literature, history, and civilization, from the *Chanson de Roland* to the present, with special emphasis on the eighteenth, nineteenth and twentieth centuries. 3 credits each semester.
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.
523. FRENCH GRAMMAR FOR TEACHERS. A review of French grammar and composition, with some stress on methods of teaching. 3 credits second 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.

\*Offered in 1942-1943.

- \*473. AMERICA FROM 1828 TO 1865. A study of the plantation systems; Negro slavery; social and political philosophy of the South; rise of democracy; anti-slavery movement; and the Civil War. 3 credits first semester.
474. AMERICAN NEGRO CULTURE. A social study of the American Negro and his environment with stress upon Marxian and other interpretations of development in politics, economics, and art. 3 credits second semester.
- \*475-476. AMERICA FROM 1865 TO 1917. An intensive study of the reconstruction period; the participation of the freedmen in government; rise of big business; expansion of agriculture; and the growth of imperialism. 3 credits each semester.
477. AMERICA SINCE 1917. A study of American participation in the World War and the shifting political, economic and social philosophy of present-day society. 3 credits first semester.

## EUROPEAN 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.

## ANCIENT HISTORY

- \*417-418. THE ANCIENT HISTORY OF AFRASIA. The problem of an Afrasian Chalcolithic Culture. Egyptian Civilization. Sumerian Civilization. The derivation of the Indus Valley Culture. Babylonian and Hittite Civilizations. Minoan Civilization. Syriac Civilization. Absorption of Egyptian, Babylonian and Hittite Civilizations. 3 credits each semester.
428. THE ANCIENT HISTORY OF CHINA. A schematic and analytical treatment of the history of China from origins to 589 A.D. Special attention is given to the Shang period in the light of the Anyang excavations. The treatment

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\*Offered in 1942-1948.

of the entire subject is related comparatively so far as possible to the history of European and Greek and Roman Civilizations. 3 credits second semester.

#### POLITICAL SCIENCE

\*413-414. COMPARATIVE REVOLUTION. A comparative study of some of the great revolutionary movements of history together with analytical treatment of some of the common characteristic currents of revolutionary change. The course will be given cooperatively by a number of members of the faculty of the History Department and of other social science departments.

3 credits each semester.

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 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.

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\*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

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\*Offered in 1942-1943.

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.

### 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. 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.

519. THEORY OF PROBABILITY. Permutations, combination theory of expectation, dependent and independent variates, Tchelycheff's inequality, the probability integral, application to problems in mathematical statistics. Prerequisite: Approval of instructor. 3 credits first semester.

520. FINITE DIFFERENCES. The elementary theory, including methods of interpolation and summation, graduation of data. Prerequisite: Approval of instructor. 3 credits second 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.

490. RACE AND CULTURE PROBLEMS OF THE MODERN WORLD. A geographical study of race and culture problems all over the world. Lectures, readings, reports and discussions. 3 credits second semester.

#### CULTURE AND SOCIETY

471. AFRICAN CULTURE. A study of the history and development of the peoples of Africa. 3 credits first semester.
473. ASIATIC CULTURE. A study of the history and development of the peoples of Asia. 3 credits first semester.
474. AMERICAN NEGRO CULTURE. A social study of the American Negro and his environment with stress upon Marxian and other interpretations of development in politics, economics, and art. 3 credits second semester.

#### PROBLEMS IN POPULATION

503. POPULATION PROBLEMS AND POLICIES. A course designed to give the student an insight into the trend of population policies and problems since

the early days of civilization. Analysis is based upon restrictive, expansive and eugenic programs, as they have affected population growth. Term assignments. 3 credits first semester.

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

511. SOCIOLOGY OF RURAL AREAS. An analysis of the social conditions of people on the land, and the theories and practices attending present programs for rural change. 3 credits first semester.

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

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. 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.

## DEGREES CONFERRED IN 1941

### MASTER OF ARTS

- MARK GOODRUM BIRCHETTE . . . . . *Economics*  
A.B., Morehouse College, 1938.  
Thesis: An Investigation Into the Possibilities of the Manufacture of Non-Cola Beverages as a Logical Opportunity for Negro Capital in Atlanta.
- EMILE JOSEPH LABRANCHE, JR. . . . . *Economics*  
B.S. in Pharmacy, Xavier University, 1939.  
Thesis: A Comparison of Reports by Three Leading Research Agencies with Respect to Certain Important Retail Drug Operating Ratios.
- ROBERT WILLIAM MASK . . . . . *Economics*  
A.B., Texas College, 1936.  
Thesis: A Comparison of the Investment Policies of Negro and Non-Negro Life Insurance Companies.
- DANIEL GEORGE SAMPSON . . . . . *Economics*  
A.B., Morehouse College, 1939.  
Thesis: The Problems of Prices, Production and the Allocation of Economic Resources in the Socialist State.
- FERGUSON BENJAMIN BROOKS . . . . . *Education*  
B.S., Colored Agricultural & Normal University (Okla.), 1927.  
Thesis: A Study of Reading Difficulties and Remedial Treatment in Grades Three Through Eight in the Shoemake Elementary School, Colbert, Oklahoma, 1937-1938.
- IRA ALEXANDER DAVES . . . . . *Education*  
B.S., Knoxville College, 1926; D.D.S., Meharry Medical College, 1928.  
Thesis: The Mouth Health Program for School Children in North Carolina, 1936-1940.
- WINIFRED ERNESTINE DAVES . . . . . *Education*  
A.B., Knoxville College, 1927.  
Thesis: A Study of the Reading Ability of Negro Pupils in the Fourth, Fifth and Sixth Grades in Certain Consolidated Schools of North Carolina.
- ANNIE ELIZABETH DUNCAN . . . . . *Education*  
A.B., Livingstone College, 1938.  
Thesis: A Study to Determine the Stage of Development at Which Fifty-Three Pupils of the Sixth, Seventh, and Eighth Grades in 1938, and the Eighth, Ninth, and Tenth Grades in 1940, of the

Atlanta University Laboratory School, Atlanta, Georgia, Show  
Indications of Acceleration or Retardation in Scholastic Achieve-  
ment.

- MARIE GAGNERON . . . . . *Education*  
Graduate, Ecole Normale d'Institutrices (Haiti), 1935.  
Thesis: The Development of Education in Haiti.
- HERMESE ESTELLE JOHNSON . . . . . *Education*  
A.B., Hunter College, 1934.  
Thesis: Socio-Economic Status and School Achievement.
- EVANGELINE OLYMPIA JONES . . . . . *Education*  
B.S., Hampton Institute, 1940.  
Thesis: A Study of Introversion-Extroversion Among Thirty Pre-  
School Children.
- JESSIE MAE JONES . . . . . *Education*  
A.B., Morehouse College, 1930.  
Thesis: A Comparative Study of Civic Attitudes and Civic Infor-  
mation of Ninth Grade Pupils in the Negro High Schools of  
Atlanta, Georgia.
- WENDELL PRIMUS JONES . . . . . *Education*  
B.S. in Ed., Elizabeth City State Teachers College, 1940.  
Thesis: The Effect of the North Carolina Public School Law of  
1933 upon the Status of Negro Public Schools.
- LEROY REGINALD KIRKPATRICK\* . . . . . *Education*  
B.S., Prairie View State College, 1927.  
Thesis: An Experimental Study of Reading, Arithmetic, and  
Language by the Fourth, Fifth, and Sixth Grades of Booker T.  
Washington School, El Reno, Oklahoma.
- ELLEN CORNELIA LACY . . . . . *Education*  
A.B., West Virginia State College, 1933.  
Thesis: A Study of Introversion and Extroversion as Indices of  
the Amount of Participation in Extra-Class Activities of One  
Hundred Ninety Students of the Twelfth Grade of Booker T.  
Washington High School, Atlanta, Georgia.
- TROAS LEWIS LATIMER . . . . . *Education*  
A.B., Spelman College, 1924.  
Thesis: A Study of Spelling Errors of Fifty Negro Children in  
Grade Five of the Walker Street School, Atlanta, Georgia.

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\*Requirements completed in July, 1940.



- MILDRED MCKINLEY SATTERWHITE . . . . . *Education*  
 A.B., Southern University, 1934.  
 Thesis: A Study to Determine the Relative Significance of Two Intelligence Tests, Taken Separately and in Combination, as Indices for Predicting Achievement.
- MILDRED ELAINE WARDLAW\* . . . . . *Education*  
 A.B., Spelman College, 1935; Diploma, Atlanta School of Social Work, 1937.  
 Thesis: A Study of the Relationship between the Social Maturity and the Intelligence of Nursery School Pupils.
- LOTTYE JUSTINE WASHINGTON . . . . . *Education*  
 A.B., South Carolina State College, 1940.  
 Thesis: A Study of the Art Judgment of Ninety Negro Boys and Girls of the Booker T. Washington High School in Atlanta, Georgia.
- CAROLYN BRYDIE WILLIAMS . . . . . *Education*  
 A.B., Virginia State College, 1939.  
 Thesis: A Study of the Interests and Needs of Thirty-Six Ninth Grade Pupils in the Atlanta University Laboratory High School, and of the Implications of These Interests and Needs in Planning a Reading Program for the Grade and for Individual Pupils.
- EMMA MILLS CLEMENT . . . . . *English*  
 A.B., Livingstone College, 1930.  
 Thesis: Evidences of the Positivistic Philosophy in the Novels of George Eliot.
- LUCY LEE CLEMMONS . . . . . *English*  
 A.B., Louisville Municipal College, 1939.  
 Thesis: The Redemptive Nature of the Poetry of Archibald MacLeish.
- BESSIE ALBERTA COBB . . . . . *English*  
 A.B., San Diego State College, 1939.  
 Thesis: A Re-Evaluation of Pater's Aesthetic.
- LEONA ELIZABETH JOHNSON . . . . . *English*  
 B.S. in Ed., Cheyney State Teachers College, 1939.  
 Thesis: George Meredith's Attitude towards Marriage as a Social Problem.
- FLORENCE DERRICOTTE EVANS MOLETTE . . . . . *English*  
 A.B., Knoxville College, 1934.  
 Thesis: Rhetoric in The Canterbury Tales.

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\*Requirements completed in July, 1940.

- RANDOLPH LOUIS MYERS . . . . . *English*  
 A.B., Morgan College, 1939.  
 Thesis: The Development of the Negro Novelist.
- WILLIAM MORRIS NIX . . . . . *English*  
 A.B., Morehouse College, 1939.  
 Thesis: Sources of Pathos and Humor in Paul Laurence Dunbar.
- MAGNOLIA LEOLA ECHOLS . . . . . *French*  
 A.B., Butler University, 1939.  
 Thesis: The Evolution of the Genius of Pierre Corneille.
- CHARLES LEROY HENRY . . . . . *French*  
 A.B., Texas College, 1938.  
 Thesis: An Analytical Study of Balzacian Death Portrayals.
- MARY ELISSABETH HOOVER . . . . . *French*  
 A.B., Allen University, 1934.  
 Thesis: A Comparison of Prosper Mérimée's *Tamango* with Four Other Negro Short Stories.
- PORTIA HILL McDONALD . . . . . *French*  
 A.B., Fisk University, 1931.  
 Thesis: Alexandre Dumas père and the Negro.
- GLADYS HOWSE PEOPLES . . . . . *French*  
 A.B., Fisk University, 1925.  
 Thesis: A Comparative Study of the First and Definite Editions of *Batouala*.
- JOHN LEON PERKINS . . . . . *French*  
 A.B., Morehouse College, 1940.  
 Thesis: *La Femme Vue par Molière*.
- VIOLA MARIE TORRENCE\* . . . . . *Mathematics*  
 A.B., Rust College, 1937.  
 Thesis: On Riemann and Lebesgue Integration.
- ANNIE LOU WARE . . . . . *Mathematics*  
 A.B., Clark University, 1925.  
 Thesis: On Correlation Theory.
- CELESTINE OSMA DUFFUS . . . . . *Sociology*  
 A.B., Hunter College, 1940.  
 Thesis: An Application of the Concentric Theory of Ecology to Atlanta.

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\*Requirements completed in July, 1940.

EUGENE TURNER PAGE, JR. . . . . *Sociology*  
A.B., Morehouse College, 1939.

Thesis: Race Distinctions in the Acts of the Georgia Assembly,  
1765-1939.

MARGUERITE SERENA ROGERS . . . . . *Sociology*  
A.B., Shaw University, 1939.

Thesis: Death and Burial Customs among American Plantation  
Negroes.

ARTHUR ANISON WINFIELD, JR. . . . . *Sociology*  
B.S. in Ed., Cheyney State Teachers College, 1939.

Thesis: Slave Holidays and Festivities in the United States.

#### MASTER OF SCIENCE

ALLAN BURNON CONNALLY . . . . . *Biology*  
B.S., Bluefield State Teachers College, 1939.

Thesis: The Effects of Ammonium Salts on the Protoplasm and  
Contractile Vacuole Pulsation Rate of Paramecium Caudatum.

DOROTHY MARGUERITE FORDE . . . . . *Biology*  
A.B., Spelman College, 1939.

Thesis: An Analysis of Some Sex-Determining Factors in Cladocera.

ROBERT JOSEPH PERSHING FOSTER . . . . . *Biology*  
B.S., Morehouse College, 1939.

Thesis: Differentiation of Fragments of Chick Blastoderms Culti-  
vated in Vitro.

MELVIN ALAN RAYE HAMMOND\* . . . . . *Biology*  
B.S., Tillotson College, 1939.

Thesis: A Comparative Physiological Analysis of the Blood Gases  
of Some Cold-Blooded Vertebrates and the Human Being.

ALMA MALYNDA JACKSON . . . . . *Biology*  
B.S., Virginia Union University, 1934.

Thesis: Cutaneous Absorption of Insulin in the Albino Rat.

JOHN GIBSON LUMPKIN, JR. . . . . *Biology*  
B.S., Morehouse College, 1940.

Thesis: Effect of Certain Solutions on the Action Potential from  
Activated Sciatic Nerves of Rana Pipiens.

ARLENA ELIZABETH SENECA . . . . . *Biology*  
A.B., Talladega College, 1930.

Thesis: Neurohumoral Changes with Respect to Color-Pattern in  
Ameiurus Nebulosus.

\*Requirements completed in July, 1940.

- WILLIAM NATHANIEL WASSON\* . . . . . *Biology*  
 B.S., Louisville Municipal College, 1937.  
 Thesis: The Spermatogenesis of *Lachnosterna Gibbosa*.
- MARIE EVANGELINE FERGUSON . . . . . *Chemistry*  
 A.B., Fisk University, 1938.  
 Thesis: The Preparation of 1-p-carboxyphenyl-4-phenylbutadiene.
- JOE MARION HILL . . . . . *Chemistry*  
 B.S., Morehouse College, 1939.  
 Thesis: Some Reactions of P-Methoxy-Diphenylbutadiene.
- FREDERICK DOUGLAS JENKINS . . . . . *Mathematics*  
 A.B., Dillard University, 1939.  
 Thesis: Generalized Sampling.

## MASTER OF SOCIAL WORK

- VONCEIL EVELYN ANDERSON  
 A.B., Louisville Municipal College, 1939.  
 Thesis: Early Social Work in Georgia (1732-1832).
- FLORENCE ADA BARKSDALE  
 A.B., Howard University, 1939.  
 Thesis: Present Status of Graduates of Atlanta Negro Colleges, 1937-38, Who Received National Youth Administration Assistance during These Two Years.
- BENJAMIN FRANKLIN BELL, JR.  
 A.B., Wiley College, 1939.  
 Thesis: The Educational Activities of the Federal Government 1935 to 1940: A Phase of Public Welfare.
- OPAL ELAINE CHRISTOPHER  
 A.B., Prairie View State College, 1939.  
 Thesis: An Analysis of Recommendations Affecting Child Welfare in Atlanta and Fulton County as Reflected in Five Studies Made between 1935 and 1940.
- BENJAMIN WALTER COOPER  
 A.B., Dillard University, 1937.  
 Thesis: An Analysis of Negro and White Placements by Employment Agencies in Fulton County.
- FRANCES ALTHEA CURTIS  
 B.S., Miner Teachers College, 1938.  
 Thesis: An Analysis of the Interpretation of Public Welfare in

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\*Requirements completed in July, 1940.

Fulton County as Reflected in the *Atlanta Constitution* during the year 1939.

MARGUERY ADELE DAVIS

A.B., Howard University, 1939.

Thesis: Personality Problems in Social Case Work among Negroes.

MARY LEON DIVERS

A.B., Knoxville College, 1939.

Thesis: A Study of the Attitudes of Social Workers toward Organized Labor from the Year 1915 through 1940.

RUBY BERYL GORDON

A.B., Clark University, 1935.

Thesis: The Development of the Juvenile Court in Georgia.

JOHN RODMAN LARKINS

A.B., Shaw University, 1939.

Thesis: A Study of the Employment of Negroes in Social Work Based upon a Study of the Present Employment of Graduates of the Atlanta University School of Social Work from 1930 to 1940.

MARIE GRAVES NASH

A.B., Atlanta University, 1913.

Thesis: A Population Study of Individuals Cared for in Three Shelters of the Fulton County Department of Public Welfare.

HELEN JOSEPHINE QUICK

A.B., Howard University, 1939.

Thesis: A Job Analysis of Group Work Positions Held by the Graduates of the Atlanta University School of Social Work from 1930 to 1940.

EDITH MCKEE RAYNER

B.S., Elizabeth City State Teachers College, 1939.

Thesis: A Study of Negroes for Whom Petitions Designating Unsound Mentality Were Filed with the Fulton Court of Ordinary, January 2, 1939, to December 31, 1940.

EDNA RUTH REID

A.B., Virginia State College, 1939.

Thesis: A Study of Free Treatment Facilities Available to Negroes with Syphilis in Atlanta, Fulton County, Georgia, 1938-1940.

FLORENCE ANN ROBINSON

B.S.H.E., South Carolina State College, 1936.

Thesis: A Study of the Occupational Choices of the Negro Women

of the Senior Classes in Atlanta Colleges, 1940-1941, in Relation to Possible Employment.

**HORACE EARL ROBINSON**

A.B., Virginia State College, 1939.

Thesis: A Study of the Reasons for the Dropping Out of Students of the Low Tenth Grade of Booker T. Washington High School during the First Semester of the 1940-1941 School Year.

**GERALDINE ELIZABETH ROSS**

A.B., Hunter College, 1939.

Thesis: A Study of the Day Camping Movement to Determine Whether or Not Day Camping Is an Activity Which May Be Used to Increase the Recreational Facilities and Opportunities among Negroes.

**MILDRED CARMICHAEL SMITH**

A.B., Atlanta University, 1928.

Thesis: The Opinions of 102 Atlanta Negro Ministers on Birth Control.

**ELVAH MARCIA WATERS**

A.B., Bennett College, 1939.

Thesis: The Ex-Residents of University Homes, 1937-1940.

**SUMMARY OF DEGREES**

	Men	Women	Total
A.M.	14	25	39
M.S.	6	5	11
M.S.W.	4	15	19
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Total	24	45	69



# REGISTER OF STUDENTS

1941-1942

## ARTS AND SCIENCES

### FULL TIME

ANDERSON, LOUIS HARRIS . . . . .	<i>Economics</i>
B.S., Tuskegee Institute, 1940.	
ARRINGTON, EUGENE GERALD* . . . . .	<i>History</i>
A.B., Johnson C. Smith University, 1939.	
BIGGERS, HELENE ERNESTINE** . . . . .	<i>Economics</i>
B.S., A. & T. College (N. C.), 1937.	
BLACKMAN, EDSON ERWIN, JR. . . . .	<i>Economics</i>
A.B., Johnson C. Smith University, 1941.	
BOHLER, RENA OPHELIA . . . . .	<i>Education</i>
B.S., South Carolina State College, 1941.	
BOYD, ADLINE . . . . .	<i>English</i>
A.B., Spelman College, 1941.	
BOYD, HARRY THERON . . . . .	<i>Economics</i>
B.S., Bluefield State Teachers College, 1939.	
BRAXTON, MATTIE BELLE . . . . .	<i>Education</i>
A.B., Paine College, 1936.	
BRONSON, RUTHIE MAE . . . . .	<i>Sociology</i>
A.B., Talladega College, 1940.	
BULLOCK, PENELOPE LACONIA . . . . .	<i>English</i>
A.B., Spelman College, 1941.	
CANNADY, ANNYE WILLA . . . . .	<i>Biology</i>
B.S., Livingstone College, 1940.	
CARTER, WILMOTH ANNETTE . . . . .	<i>Sociology</i>
A.B., Shaw University, 1937.	
CATER, MARY ELIZABETH . . . . .	<i>French</i>
A.B., Spelman College, 1940.	
CLARK, MINNIE FRANCES . . . . .	<i>English</i>
A.B., Spelman College, 1941.	

\*First semester only.  
\*\*Second semester only.

- COKER, ODOM NEWTON . . . . . *Biology*  
A.B., South Carolina State College, 1940.
- CRAFT, PEARLIE MAE . . . . . *Education*  
A.B., Clark College, 1941.
- EBERHARDT, DOROTHY NELL . . . . . *Education*  
A.B., Spelman College, 1940.
- FAIR, JOSEPHINE YVONNE . . . . . *Art*  
B.S., Arkansas State College, 1941.
- FOSTER, LELAND FELTON . . . . . *Sociology*  
A.B., Morehouse College, 1938.
- FRANCOIS, TERRY ARTHUR . . . . . *Economics*  
A.B., Xavier University, 1940.
- GASKILL, DORIS MELISSA . . . . . *French*  
B.S., West Virginia State College, 1941.
- GREEN, INEZ CATHERINE . . . . . *Chemistry*  
B.S., Wilberforce University, 1938.
- GREENE, ALPHONSE, JR.\*\* . . . . *Chemistry*  
B.S., Winston-Salem Teachers College, 1939.
- GRIFFITH, CLARENCE FREDERICK\* . . . . . *English*  
A.B., Morris Brown College, 1939.
- HARRISON, LINCOLN JAY . . . . . *Economics*  
B.S., Southern University, 1938.
- HATCHER, BENJAMIN EDWARD . . . . . *Mathematics*  
A.B., Selma University, 1941.
- HENDERSON, DORA MAE MOSELEY . . . . . *English*  
A.B., LeMoyne College, 1937.
- HOUSER, JOHN WESLEY . . . . . *Biology*  
B.S., Claflin University, 1940.
- JACKSON, ARTHENIA BERNETTA . . . . . *English*  
A.B., Morris College, 1941.
- JASE, WALTER PERSHING . . . . . *History*  
A.B., Dillard University, 1940.

\*First semester only.

\*\*Second semester only.

JEFFERS, LOUIS RICHARD*	Sociology
A.B., Morehouse College, 1940.	
KELLOGG, EMMETT GASSAWAY	Economics
A.B., Kentucky State College, 1939.	
LEONARD, WALTER WILLIAM	Economics
A.B., Morris Brown College, 1941.	
LOCKETTE, PAUL LAWRENCE	Education
A.B., University of Cincinnati, 1941.	
MILLER, FRAZIE JAMES	Biology
A.B., Dillard University, 1941.	
MIMS, WILLIAM EDWARD, JR.*	History
A.B., Morehouse College, 1941.	
MOORE, JOHN HENRY	Economics
A.B., Johnson C. Smith University, 1937.	
MORTON, ALTHEA VALERIA	French
A.B., Spelman College, 1940.	
NELSON, SUSIE MAE	Chemistry
A.B., Morris College, 1940.	
PERDUE, MARGARET MAE	English
B.S., Fort Valley State College, 1941.	
PERRY, JAMES CHRISTOPHER	Biology
B.S., South Carolina State College, 1941.	
PINKSTON, ANNETTE EARLINE	English
A.B., LeMoyne College, 1941.	
PORTER, GLADYS ELIZABETH	Mathematics
B.S., Georgia State College, 1941.	
PRICE, GROVER CLEVELAND	English
A.B., Miles Memorial College, 1941.	
PRIDE, FRED JONES	Economics
B.S., South Carolina State College, 1938.	
RAMBO, THEOPHALIS JEROME**	Sociology
A.B., Jarvis Christian College, 1942.	

\*First semester only.

\*\*Second semester only.

RAMSEUR, QUEEN ARNIEZE FITCH . . . . .	<i>Education</i>
B.S., Winston-Salem Teachers College, 1934.	
SALTER, HARRIETT ANNA . . . . .	<i>Economics</i>
A.B., Talladega College, 1941.	
SCOTT, CLARETTA JEANNETTE . . . . .	<i>English</i>
A.B., Spelman College, 1940.	
SCOTT, FRANK WILLIAM* . . . . .	<i>Biology</i>
B.S., Morehouse College, 1941.	
SMITH, WILLIAM NATHANIEL** . . . . .	<i>Education</i>
B.S., Alabama State College, 1941.	
SPEARMAN, FANNY LOUISE . . . . .	<i>Education</i>
B.S., Shaw University, 1939.	
SPEED, MORRIS MORAN** . . . . .	<i>Biology</i>
A.B., Morehouse College, 1941.	
STITH, BEATRICE LOUISE . . . . .	<i>French</i>
A.B., West Virginia State College, 1941.	
STONE, ALMA WESTINE . . . . .	<i>English</i>
A.B., Spelman College, 1940.	
THOMPSON, ELEANOR CORNELIA . . . . .	<i>Economics</i>
A.B., Miles Memorial College, 1938.	
THORPE, MAMIE LOUISE MARTIN . . . . .	<i>Education</i>
A.B., Leland College, 1937.	
THORPE, NAOMI . . . . .	<i>Sociology</i>
A.B., Livingstone College, 1941.	
TRICHE, ALMETA EVELYN . . . . .	<i>Biology</i>
A.B., Dillard University, 1940.	
USHER, SAMUEL CLEVELAND . . . . .	<i>History</i>
A.B., Atlanta University, 1912.	
WATSON, RUTH MAE . . . . .	<i>Biology</i>
A.B., Spelman College, 1941.	
WEEMS, LILLIAN CAMILLA** . . . . .	<i>Home Economics Education</i>
A.B., Spelman College, 1912.	

\*First semester only.

\*\*Second semester only.

- WELLS, RICHARD CHAPPELLE\* . . . . . *English*  
B.S., Howard University, 1941.
- WESTMORELAND, WALTER DRAKE . . . . . *Economics*  
A.B., Morehouse College, 1940.
- WILES, JOSEPH ST. CLAIR . . . . . *Biology*  
A.B., Morris Brown College, 1941.
- WILEY, HARRIETTE ERNESTINE . . . . . *Chemistry*  
B.S., Tuskegee Institute, 1938.
- YOUNG, ANNIE WILLIE\*\* . . . . . *Education*  
A.B., Leland College, 1939.

## PART TIME

- BROWN, RICHARD EARLE\* . . . . . *English*  
A.B., Talladega College, 1931.
- BROWN, VIOLET ELIZABETH\* . . . . . *History*  
A.B., Fisk University, 1935.
- BURCH, BRAINARD STANDING . . . . . *Education*  
A.B., Atlanta University, 1928.
- DICKERSON, REBECCA ELOISE . . . . . *Education*  
A.B., Morehouse College, 1929.
- DODSON, FRANK ALBERT\*\* . . . . . *Education*  
A.B., Clark College, 1933.
- FERNANDO, FANNIE MAE . . . . . *Education*  
A.B., Morris Brown College, 1940.
- FINCH, MARIE JOHNSON . . . . . *Education*  
A.B., Morris Brown College, 1934.
- GIBSON, CLINTON MYRON . . . . . *Mathematics*  
A.B., Atlanta University, 1928.
- GOLDEN, FRANKIE NEIOLA . . . . . *Education*  
A.B., Georgia State College, 1939.
- GOLIGHTLY, DANIEL PAUL . . . . . *Chemistry*  
A.B., Clark University, 1937.
- GRAY, HELEN WANDA . . . . . *Education*  
A.B., Atlanta University, 1931.

\*First semester only.

\*\*Second semester only.

HARRISON, JAMES FRANKLIN*	English
A.B., Howard University, 1939.	
HOLMES, ALICE CARY*	Education
A.B., Spelman College, 1938.	
HOGAN, FLORENCE MORRISON	Education
A.B., Spelman College, 1931.	
JACKSON, KATIE MARGERY	Education
A.B., Morris Brown College, 1941.	
LINDSAY, MARY LOUISE	Education
A.B., Morris Brown College, 1939.	
LONG, JOHN CLINTON, JR.	French
A.B., Morehouse College, 1936.	
MCCOLLUM, LOLA GRACE	Home Economics Education
B.S., Spelman College, 1937.	
MCGOWAN, EUGENE, JR.	French
A.B., Morehouse College, 1937.	
MOORE, OSIE LEE**	Education
A.B., Morehouse College, 1932.	
MORGAN, JENNIE LOUISE	Home Economics Education
B.S., Spelman College, 1937.	
MURRY, ELLEN SHIRLEY	Education
A.B., Clark University, 1931.	
NEAL, XENOPHON LAMAR	Chemistry
B.S., Morehouse College, 1931.	
RENFROE, OZORA ELIZABETH*	Education
A.B. Morris Brown College, 1935.	
SAINÉ, MATILDA LYNETTE	Education
A.B., Spelman College, 1940.	
SHELL, WILLIAM HENRY**	Education
A.B., Morehouse College, 1933.	
STARR, RUBY REBECCA*	Education
A.B., Morris Brown College, 1937.	

\*First semester only.

\*\*Second semester only.



SULLIVAN, FLOYD WALTER**	Education
A.B., Morehouse College, 1930.	
SUMMERS, DON ALPHONSO*	History
A.B., Morehouse College, 1940.	
THOMAS, EVA LOUISE	Sociology
A.B., Morris Brown College, 1935.	
THOMAS, JENNIE VIRGINIA	Education
A.B., Morehouse College, 1933.	
THORNTON, ALICE MATILDA*	Education
A.B., Clark University, 1937.	
WATKINS, BEATRICE HENRIETTA	Sociology
A.B., Clark College, 1940.	
WESTMORELAND, RUTH MAE	Education
A.B., Spelman College, 1936.	
WOOD, LOIS ROSETTA*	English
A.B., Spelman College, 1938.	

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\* First semester only.

\*\* Second semester only.

## SCHOOL OF LIBRARY SERVICE

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|---|--|
| BANNER, BETTE VIRGINIA<br>A.B., St. Augustine's College, 1940.      | JAMERSON, DOROTHY BREAUX<br>A.B., Fisk University, 1939.   |
| BARNES, WILLARD BRINCEFIELD<br>A.B., Fisk University, 1933.         | JONES, EUNICE REBECCA<br>A.B., Clark University, 1941.   |
| BELL, ALMA LONG<br>A.B., Spelman College, 1931.                     | KIBBE, MURPHY LAWRENCE<br>A.B., Morehouse College, 1939.   |
| BODDIE, EDNA ELIZABETH<br>A.B., Clark University, 1934.             | MICKELBURY, MEXICO YVONNE<br>A.B., Spelman College, 1938.  |
| BOND, MARGARET JACKSON<br>A.B., Virginia Union University,<br>1928. | NELSON, THELMA CURTIS<br>A.B., Clark University, 1931.   |
| BOWEN, EDYTHE WIMBISH<br>A.B., Atlanta University, 1926.            | PRITCHARD, JENNIE DELLA*<br>A.B., Spelman College, 1938.   |
| BROWN, LILLIAN JACKSON<br>A.B., Virginia State College, 1941.       | SCOTT, MARY WASHINGTON<br>A.B., Fayetteville State Teachers Col-<br>lege, 1941.                                |
| BULLOCK, MARY LUCINDA<br>A.B., Dillard University, 1941.            | SIMMONS, EDNA ELIZABETH<br>A.B., Talladega College, 1928.  |
| COPELAND, EMILY AMERICA<br>A.B., Spelman College, 1937.             | TAYLOR, ESTELLA CHARLES<br>A.B., Louisville Municipal College,<br>1941.  |
| DIXON, CLAUDE MILTON<br>A.B., Southern University, 1941.            | THOMAS, JAMES LUTHER<br>B.S., Florida A. and M. College, 1924;<br>A.M., Ohio State University, 1940.           |
| FRANCOIS, SYRIA ELAINE<br>A.B., Xavier University, 1940.            | THOMPSON, JOSEPHINE FAWCETT*<br>A.B., West Virginia State College,<br>1932; A.M., Atlanta University,<br>1939. |
| HIGGINS, GENEVA MAE<br>A.B., Kentucky State College, 1936.          | VANDERHORST, VERDELLE BYRON<br>A.B., Florida A. and M. College, 1941.  |
| HINES, OLA MAE<br>A.B., Morris Brown College, 1941.                 |  |

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\*Part time students.

## SUMMARY OF STUDENTS

Arts and Sciences and Library Service	Men	Women	Total
Full-Time	33	57	90
Part-Time	12	25	37
	—	—	—
Total	45	82	127
School of Social Work	29	111	140
	—	—	—
Total Graduate Students	74	193	267

## SUMMER SCHOOL ENROLLMENT

1941

	Men	Women	Total
College	69	310	379
Graduate School	131	220	351
Ministers' Institute	5	0	5
	—	—	—
Total	205	530	735

(In addition there were enrolled in the 1941 Progressive Demonstration School 179 boys and girls.)

## LABORATORY SCHOOL ENROLLMENT

	Boys	Girls	Total
High School	71	135	206
Elementary School	72	93	165
Pre-School	60	65	125
	—	—	—
Total	203	293	496

## GEOGRAPHICAL DISTRIBUTION

## ARTS AND SCIENCES AND LIBRARY SERVICE

<i>State or Country</i>	<i>No.</i>		
Alabama	9	Mississippi	1
Arkansas	1	New York	5
Colorado	1	North Carolina	11
Florida	3	Ohio	1
Georgia	63	South Carolina	8
Illinois	2	Tennessee	3
Kentucky	3	Texas	2
Louisiana	8	Virginia	3
Massachusetts	1	District of Columbia	1
		British Guiana, South America	1