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The Atlanta University BULLETIN

SERIES III

MARCH, 1935

No. 9

ATLANTA UNIVERSITY SUMMER SCHOOL

With

MOREHOUSE COLLEGE

SPELMAN COLLEGE

ATLANTA SCHOOL OF SOCIAL WORK

CLARK UNIVERSITY

MORRIS BROWN COLLEGE

GAMMON THEOLOGICAL SEMINARY

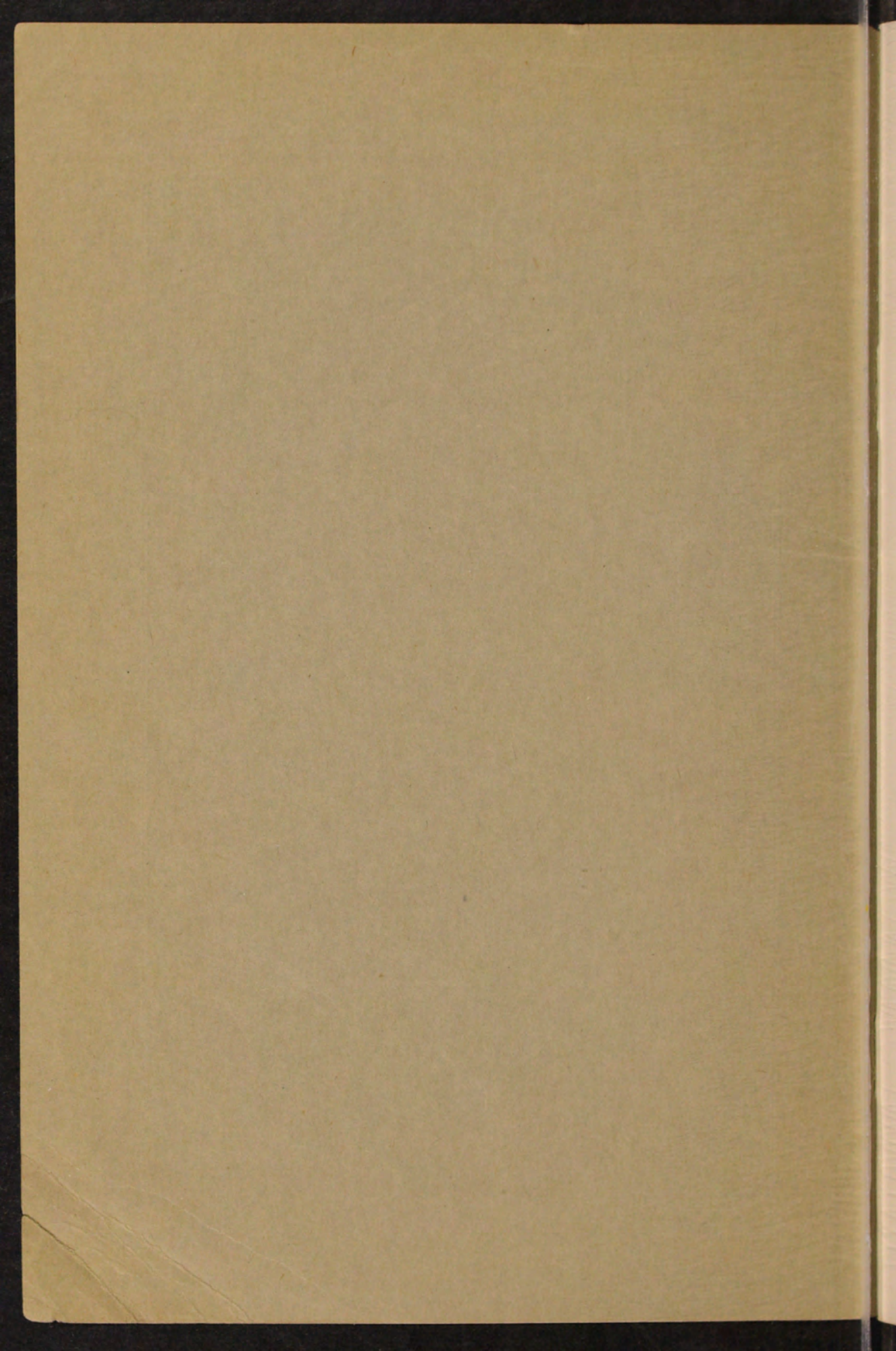
Affiliated

June 12 to July 24, 1935

CATALOGUE

ATLANTA

GEORGIA



The
Atlanta University Bulletin

Published Quarterly by Atlanta University

ATLANTA, GEORGIA

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GAMMON THEOLOGICAL SEMINARY

Affiliated

June 12 to July 24, 1935

ANNOUNCEMENTS

FACULTY and COURSES

ATLANTA

GEORGIA

Application pending for entry as Second Class Matter at Atlanta, Georgia.

Class A rating with

ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE
SOUTHERN STATES.

VIRTUALLY ALL SOUTHERN STATE DEPARTMENTS OF EDUCATION.

Members:

ASSOCIATION OF AMERICAN COLLEGES.

ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS FOR NEGRO
YOUTH.

CALENDAR

Registration	8:00 a.m.	Wednesday, June 12
Classes Begin	7:30 a.m.	Thursday, June 13
First Convocation	9:30 a.m.	Friday, June 14
Last Day for Registration for College Credit	5:00 p.m.	Monday, June 17
Holiday		Thursday, July 4
Examinations		Wednesday, July 24
School Closes		Wednesday, July 24

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ATLANTA UNIVERSITY

SUMMER SCHOOL

ADMINISTRATIVE OFFICERS

JOHN HOPE, A.B., A.M., LL.D. President, Atlanta University
JOHN P. WHITTAKER, A.B., B.S., A.M. Director, Summer School
CHARLOTTE TEMPLETON, A.B. Librarian

THE FACULTY

ADAMS, FRANKIE V. *Social Work*
A.B., Knoxville College, 1925; Diploma, New York School of Social
Work, 1927; New York University, Summer, 1934; Instructor, Atlanta
School of Social Work, 1931—.

ANDREWS, (MRS.) LUDIE *Health Education*
Nurse Training, Spelman College; R.N., Georgia State Board; Super-
intendent, Spelman-Morehouse Infirmary, 1928—.

BACOTE, CLARENCE A. *History*
A.B., University of Kansas, 1926; A.M., University of Chicago,
1929; Graduate Student, University of Chicago, Summers, 1930 and
1931 and 1933-1934; Department of History, Atlanta University,
1930—.

BRAZEAL, BRAILSFORD REESE *Economics*
A.B., Morehouse College, 1927; A.M., Columbia University, 1928;
Graduate Student, Summer, 1929 and 1932-1933; Department of
Economics, Morehouse College, 1928—.

BROOKES, (MRS.) STELLA BREWER *English*
A.B., Wiley College, 1923; Graduate Student, Columbia University,
Summer, 1925; A.M., University of Michigan, 1930; Instructor in
English, Clark University, 1924—.

BROWN, STERLING A. *English*
A.B., Williams College, 1922; A.M., Harvard University, 1923;
Graduate Student, Harvard University, 1931-1932; Assistant Pro-
fessor of English, Howard University, 1929—.

BULLOCK, BENJAMIN FRANKLIN *Rural Education*
B.S. in Agriculture, University of Minnesota, 1913; Graduate Stu-
dent, Summer, 1914; Cornell University, Summer, 1919; A. M., Co-
lumbia University, 1931; Graduate Student, Rutgers University, 1929-
1930; Instructor in Rural Education, Morehouse and Spelman Col-
leges, 1932—.

- CANNON, (MRS.) ELIZABETH PERRY *Education*
B.S., Columbia University, 1928; M.A., 1932; Department of Education, Spelman College, 1928—.
- COCHRAN, (MRS.) ANN MAZURA *Education*
A.B., Howard University, 1921; Special Study, Hampton, 1925; Graduate Study, University of Pennsylvania, 1926; A.M., Columbia University, 1933; Instructor of Education, Morris Brown College, 1923—.
- CROCKER, EVA MAE *Education*
Cheyney State Normal School, Cheyney, Pa., Summer, 1920; Central State Teachers College, Lock Haven, Pa., 1920-1923; B. S., Boston University, 1933; Teacher, Atlanta University Laboratory Elementary School, 1930—.
- CURRY, (MRS.) MARGARET NABRIT *History*
A.B., Spelman College, 1924; Student, University of Chicago, Summer, 1925; A.M., University of Michigan, 1932; Department of History, Spelman College, 1925—.
- CURRY, THOMAS JACKSON *History and Government*
A.B., Morehouse College, 1916; A.M., University of Pennsylvania, 1918; Graduate Student, Summer, 1919; Columbia University, Summer, 1931 and 1932-1933; Department of History and Government, Morehouse College, 1920—.
- DANSBY, CLAUDE BERNHARDT *Mathematics*
A.B., Morehouse College, 1922; M.S., University of Chicago, 1930; Graduate Student, University of Chicago, Summer, 1932 and 1933-1934; Department of Mathematics, Morehouse College, 1922—.
- DEAN, WILLIAM H., JR. *Economics*
A.B., Bowdoin College, 1930; A.M., Harvard University, 1932; Graduate Student, Harvard University, 1932-1933; Department of Economics, Atlanta University, 1933—.
- DELOORME, (MRS.) GRACE HOLMES *Biology*
A.B., Atlanta University, 1926; M.S., 1933; Graduate Student, Cornell University, Summer, 1934; Department of Biology, Spelman College, 1929—.
- EAGLESON, HALSON V. *Mathematics*
A.B., Indiana University, 1926; A.M., 1931; Department of Mathematics and Physics, Morehouse College, 1927—.
- ELLIS, ARTHUR WILLARD *Physical Education*
A.B., Morehouse College, 1930; A.M., International Y. M. C. A. College, Springfield, Mass., 1932; Department of Physical Education, Morehouse College, 1932—.

FISHER, CONSTANCE C.

Social Work

A.B., Fisk University, 1924; M.Sc., School of Applied Social Sciences, Western Reserve University, 1929; Graduate Work in Mental Hygiene, New York School of Social Work, 1930-1932; Instructor, Atlanta School of Social Work, 1934—.

GETER, WILLIAM BRYAN

French

A.B., Boston University, 1929; A.M., Radcliffe College, 1933; Student, University of Paris, 1927-1928; Summer, 1927; Department of French, Spelman College, 1933—.

GINSBERG, SARAH

Social Work

A.B., University of Illinois, 1929; Fellowship in Social Economic Research, Women's Educational and Industrial Union, Boston, Mass., 1929-1930; M.S., Simmons College School of Social Work, 1930; Summer, 1932, New York School of Social Work; Instructor, Atlanta School of Social Work, 1930—.

HARRELD, KEMPER

Music

Mus.B., Sherwood Music School, 1930; Chicago Musical College, 1904-1906; Fredericksen Violin School, 1908-1910; Summer, 1913; Studied with Siegfriedt Eberhardt of Stern Conservatory, Berlin, 1914; Boston Conservatory of Music, Summer, 1922; A.M. (Hon.), Morehouse College, 1922; Department of Music, Morehouse and Spelman Colleges, 1929—.

HARVEY, BURWELL TOWNS

Chemistry

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

HOLMES, ETHLYNNE ELIZABETH

Education

A.B., Atlanta University, 1927; Graduate Student, University of Pennsylvania, Summer, 1929; Michigan State Teachers College, Ypsilanti, Michigan, Summer, 1931; Student, Atlanta University, 1931-1934; Teacher, Atlanta University Laboratory Elementary School, 1930—.

HOOPER, ERNEST JACKSON

Industrial Arts

Diploma, Cheyney State Normal, Cheyney, Pa., 1920; B.S., Bradley Polytechnic Institute, 1930; Instructor in Industrial Arts, Atlanta University Laboratory School, 1930—.

IRBY, NOLEN M.

Education

A.B., University of Arkansas; M.A. and Ph.D., Peabody College; State Supervisor of Colored Schools in State of Arkansas.

- JONES, EDWARD ALLEN *French*
A.B., Morehouse College, 1926; A.M., Middlebury College, 1930; Certificat d'Etudes Francaises, University of Grenoble (France), Summer, 1929; Department of French, Morehouse College, 1927—.
- LINDSAY, CRAWFORD BERNARD *English*
A.B., Talladega College, 1927; A.M., University of Michigan, 1931; Department of English, Morehouse College, 1931—.
- LOGAN, RAYFORD W. *History*
A.B., Williams College, 1917; A.M., 1929; A.M., Harvard University, 1932; Williams Institute of Politics, Summer, 1928; Department of History, Atlanta University, 1933—.
- MCORE, (MRS.) PAULINE *Education*
A.B., Colorado State Teachers College, 1930; Teacher, Atlanta University Laboratory Elementary School, 1930—.
- NABRIT, SAMUEL MILTON *Biology*
B.S., Morehouse College, 1925; M.S., Brown University, 1928; Ph.D., 1932; Department of Biology, Atlanta University, 1932—.
- NATHAN, WINFRED B. *Education*
A.B., Emmanuel Missionary College, 1923; A.M., New York University, 1925; Ph.D., 1930; Department of Education, Atlanta University, 1930—.
- NEPTUNE, M. MAE *English*
A.B., Ohio Wesleyan University, 1902; A.M., 1911; Columbia University, Summers, 1916, 1921, 1922, 1925; Graduate Student, University of California, Summer, 1928; Lectures, Oxford University, England, Summer, 1931; Department of English, Spelman College, 1926—.
- REED, PEARLIE ERNESTINE *Nursery School; Education*
A.B., Fisk University, 1926; A.M., University of Cincinnati, 1935; Student, Columbia University, Summer, 1931; New York School of Social Work, Summer, 1932; Head of Nursery School, Spelman College, 1930—.
- REID, IRA DE A. *Sociology*
A.B., Morehouse College, 1921; A.M., University of Pittsburgh, 1925; Student, Columbia University, 1934; Department of Sociology, Atlanta University, 1934—.
- ROBINSON, WILLIAM A. *Education*
A.B., Atlanta University, 1913; B.S., Columbia University, 1921; A.M., 1924; Principal, Atlanta University Laboratory School, 1931—.

SCHERMERHORN, RICHARD ALONZO

Philosophy

A.B., Dakota Wesleyan University, 1924; B.D., Garrett Biblical Institute, 1926; A.M., Northwestern University, 1927; Ph.D., Yale University, 1931; Student, Harvard University, 1930-1931; German University of Prague, Czechoslovakia, 1931-1932; Department of Philosophy, Clark University, 1933—.

STEVENSON, AILSIE M.

Home Economics

B.S., University of Illinois, 1917; A.M., Teachers College, Columbia University, 1931; Student, University of Chicago, Summers, 1926, 1927, 1928, 1929; Department of Home Economics, Spelman College, 1933—.

TILLMAN, NATHANIEL

English

A.B., Morehouse College, 1920; A.M., University of Wisconsin, 1927; Student, University of Wisconsin, Summer, 1929, and 1931-1932; Cambridge University (England), Summer, 1934; Department of English, Atlanta University, 1934—.

VOLZ, KURT

German

A.B., Oberrealschule mit Latein, Offenburg, Germany, 1914; Ph.D., University of Heidelberg, Germany, 1925; Diplome de Francois University Dijon, France, 1929; Student, Oxford University, England, Summer, 1930; Department of German, Morehouse and Spelman Colleges, 1931—.

WHITING, (MRS.) HELEN ADELE

Education

B.S., Columbia University, 1925; M.A., 1931; Graduate Student, Columbia University, Summer, 1931; Teaching Principal, Atlanta University Laboratory Elementary School, 1932—.

WHITING, JOSEPH LIVINGSTON

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, 1930—.

WOODRUFF, HALE

Art

Student, John Herron Art Institute, 1920-1923; Chicago Art Institute, 1920; Academie Scandinave, Paris, 1928; Academie Moderne, Paris, 1930; Student, Fogg Art Museum, Harvard University, Summer, 1933; Department of Art, Atlanta University Laboratory School, 1931—.

THE FACULTY OF THE MINISTERS INSTITUTE

ADVISERS

JOHN HOPE, A.B., A.M., LL.D. _____ President, Atlanta University
 SAMUEL HOWARD ARCHER, A.B., A.M., D.D. President, Morehouse College
 WILLIS JEFFERSON KING, A.B., S.T.B., Ph.D. _____
 _____ President, Gammon Theological Seminary
 WILLIAM ALFRED FOUNTAIN, JR., A.B., A.M., D.D. _____
 _____ President, Morris Brown College

ADAMS, FRANKIE V. *Social Work*
 A.B., Knoxville College, 1925; Diploma, New York School of
 Social Work, 1927; New York University, Summer, 1934; Instructor,
 Atlanta School of Social Work, 1931—.

BLAYTON, JESSE B. *Church Accounting*
 Certified Public Accountant, Georgia, 1928; Student, School of Com-
 merce, University of Chicago, Summer, 1933; Department of Eco-
 nomics, Atlanta University, 1930—.

BULLOCK, BENJAMIN FRANKLIN *Rural Sociology*
 B.S. in Agriculture, University of Minnesota, 1913; Graduate Stu-
 dent, Summer, 1914; Cornell University, Summer, 1919; A.M., Col-
 umbia University, 1931; Graduate Student, Rutgers University, 1929-
 1930; Instructor in Rural Education, Morehouse and Spelman Col-
 leges, 1932—.

CLINCH, VERNIE CLINEL *English*
 A.B., University of Kansas, 1926; A.M., 1931; Graduate Student,
 University of Kansas, 1931-1932; Instructor of English, Morris Brown
 College, 1927—.

DAVIS, ORVILLE L. *Missions*
 A.B., DePauw University, 1921; S.T.B., Boston University School of
 Theology, 1925; A.M., in religious education, Northwestern Univer-
 sity, 1933; Head of Department of New Testament, Union Theological
 Seminary, Manila, P. I.; Director of Missions, Gammon Theological
 Seminary, 1932—.

ELLIS, ARTHUR WILLARD *Physical Education*
 A.B., Morehouse College, 1930; A.M., International Y. M. C. A.
 College, Springfield, Mass., 1932; Department of Physical Education,
 Morehouse College, 1932—.

HILL, CHARLES LEANDER *Theology*
 A.B., Wittenberg College, 1928; B.D., Hamma Divinity School, 1931;
 Graduate Study, Berlin, 1931-1932; S.T.M., Hamma Divinity School,
 1933; Professor of New Testament and History of Doctrine, and Dean
 of the Theology School, Morris Brown College, 1933—.

HUBERT, CHARLES DUBOIS

Church History

A.B., Morehouse College, 1909; B.D., Rochester Theological Seminary, 1912; Graduate Student, Rochester Theological Seminary, 1912-1913; D.D., Morehouse College, 1923; Graduate Student, University of Chicago, 1932-1933; Professor of Church History and Director of School of Religion, Morehouse College, 1925—.

KING, WILLIS JEFFERSON

Bible

A.B., Wiley College, 1910; S.T.B., Boston University, 1913; Ph.D., 1921; President of Gammon Theological Seminary, 1932—.

MCDONALD, EDITH

Church Office Organization

Secretary to Dr. William T. Foster, formerly President of Reed College, now Director of the Pollak Foundation for Economic Research, 1912-1919 and 1920-1924; Secretary to the President of The Pacific Brotherhood Investment Company, 1925-1928; Secretary to the Minister of the First Presbyterian Church, Chicago, 1929-1931; Secretary to the President of Spelman College, 1932—.

MITCHELL, EDWARD C.

Religious Education

A.B., Morris Brown College, 1911; A.M., Northwestern University, 1930; Dean, Morris Brown College, 1931—.

VAN PELT, JOHN ROBERT

Hymnology

A.B. and B.S., Illinois Wesleyan University, 1882; S.T.B., Boston University, 1887; Ph.D., 1893; Student, University of Halle, Germany, 1891-1892 and 1900-1901; Professor in Gammon Theological Seminary, 1922—.

ATLANTA UNIVERSITY

SUMMER SCHOOL

ORGANIZATION

In 1921 Morehouse College began its Summer School especially for public school teachers of the State. Through the courtesy of Spelman College, the Summer School used the home economics building of that institution. There was increasing demand for the regular content courses in high school and college, as well as for professional courses, by teachers who desired to qualify for higher certificates and degrees and students who desired to take advantage of summer study. To meet this demand, in 1928 the Summer School was enlarged and reorganized as the Morehouse-Spelman Summer School, conducted jointly by Morehouse College and Spelman College, with the resources and facilities of both institutions at its disposal. Atlanta University became affiliated in 1928, and the Atlanta School of Social Work in 1929.

With increasing cooperation among the institutions of higher learning in Atlanta, since 1933 the Summer School has been conducted by Atlanta University with Morehouse College, Spelman College, The Atlanta School of Social Work, Clark University, Morris Brown College, and Gammon Theological Seminary affiliating.

Graduate and college courses are offered. All high school courses have been discontinued.

The faculty is composed of experienced members of the regular staffs of the seven schools and of outstanding teachers from other institutions. The curriculum is sufficiently varied to permit a wide choice of subjects. Thus the Summer School has become, in point of extent of plant, faculty, and course of study, one of the strongest in the South.

The Atlanta University Summer School is approved by the State Department of Education, and receives aid from the General Education Board, and the State Department of Education.

PURPOSES

The Summer School serves several purposes:

(1) It is especially designed to meet the needs of public school teachers and principals who wish to utilize part of their vacation in serious study. Thus courses are offered in rural school problems, and primary, elementary, and secondary education.

(2) Graduates from approved high schools and college students may matriculate and earn credit toward their degrees.

(3) Graduates from approved colleges and universities may through summer-school courses earn credit toward the master's degree.

(4) Students and other persons interested in social work will find introductory and advanced courses in professional social work.

LOCATION AND FACILITIES

Location

The Summer School is housed on the campuses of Atlanta University, Morehouse College, and Spelman College. The three institutions are within a few minutes' walk of the heart of the city.

The campuses occupy adjoining sites over 1,000 feet above sea-level. For beauty, healthfulness, and summer comfort, the location could hardly be surpassed by any in this section.

Atlanta offers the advantages of the largest city in the Southeast. It is an historic city from which points of interest may be easily reached.

Reduced Railroad Rates

Reduced railroad rates have been authorized on the basis of one and one-third fare for the round trip by railroads serving the states east of the Mississippi River and south of the New England States. Those intending to come to Atlanta as students should consult their local ticket agent. Identification certificates are not required by railroads of the Southeastern Passenger Association, but students coming from states served by the Central and Trunk Line Passenger Association are required to present an identification certificate at the time of purchasing ticket. Apply for certificates to the Registrar, Atlanta University, Atlanta, Georgia.

Buildings and Grounds

The property of Morehouse College consists of fourteen acres, situated at West Fair and Chestnut Streets, on the West Fair car line. There are five main buildings, a spacious athletic field, and a gymnasium.

The holdings of Spelman College comprise twenty-two acres situated at Leonard and Ella Streets, on the Walker-West View car line. The College has sixteen buildings, including an infirmary and the beautiful Sisters Chapel.

The Atlanta University campus includes fifty-seven acres. An extensive building program has just been completed and includes the new Atlanta University Library, an Administration Building to house the executive offices of the three affiliated institutions, Atlanta University, Morehouse College, and Spelman College, and new Students' Housing for graduate students. The campus can be reached either by West Hunter, Ashby, or West Fair street cars.

Library

The Atlanta University Library will be open to Summer School students. This building, a magnificent structure, is a gift from the General Education Board. It stands on the block of land now owned by Atlanta University at the south end of Chestnut street between Spelman College and Morehouse College. This location has made possible the bringing together in one building the book collections of the three affiliated institutions—Atlanta University, Morehouse College, and Spelman College—and also the books of the Atlanta School of Social Work, and so makes available to students unusual advantages for study, reference, and cultural reading. The library has a seating capacity of 600, and an ultimate capacity of more than 175,000 volumes.

Laboratories

Summer School classes are held on Spelman College campus in Giles Hall, which was remodeled and newly equipped in 1930 at a cost of approximately \$30,000. The building contains well-lighted, fully-equipped biological, chemical, and physical laboratories; home economics laboratories with unit kitchens, and attractive classrooms. In addition to the laboratory facilities provided in Giles Hall, the science equipment at Morehouse College and Spelman College is available for use by the Summer School.

Both Morehouse College and Spelman College have new science buildings, with adequate modern equipment for courses in biology, chemistry, geology, and physics. The Science Building of Morehouse College is a three-story structure, costing \$100,000. Ample lecture rooms, laboratories, and apparatus rooms are all included in the building. On the first floor are laboratories for qualitative and quantitative chemistry, and storeroom. On the second floor are the physical laboratories, together with a large laboratory for organic, industrial, and electro-chemistry. On the third floor are the biological laboratories, with museum, greenhouse, aquarium, and lecture room, equipped for stereopticon and motion pictures. There are private laboratories, a science library, instructors' offices, a combustion room, and other conveniences.

Tapley Hall, the science and recitation building of Spelman College, is a three-story brick building, which contains laboratories, offices, and classrooms. The first floor contains physics laboratories, lecture room, and two classrooms. The second floor contains two biological laboratories, with lecture room, two classrooms, and offices. The third floor contains two chemistry laboratories, lecture room, offices, and two classrooms, one of which is equipped with a stereopticon lantern.

Laura Spelman Rockefeller Memorial Building is devoted to home economics. The Nursery School is housed on the ground floor. The second floor contains laboratories for cooking classes, dining room, reception room, and the kitchen and dining room of the practice apartment. The third floor contains laboratories for sewing classes, a demonstration room, an assembly room which will seat 150 persons, and the bedrooms and living room of the practice apartment.

Morehouse College has Class I rating with the American Medical Association. Thus the Summer School offers special opportunities to pre-medical students and others who desire courses in science.

REQUIREMENTS FOR ADMISSION

Admission to College Courses

The requirement for entrance upon college work is the satisfactory completion of an approved high school course. In general, a minimum of fifteen units for entrance to college work is required. A unit in any subject represents a year's study, constituting approximately a quarter of a full year's work in the

secondary school. The four-year high school course is taken as a basis, and it is assumed that the length of the school year is from thirty-six to forty weeks, that a recitation period is from forty to sixty minutes in length, and that a study is pursued for four or five periods a week.

Graduates from accredited and approved high schools and from institutions accredited by the Association of Colleges and Secondary Schools of the Southern States are admitted on presentation of certificates of credit.

Applicants who are unable to present certificates from approved or accredited high schools must take an examination. Students are admitted through (1) certificates from accredited high schools, and (2) examinations. Applicants for admission by examination must furnish satisfactory evidence that they have completed a course of study that meets the entrance requirements in time and subjects.

All applicants must present specific statements of the work done on blanks prepared for this purpose, that they may secure from the Registrar upon application. Certificates containing entrance credits must be sent directly from the principal of the school attended to the Registrar of Atlanta University.

Advanced Standing from Other Colleges

Students coming from other colleges may take advanced courses upon presentation of letters of qualification from their institutions.

Students who wish to transfer to Atlanta University, Morehouse College, Spelman College, Atlanta School of Social Work, Clark University, Morris Brown College or Gammon Theological Seminary, and begin with the summer, should apply for admission to the school in question before the opening of the Summer School so that their summer work may be approved by the school they plan to attend.

For the qualifications for admission and requirements for a degree from each institution, the regular catalogue of the institution should be consulted.

Students over 21 years of age may be admitted as special students to courses in the Summer School that they can take to best advantage. No credit is given to such students who do not meet the formal entrance requirements. A statement showing the quality and quantity of work done will be given at the end of the Summer School.

Admission to Graduate Courses

Admission to the graduate school is granted to graduates of colleges of approved standing, who present satisfactory evidence of character and qualifications. They must have done sufficient work in the field in which they wish their degree to meet the requirements of the department concerned. When preliminary work is necessary, it shall not count toward the degree.

Before appearing for registration, every applicant for admission should submit an official transcript of his undergraduate work, and if he has been a graduate student, a transcript of graduate work.

Admission and registration do not of themselves admit to candidacy for a degree. Such candidacy can be approved only after a consideration of individual merit and after the student has demonstrated that he has ability to do major work of graduate character.

For requirements for a degree, the regular Atlanta University catalogue should be consulted.

EXPENSES

The tuition fee, payable upon entrance, is \$12.50 for college students, and \$20.00 for graduate students. The fee entitles students to take the maximum program. The charge for room and board is \$5.00 per week or \$27.00 for six weeks. All students pay the entertainment fee. All boarding students pay the medical fee.

Fees

SPECIAL FEES:

Art fee	\$ 2.00
Medical fee for boarders	1.50
Late registration (after June 12)	1.00
Change of program after registration50
Laboratory fee in college	2.00
Registration fee for graduate students	5.00
Laboratory fee for graduate students	10.00
Entertainment fee	1.00

Refund of Fees

Formal application for withdrawal must be made to the Director of the Summer School and permission granted or no remission of fees will be allowed.

Students who withdraw within the first week of the Summer School will be reimbursed two-thirds of the tuition fee, one-half the laboratory fee, and charged at the rate of \$5.00 a week for board, if board has been paid in advance for the entire session.

Students who withdraw after the first week will be reimbursed only for board.

Board and Lodging

Summer School students may obtain ample lodging and boarding accommodations on the campuses of Morehouse College and Spelman College. Two large modernly equipped dormitories for men will be open at Morehouse College, and the women's dormitories at Spelman College will be available for women. The dining-hall of Spelman College will be used for the Summer School. Board and room may be secured by men and women for \$27.00 for the six weeks, if paid in advance. Board for less than six weeks will be \$5.00 a week.

Students living in the dormitories are required to furnish sheets, pillow cases, spreads, and towels.

Those who wish dormitory reservations should send the tuition fee with their applications.

All checks and money orders in payment of fees and board for the Summer School should be made payable to the Atlanta University Summer School.

GENERAL INFORMATION

Registration

Registration on June 12 will be conducted on the second floor of Giles Hall on Spelman College campus. After June 12, students may register at the office of the Director on the first floor of Giles Hall.

Registration day is Wednesday, June 12. All students who expect credit are required to register on that day, and remain through the entire six weeks. Students registering after June 12 will be required to pay one dollar (\$1.00) for late registration fee.

Registration for either college or graduate credit will not be permitted after June 17.

Grades

The Summer School uses the following grading system: *A* indicates work of excellent quality; *B* indicates work of good quality; *C* indicates work of fair quality; *D* indicates work merely passing; *E* indicates a condition; *F* indicates failure.

Academic Credit

Students who comply with the entrance requirements may obtain credit toward the certificates and degrees offered by Atlanta University, Morehouse College, Spelman College, Atlanta School of Social Work, Clark University, Morris Brown College, Gammon Theological Seminary. Students desiring credit toward the diploma of the Atlanta School of Social Work should have completed, in addition to the college entrance requirements, two years of college work. A session of the Summer School is equivalent to approximately one-fifth of a school year. The average program should consist of six hours, and no student is permitted to carry over seven hours for credit in college, and six hours in the graduate school.

Students working for credit are required to register June 12 and remain throughout the six weeks of the Summer School. The final grade is based on classroom work and final examinations.

No graduate course will be given credit unless such course has been passed with a grade of *A* or *B*.

State Teachers Certificates

Teachers and prospective teachers desiring renewal, new or higher certificates may have their credits transferred to the State Department of Education at the end of the Summer School.

The reorganization of the public school system of the State makes it imperative for teachers to secure their rating through the State Department of Education. One aim of the Summer School is to assist in raising the standard of the teachers of the State. Consequently, teachers will find a wide range of subjects covering the academic and professional requirements for the following State certificates:

College certificates, Normal certificates, Junior College certificates, General Elementary A-class certificates.

The bulletin on certification, with full information with reference to qualifications for all the State certificates, may be

secured from the Director of Certification of the State Department of Education, Atlanta, Georgia.

Lectures, Receptions, Special Entertainment

The Summer School offers, in addition to regular classroom work, opportunities for general development in the form of lectures and entertainments. Series of lectures by members of the faculty and others will be given. Receptions, entertainments, and teachers' conferences will be given for students. Games and athletic contests will be arranged by the Department of Physical Education. Aside from the regular chapel exercises, a series of organ recitals will be given.

Schedules of concerts, entertainments, excursions and lectures will be posted on the Bulletin Boards.

Summer Theatre

Unique in southern summer schools is the opportunity afforded students at the University to see five plays offered during the second season of the Atlanta University Summer Theatre.

The purpose of the summer theatre is to encourage interest in dramatics and enable the summer school community to enjoy a group of well acted and produced plays. The company is composed of members of the faculty and students who have had some previous experience in the theatre.

Student Health

The MacVicar Hospital of Spelman College has been converted into an infirmary for Spelman College, Morehouse College and Atlanta University students. The Infirmary is modernly equipped, and has ample facilities. The Infirmary is open during the Summer School, and students have the constant supervision of the regular staff of College physicians and nurses.

Boarding students are charged a medical fee of \$1.50, which entitles them to medical advice and service in the infirmary in the case of temporary illness. A nominal fee will be charged for special treatment and protracted illness.

SPECIAL FEATURES

Curriculum Laboratory

In cooperation with the Georgia statewide program of curriculum reorganization, Atlanta University is sponsoring a Curriculum Laboratory where teachers, supervisors, and principals may have an opportunity to study the fundamental philosophy, aims, objectives, and methods of the modern curriculum, and learn curriculum-making procedures by actual experience with the methods which the student later will use with curriculum-making groups in his own school and community.

The Curriculum Laboratory will be directed by Dr. Nolen M. Irby, who is State Supervisor of Colored Schools in the State of Arkansas. As a state official, Doctor Irby has had an opportunity to participate on a statewide basis in many curriculum studies and curriculum revision programs. Thus he brings to our Curriculum Laboratory not only a large body of fundamental theoretical knowledge of modern curriculum methods but also a rich practical experience in the application of these principles to public school problems. Doctor Irby is a graduate of the University of Arkansas with the degree of Bachelor of Arts, and of Peabody College with the degrees of Master of Arts and Doctor of Philosophy. Doctor Irby will be assisted by members from the faculties of Atlanta University and affiliated Colleges.

In connection with the Curriculum Laboratory, courses will be offered in *The Fundamentals of the Curriculum* and *The Planning of Curriculum Units for Elementary and Secondary Schools*. The course in *The Fundamentals of the Curriculum* is an introductory course in 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. *The Planning of Curriculum Units for Elementary and Secondary Schools* is a course having to do with the planning of instructional materials for elementary and secondary schools. It is open to experienced teachers and administrators who have had or are taking a course in *The Fundamentals of the Curriculum*.

*Progressive Education Demonstration School and Courses for
Elementary School Teachers and Directors
of Teacher Training*

Progressive education is a world-wide movement. It is not a panacea rejecting accepted beliefs, adult judgments and traditions. Rather it is a new approach to the study of the child, with the belief that the development of his normal interests can supplement and stimulate the process of learning.

Atlanta University will sponsor during the summer session a Demonstration School, showing the practical application of progressive education principles and theories. The School is to be conducted in the Laura Spelman Rockefeller Memorial Building on the Spelman campus, and will be under the direction of Mrs. Helen A. Whiting, Teaching Principal of the Atlanta University Laboratory Elementary School. She has had long experience both as teacher and as executive in traditional as well as in progressive schools, and in public and private schools.

The Demonstration School will have the assistance of Mr. Benjamin Bullock, Department of Rural Education; Mr. Hooper, teacher of industrial arts in the Atlanta University Laboratory High School; Mr. Arthur W. Ellis, of the Morehouse College Department of Physical Education, and Mrs. Ludie Andrews of the University Health Service. Mrs. Elizabeth Perry Cannon, of the Department of Education of Spelman College, will again demonstrate a One-room Rural School as she did so successfully last summer.

There will also be three teachers from the Atlanta University Laboratory Elementary School, Miss Eva Mae Crocker, Miss Ethlynne E. Holmes, and Mrs. Pauline Moore.

Students will be given an opportunity to observe in detail the actual classroom working out of activities programs, and the work will be interpreted for them so as to make clear the educational beliefs upon which the practices are based. Every effort will be made to keep the work on a practical level so that students may be sure of gaining help in the solution of their own personal problems in the field of teaching.

Participation for a limited number of students in the work of the school may possibly be arranged.

The Progressive Education Demonstration School will consist of a Nursery School, a Second Grade, a Third Grade, Fifth

and Sixth Grades taught together by one teacher, and a One-Room Rural School.

The Progressive Education Demonstration School activities will be characterized by (1) units based on the present-day social and economic needs, such as housing; (2) constructive leisure-time activities, with emphasis on creative arts. The pupils' work will be adjusted daily according to their individual needs, which is a modification of the Winnetka Techniques and the Dalton Plan.

The Nursery School

As a special feature in the education of the pre-school child, the Nursery School will be conducted this summer under the guidance of Miss Pearlle Reed.

The Nursery School with a staff of specialists, including the Director of the Nursery School, trained assistants, nutrition specialist, nurse, and physician, was opened in the fall of 1930 through the generosity of the Spelman fund. It is attractively housed and equipped in a wing of the Home Economics Building and has accommodations for twenty children.

Nursery Schools in educational centers serve a three-fold purpose. First of all, they provide an ideal environment for the child himself to reach the highest attainment possible both mentally and physically, they provide opportunities for his first social contacts, amongst children of his own age with similarities of aims and interests. Second, they help parents to understand their own children since the observation of many children instead of one or two provides norms that make for objectivity of outlook not otherwise possible. Third, the Nursery School provides a laboratory for the student where may be observed and learned good educational techniques to use with young children, techniques which are essentially basic and which can be applied to the educational field as a whole. The Nursery School considers the development of the whole child, and correlation is made with courses in home economics, courses in food and nutrition, courses in physical growth, courses in educational methods, in psychology, in sociology, and in community and family backgrounds. The work is designed as a preparation for better parenthood, and for vocational opportunities in the field of nursery school teaching, public health programs, extension work in child care, parent education and nutrition work.

Miss Reed will give in connection with the Nursery School courses in Child Development, Behavior Problems, and Directed Observation in the Nursery School.

One-Room Rural School

In connection with the training of rural school teachers, there will be open for observation and practice a model one-teacher school. The school, located in a rural community, will be directed by Mrs. Elizabeth Perry Cannon, experienced as a one-room school teacher and a college teacher of education. In 1923 she assisted the General Education Board in making a survey of the rural schools of Texas. Last year she was chosen by the General Education Board to conduct at Spelman College a five-day conference on rural schools. This year she has been teaching a rural school in Georgia as part of the rural school program of the Julius Rosenwald Fund.

The one-teacher school will offer to teachers and supervisors an opportunity to study the application of progressive education methods in a rural community. In connection with the school, Mrs. Cannon will offer courses in rural education and in the methods of teaching in rural schools.

Courses

In connection with the Demonstration School, Mrs. Whiting will give a course in explanation of the progressive methods used in the conduct of the classrooms. She will have the assistance of the entire staff of the School. By means of discussions, questions and investigations of various kinds, the course will aim to give an understanding of the philosophy of progressive education.

There will be a special course in Industrial Arts in which teachers may come to understand the place of such work in the whole scheme of education, and in which they may learn for themselves one or more of the handcrafts so that they will be in a position to direct their own classes in such activities. The course will be conducted by Mr. Hooper.

The Demonstration School will begin at 8:00 in the morning and will run until 12:00 noon. Students and classroom teachers may register for two hours of observation daily in one or two of the fields listed:

Nursery School
Second Grade
Third Grade

Fifth and Sixth Grades
One-Room Rural School

Jeanes teachers, supervisors, and principals may register for shorter periods of observation in several of the fields above. Such persons are advised to arrange their hours after consultation with the director.

The following courses will be offered:

S405. <i>Child Development</i>	MISS REED
*S408. <i>Behavior Problems</i>	MISS REED
S409. <i>Directed Observation in Demonstration School</i>	MRS. WHITING AND ASSOCIATES
*S415. <i>Methods and Materials of Progressive Classroom Procedure</i>	MRS. WHITING AND ASSOCIATES
S451. <i>Industrial Arts</i>	MR. HOOPER
S465. <i>Organization and Management of a Rural School</i>	MRS. CANNON
S466. <i>Directed Observation in One-Room Rural School</i>	MRS. CANNON

(For description of courses see pages 31 and 32)

*Open to graduate and undergraduate students.

Institute for Teachers in Rural Schools

The Summer School will hold, in connection with its course in rural education, an institute for teachers in rural schools.

The Institute will be extended over a period of two weeks. Its main purpose will be to instruct rural teachers and other rural workers in the ways of cooperating with county and home demonstration agents in carrying on boys' and girls' club programs and organizing community work among adults. Excursions will be made to nearby rural communities for the purpose of observation.

Professional Social Work

The Summer School, through its affiliation with the Atlanta School of Social Work, offers a number of courses in professional social work. These courses are given by the experienced and efficient staff of the Atlanta School of Social Work, and are of especial value:

(1). For social workers who are seeking help in solving problems, and who wish to study the latest developments in fields in which they are interested.

(2). For professional people, whose work has social implications; such as teachers, ministers, nurses, and theological, medical, and law students, who wish to fit themselves for more effective work in their own professions by studying the techniques and viewpoints of the closely allied fields of social work.

Detailed information with reference to the regular course may be secured from Mr. Forrester B. Washington, Director, Atlanta School of Social Work, Atlanta, Georgia.

Ministers Institute

Atlanta University, in cooperation with Morehouse College, Gammon Theological Seminary, Morris Brown College, Spelman College, Clark University, and the Atlanta School of Social Work, announces a four weeks' Ministers Institute to be held on the campus of Morris Brown College from June 12 to July 10. Courses designed to meet the needs of pastors and religious workers, irrespective of denomination, are to be offered in the fields of Bible study, sermon building, missions, religious education, organization of church activities, English, economic welfare, and health and sanitation.

Such an Institute was held in 1933 at Morehouse College, and in 1934 at Gammon Theological Seminary. There is an agreement in principle that these summer Institutes shall be held annually in cooperation and that they be rotating in the place of holding them.

This is the first combined effort of this character attempted in Georgia. With the cooperation of seven institutions of higher learning in the City of Atlanta and the leading denominations and religious organizations of the State, the Ministers Institute promises to meet the demand of pastors and religious workers for an opportunity for further training in their special fields of endeavor.

Board and lodging may be obtained on the campus of Morris Brown College for \$3.00 a week. The men will be lodged in a modernly equipped dormitory. The dining-hall of Morris Brown College will be used for the Institute. Students living in the dormitory are required to furnish towels.

Registration on June 12 will be conducted on the first floor of Stone Hall on the campus of Morris Brown College. Classes will be held in Stone Hall.

Information

For further information on any matter connected with the Summer School, address: THE DIRECTOR, Atlanta University Summer School, Atlanta, Georgia.

COURSES OF INSTRUCTION

The "S" (summer) before courses distinguishes the Summer School courses from those of the regular session. In the main, however, the courses are the same in content as corresponding courses in the regular catalogues; courses numbered S100-S200 are regularly opened to freshmen; courses S200-S300 to sophomores; courses S300-S400 to juniors, and S400-S500 to seniors. Courses numbered S500 and above are open only to graduate students.

All Atlanta University courses are numbered S400 to S599.

Students should note carefully the prerequisites for advanced courses. The figure in parenthesis after each course indicates credit hours.

The Summer School reserves the right to withdraw a course if less than six students enroll for it.

ART

S101. *Drawing, Painting and Composition*. This course is designed to meet the individual needs, tendencies and abilities of the student. Every effort will be made to stimulate the creative possibilities through pictorial expression. Design, composition and art forms will be stressed with emphasis on line, mass, color, balance, texture and form. Drawing in black and white, pastel, oil and water color painting and linoleum block printing. Ten hours a week. (2).

MR. WOODRUFF

S105. *Survey of Western Painting*. This course is devoted to a critical study of painting as it has developed in Europe and America, dealing with the artists, epochs, and movements which have contributed to it. The purpose of the course is to give the student a background for an intelligent understanding and appreciation of art in its various forms and characteristics. The art of the ancients, of the Renaissance, of France in the eighteenth and nineteenth centuries, and the art of the present day will be studied. Readings, lectures, and exhibitions. Five hours a week. (2).

MR. WOODRUFF

BIOLOGY

S162. *Genetics*. Heredity, origin of the individual and the influence of his heritage upon him, variations from old to new types, the importance of the germ plasm, and practical application of this knowledge to the betterment of the human species. Five hours a week. (2).

MR. NABRIT

S304. *General Botany*. Representatives of the principal groups of plants are studied with a view to acquainting the student with the plant kingdom as a whole. Students taking this course may attend the field trips offered in connection with Botany S372. Three lectures and four hours laboratory a week. (2).

MRS. DELORME

S372. *Field Zoology*. A study of animal forms, found in the fields of Atlanta and vicinity, with particular attention to collection, preserving and identification of insects. Especially adapted for teachers of general science. Three lectures, two hours laboratory, and one field trip a week. (2).

MRS. DELORME

S461-S462. *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. Graduate and undergraduate credit.

Prerequisite: Consent of instructor.

MR. NABRIT

S545-S546. *Research in Biology*.

Prerequisite: Consent of instructor.

MR. NABRIT

CHEMISTRY

S455. *Elementary Physical Chemistry*. A brief survey of the field of physical chemistry, involving such topics as pressure-volume relation of gases, solutions, thermo-chemistry, equilibrium, kinetics of reaction, etc. Five lectures and four hours laboratory a week. (2).

Prerequisite: College Physics, and Qualitative and Quantitative Analysis.

MR. HARVEY

S462. *Advanced Inorganic Chemistry*. Special topics in inorganic chemistry such as the periodic system, more complex reactions of the elements and co-ordination theory. Graduate and undergraduate credit. Five hours a week. (2).

Prerequisite: Qualitative and Quantitative Analysis.

MR. HARVEY

S463. *Selected Topics in Organic Chemistry*. A series of lectures on recent contributions in the field of Organic Chemistry. Graduate and undergraduate credit. Five hours a week. (2).

Prerequisite: General Organic Chemistry.

MR. HARVEY

S545-S546. *Research in Chemistry*.

Prerequisite: Consent of instructor.

MR. HARVEY

ECONOMICS

S251. *Theory and Principles of Economics*. An introduction to fundamental economic principles, together with a study of their practical application in the problems of American life and that of other industrial nations. Five hours a week. (2).

MR. BRAZEAL

S252. *Theory and Principles of Economics*. A continuation of S251. Five hours a week. (2).

MR. BRAZEAL

S357. *Economics of Recovery*. An analysis of the conditions responsible for the prolonged depression; an analysis of various programs, including that of the present administration, which have been offered as a means toward recovery. Five hours a week. (2).

Prerequisite: Economics S252.

MR. BRAZEAL

S411. *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. Graduate and undergraduate credit. Five hours a week. (2).

Prerequisite: Consent of Instructor.

MR. DEAN

S465. *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' co-operation), 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. Graduate and undergraduate credit. Five hours a week. (2).

MR. DEAN

S483. *Economic History Since 1750*. A survey of commerce, agriculture and industry since 1750 in Western Europe and America; a study of institutional change and secular growth in quantitative terms, with more emphasis upon technological and geographical factors than upon problems of statecraft. Graduate and undergraduate credit. Five hours a week. (2).

MR. DEAN

EDUCATION

S219. *Health Education*. This course includes standards for the school; health examinations; exercises; health clubs, food problems; cleanliness; hygiene of mouth, eye and ear; mental hygiene; tuberculosis, malaria, and other diseases; evils of self-medication; accident prevention and first aid; exhibits and demonstrations. This course is outlined by the State Department of Education and is strongly recommended for public school teachers. Five hours a week. (2).

MRS. ANDREWS

S254. *Educational Psychology*. This course deals with the laws of learning with special reference to the mental processes stimulated by formal education and informal training. Five hours a week. (2).

MR. NATHAN

S350. *Material and Methods In Teaching High School Subjects*.

1. Methods of Teaching English. Five hours a week. (2).

MISS NEPTUNE

2. Public School Music Methods (See under Music, page 39).

MR. HARRELD

S351. *Tests and Measurements*. Educational tests and measurements. This course includes the theory of testing and experimental work with children of varying ages. Fee, \$1.00. Five hours a week. (2).

Prerequisite: Educational Psychology.

MR. WHITING

S354. *Teaching of High School Subjects.* A general introduction to the entire field of high school subjects. Emphasis is placed upon principles, objectives, methods, and technique. Five hours a week. (2).

Prerequisite: Junior standing and six hours in education.

MR. ROBINSON

S361. *Rural Education.* A brief survey of the present status of elementary and secondary education in rural areas and a study of agencies and problems affecting education in rural life. Five hours a week. (2). MR. BULLOCK

S405. *Child Development.* The development of children from two to five years of age; relation of mental growth to physical growth and to social aspects of child life; observation of nursery group and study of a particular child by keeping a diary record of his mental and physical development. Five hours a week. (2).

Prerequisite: General Psychology.

MISS REED

S408. *Behavior Problems.* This course includes present theories of behavior of children from infancy to adolescence; a critical study of the psychological, physical, and social 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. Arrangements will be made for observation in the nursery school, day nurseries, and clinics. Graduate and undergraduate credit. Five hours a week. (2).

Prerequisite: Consent of Instructor.

MISS REED

S409. *Directed Observation in Demonstration School.* Four Demonstration classes will be conducted as follows:

Nursery School
Second Grade

Third Grade
Fourth and Fifth Grades

Students will elect one of these classes, and a definite hour of the morning for observation. The arrangement for these details must be made with Mrs. Whiting at the first general conference. Students will spend most of the required observations in the grade chosen. Students who elected this course in previous summers may enter again for full credit provided that they register for observation in a different grade. One hour in the morning (8:00, 9:00, 10:00, 11:00). Two or four credits.

MRS. WHITING AND ASSOCIATES

S415. *Methods and Materials of Progressive Classroom Procedure.* An interpretation and discussion of observations made in the Demonstration School; the development of the theories and philosophy upon which progressive educational classroom procedures are based; and helps in seeing how these procedures may be adopted to the needs and the local conditions of individual teachers. Students electing this course will be required to register for Education S409. Graduate and undergraduate credit. Ten hours a week. (2).

MRS. WHITING AND ASSOCIATES

S451. *Industrial Arts*. This course consists of conferences on the place of industrial arts in activities classrooms, and actual practice in handling the materials of industrial arts with reference to the needs of teachers in guiding such activities on the part of the children. Ten hours a week. (2).

MR. HOOPER

S453. *Elementary Statistics*. A study of the elements of statistical method with special reference to educational problems. Graduate and undergraduate credit. Five hours a week. (2).

MR. WHITING

S463. *High School Administration*. This course will consider such practical problems of the high school as are involved in administration. The problems chosen will be taken from actual experience. Those presented by the group will be given particular attention. In the consideration of these problems, basic principles of educational administration will be developed; experimental material contributing to the solution will be evaluated; practical implications will be observed and applications made. Graduate and undergraduate credit. Five hours a week. (2).

Prerequisite: Consent of Instructor.

MR. ROBINSON

S465. *Organization and Management of a Rural School*. A course for teachers of experience dealing with the problems of organizing and administering education in the elementary and secondary schools in country and village districts. Five hours a week. (2).

MRS. CANNON

S466. *Directed Observation in One-Room Rural School*. In addition to daily observations, there will be weekly conferences on the interpretation of observations made in the rural school. Five hours a week. (2).

MRS. CANNON

S467. *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. No prerequisites for experienced teachers and school administrators; others must have the consent of the instructor. Graduate and undergraduate credit. Five hours a week. (2).

MR. IRBY AND ASSISTANT

S468. *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. Open to experienced teachers and administrators who have had or are taking a course in the fundamentals of the curriculum. Graduate and undergraduate credit. Five hours a week. (2).

MR. IRBY AND ASSISTANT

S472. *History of Educational Thought*. A critical evaluation of the writings of educational thinkers from the earliest times down to the present, with the view of interpreting the significance of education to the times in which they lived. Graduate and undergraduate credit. Five hours a week. (2).

MR. NATHAN

S507. *Modern Theories of Education*. The course endeavors to construct an adequate working philosophy of education in modern society. Five hours a week. (2).

MR. NATHAN

S533. *Seminar in Secondary Education*. Five hours a week. (2).

MR. IRBY

ENGLISH

S151. *Freshman Composition*. First semester's work. Narration and description. Readings, themes, lectures, and conferences. Five hours a week. (2).

MR. LINDSAY

S152. *Freshman Composition*. Continuation of 151. Exposition and argumentation. Readings, themes, lectures, and conferences. Five hours a week. (2).

Prerequisite: English S151.

MISS NEPTUNE

S251. *Survey of English Literature*. First semester's work. *Beowulf* to Milton. Lectures, readings, papers. Five hours a week. (2).

Prerequisite: English S151-S152.

MR. LINDSAY

S252. *Survey of English Literature*. Continuation of S251. Dryden to Kipling. Lectures, readings, papers. Five hours a week. (2).

Prerequisite: English S251.

MRS. BROOKES

S255. *Advanced Composition*. A review of fundamentals; expository writing; principles and technique of prose style. Primarily practice writing. Open to sophomores. Five hours a week. (2).

MR. TILLMAN

S355. *American Poetry and Prose of Negro Life*. During the 1935 session, American Prose of Negro Life will be stressed. Studies will be made of the plantation tradition, fiction about Negro life, slave narratives, autobiographies, essays, and fiction by Negro authors. Five hours a week. (2).

MR. BROWN

S361. *American Literature 1620-1865*. A course designed to give an understanding and appreciation of two centuries and a half of American Literature as an expression of American culture and ideals. The course will rapidly survey the seventeenth and eighteenth century writers, their works, and the problems of their times. Main attention will be given, however, to the outstanding nineteenth century writers whose works were influential before and up to the close of the Civil War. Five hours a week. (2).

MRS. BROOKES

S365. *The English Drama Since 1642*. This course traces the development of the English drama from 1642 to the present time. Five hours a week. (2).

MRS. BROOKES

S454. *Chaucer*. An introduction to the language and poetry of Chaucer. The minor poems and the *Canterbury Tales*. Graduate and undergraduate credit. Five hours a week. (2).

MR. TILLMAN

S461. *Shakspeare*. A detailed study of the texts of representative plays of the first half of the dramatist's career. Attention will be given to sources and contemporary dramatists. Graduate and undergraduate credit. Five hours a week. (2).

MR. TILLMAN

S467. *Age of Dryden*. Using Dryden as the epitome of the period (1660-1700), the course will include the outstanding writers of the three main types of literature written at this time: poetry, drama, and essay. A brief study, however, will be made of Bunyan, Evelyn, Pepys, Jeremy Collier, and John Locke. Graduate and undergraduate credit. Five hours a week. (2).

MR. LINDSAY

S469. *Nineteenth Century Prose*. During the 1935 session, attention will be given to the main currents of nineteenth century thought, with special reference to the rise and triumph of Romanticism, and as background for the study of Coleridge, Lamb, Hazlitt, Landor, and DeQuincey. Graduate and undergraduate credit. Five hours a week. (2).

MISS NEPTUNE

S491. *Nineteenth Century American Literature*. A critical and appreciative study of the more significant American writers of the nineteenth century. Among the authors to be studied are: Emerson, Thoreau, Hawthorne, Melville, and Whitman. Graduate and undergraduate credit. Five hours a week. (2).

MR. BROWN

S503. *Elizabethan Drama*. A study of the Elizabethan Drama, exclusive of Shakspeare, from its appearance in the liturgy of the medieval church to the closing of the theatres in 1642. The work of the course consists of a preliminary study of the Elizabethan age, of which the drama was a vivid literary expression, and as the main body of the course, a study of Elizabethan drama, of which reports of individual investigations by students will constitute an important part. Five hours a week. (2).

MR. BROWN

FRENCH

S151. *Elementary French. First semester*. Thorough and detailed drill in the fundamentals of French pronunciation and grammar and in self-expression in written and oral French; easy reading; simple conversation. Ten hours a week. (4).

MR. JONES

S152. *Elementary French. Second semester*. A continuation of the first semester, with further emphasis on the spoken language and self-expression in French. Five hours a week. (2).

Prerequisite: Half year Elementary French.

MR. JONES

S154. *Intermediate French. Second semester*. Review of French grammar; oral and written composition in idiomatic and literary French; conversation; pronunciation exercises. Five hours a week. (2).

Prerequisite: Elementary French.

MR. JONES

S301. *Advanced Composition and Conversation*. A course to improve oral and written expression and aural comprehension. Drill in phonetics, dictation, written composition, and oral reports. Five hours a week. (2).

MISS GETER

S470. *Jean-Jacques Rousseau and Pre-Romanticism*. A study of the origins of Romanticism in the currents of sentimentality and sensual philosophy which invaded the literature and society of Eighteenth Century France, culminating in Jean-Jacques Rousseau and the precursors of the Romantic Movement in French Literature. Graduate and undergraduate credit. Five hours a week. (2).
MISS GETER

S473. *Four Romantic Poets*. A study of the poetry of Lamartine, Hugo, Vigny, and Musset. These poets will be studied not only as they embody the spirit and principles of the Romantic Movement, but also as they express individual tendencies and influence later poetic movements. Graduate and undergraduate credit. Five hours a week. (2).
MISS GETER

GERMAN

S151. *Elementary German*. First semester. A study of grammar and thought idioms; reading; simple oral and written composition. Study of life and customs in Germany, its literary and musical culture. Dramatization of simple incidents and traditional customs. Ten hours a week. (4).
MR. VOLZ

S152. *Elementary German*. Second Semester. A continuation of S151 with further emphasis on the study of grammar and thought idioms; reading; simple oral and written composition. Study of life and customs in Germany, its literary and musical culture. Dramatization of simple incidents and traditional customs. Five hours a week. (2).
MR. VOLZ

S201. *Intermediate German*. First semester. Review of grammar and study of advanced idioms. Oral and written compositions on German geography, history, and literature; poems and songs of Luther, Schiller, Goethe; the present situation in Germany. Special attention is given to vocabulary building, free composition, and conversation. Practice in writing friendly and business letters. Five hours a week. (2).
MR. VOLZ

HISTORY AND GOVERNMENT HISTORY

S152. *Modern Europe*. A course dealing with recent and contemporary European history. Special emphasis is placed upon European expansion in South America, Africa and the Far East. Lectures and readings. Five hours a week. (2).
MRS. CURRY

S251. *English History*. A survey of English History from its earliest times to the present. Special attention is given to the growth of nationality, the development of constitutional government, and the rise of imperialism. Five hours a week. (2).
MR. CURRY

S252. *American History*. A general survey of United States history from the early settlements to the present. A brief treatment of the colonial period followed by a more extended study of national development. Five hours a week. (2).
MR. BACOTE

S311. *Medieval History*. The development of Europe from the decline of the Roman Empire to the fourteenth century with emphasis on institutional and cultural aspects. Five hours a week. (2). MR. CURRY

S331. *Negro History*. This course is a study of the Negro in Ancient, Medieval, and Modern Africa. Five hours a week. (2). MR. LOGAN

S405. *Eighteenth Century Europe*. A study of the Old Regime in Europe, and an analysis of the political, social, economic, and intellectual forces that led to the French Revolution. Graduate and undergraduate credit. Five hours a week. (2). MR. LOGAN

S407. *Europe from 1815 to 1870*. A study of the economic, social, and political developments of the period, with special emphasis on the accompanying revolutionary movements, and the growth of nationalism. Graduate and undergraduate credit. Five hours a week. (2). MR. LOGAN

S464. *America from 1775 to 1828*. A study of the results of the Revolutionary War; the problems of the constitutional convention; and the struggle for union. Graduate and undergraduate credit. Five hours a week. (2). MR. BACOTE

S467. *America from 1865 to 1914*. 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. Graduate and undergraduate credit. Five hours a week. (2). MR. BACOTE

S483. *Economic History Since 1750*. A survey of commerce, agriculture and industry since 1750 in Western Europe and America; a study of institutional change and secular growth in quantitative terms, with more emphasis upon technological and geographical factors than upon problems of statecraft. Graduate and undergraduate credit. Five hours a week. (2). MR. DEAN

GOVERNMENT

S252. *Municipal Government*. A study of municipal government and politics in the United States. Lectures, reading, reports. Five hours a week. (2). MR. CURRY

S301. *Political Science*. An introduction to national government in the United States. A study of the origin, nature and foundation of our federal system. Five hours a week. (2).

Prerequisite: American History and Junior Standing. MRS. CURRY

HOME ECONOMICS

S306. *Infant Care*. The course deals with problems relating to maternity and infancy and the causes and prevention of infant mortality. A study is made of the care of mother and child. Five hours a week. (2).

MRS. ANDREWS

S312. *Dietetics*. The application of the principles of normal nutrition to individual and family dietaries. Five hours a week. (2).

Prerequisite: The course in nutrition or consent of instructor.

MISS STEVENSON

S405. *Child Development*. The development of children from two to five years of age; relation of mental growth to physical growth and to social aspects of child life; observation of nursery group and study of a particular child by keeping a diary record of his mental and physical development. Five hours a week. (2).

Prerequisite: General Psychology.

MISS REED

S408. *Behavior Problems*. This course includes present theories of behavior; of children from infancy to adolescence; a critical study of the psychological, physical, and social 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. Arrangements will be made for observation in the nursery school, day nurseries, and clinics. Graduate and undergraduate credit. Five hours a week. (2).

Prerequisite: Consent of Instructor.

MISS REED

S507. *Economic Problems of the Family*. A study of the family as an economic group—its size, living conditions and income, and the problems involved in earning and spending the family income. Five hours a week. (2).

Prerequisite: Consent of Instructor.

MISS STEVENSON

S512. *Advanced Methods in Teaching Home Economics*. This course will attempt to aid teachers in the solution of their teaching problems by analyzing difficulties, objectives, types of organization, teaching procedures and results. Extensive reading in professional and current literature will be required to aid in the solution of problems, and to indicate modern tendencies in home economics education. Five hours a week. (2).

Prerequisite: Consent of Instructor.

MISS STEVENSON

MANUAL ARTS

S352. *Handiwork in Wood*. A course in manual training that will cover common hand tools and their uses, fundamental processes, and the materials involved in elementary woodworking. Special emphasis will be given to methods of teaching woodwork, and some time will be devoted to a study of home mechanics and its part in the school program. Ten hours a week. (2).

MR. HOOPER

S451. *Industrial Arts*. This course consists of conferences on the place of industrial arts in activities classrooms, and actual practice in handling the materials of industrial arts with reference to the needs of teachers in guiding such activities on the part of the children. Ten hours a week. (2).

MR. HOOPER

MATHEMATICS

S151. *College Algebra*. Quadratic equations, the progressions, the binomial theorem, logarithms, undetermined coefficients, permutations and combinations. Five hours a week. (2).

Prerequisite: Intermediate Algebra.

MR. EAGLESON

S154. *Plane Trigonometry*. Fundamental formulae of plane trigonometry through the solutions of triangles, logarithms. Five hours a week. (2).

Prerequisite: Plane Geometry.

MR. EAGLESON

S158. *Plane Analytic Geometry*. Rectangular, oblique, and polar co-ordinate in the plane. The relation between a curve and its equation. The algebra of a variable pair of numbers and the geometry of a moving point. Applications to the properties of straight lines, circles, conic-sections, and certain other plane curves. Five hours a week. (2).

Prerequisite: College Algebra and Trigonometry.

MR. EAGLESON

S354. *Differential Equations*. This course presents the most important methods of solution of ordinary differential equations of the first order and of higher orders, with emphasis upon geometrical and physical applications. Five hours a week. (2).

Prerequisite: Integral Calculus.

MR. EAGLESON

S451. *Advanced Calculus*. A further study of some of the topics studied in differential and integral calculus. Partial differentiation, multiple integrals, and expansion of functions in series. Five hours a week. (2).

Prerequisite: Integral Calculus.

MR. DANSBY

S503. *Elliptic Integrals*. A systematic development of the theory of indefinite integration, leading to elliptic integrals and the elements of elliptic functions, with attention to problems and applications. This course also includes an introduction to Fourier's Series. Five hours a week. (2).

Prerequisite: Three courses in Calculus, and preferably, Definite Integrals.

MR. DANSBY

S508. *Introduction to Higher Algebra*. Matrices; bilinear, quadratic, and Hermitian forms; linear transformations; invariant vectors and elementary divisors. Five hours a week. (2).

Prerequisite: Approval of Instructor.

MR. DANSBY

S511. *Analytic Projective Geometry*. Analytic treatment of the projective properties of the straight line and of the conic sections. Projective theory of contact and singularities of plane curves. Five hours a week. (2).

Prerequisite: Synthetic Projective Geometry.

MR. DANSBY

MUSIC

S151. *Music History and Appreciation*. A study of the structure of the larger music forms that were perfected in the eighteenth and nineteenth centuries: suite, fugue, sonata-form, sonata, symphony, and symphonic poem. Short sketches of the epoch-making composers of this classic period and its transition to the Romantic Age. Demonstrations with phonograph and piano. Five hours a week. (2). MR. HARRELD

S253. *The Theory of Music*. A course in elementary harmony with some attention given to harmonic analysis and musical terms. Five hours a week. (2).

Prerequisite: Consent of Instructor.

MR. HARRELD

S350. *Public School Music Methods*. A course covering sight singing and procedure in the teaching of music in the elementary and high school, with special attention to cultivating the unusual gifts to be found in Negro children. Five hours a week. (2). MR. HARRELD

PHILOSOPHY

S254. *Introduction to Philosophy*. A general orientation of the student to the problem of science and of value, with a review of the typical solutions offered by Idealism, Realism, and Pragmatism. Five hours a week. (2).

Prerequisite: General Psychology.

MR. SCHERMERHORN

S361. *Ethics*. An introduction to value theory with a short historical survey of hedonistic and perfectionist theories. Discussion of specific value choices, duty and conscience, virtue, freedom, the moral law, and the inter-relation of morality and religion. Five hours a week. (2).

Prerequisite: General Psychology.

MR. SCHERMERHORN

S455. *Contemporary Philosophy*. A review and appraisal of recent developments in realism, idealism, and pragmatism, as well as the relation of philosophy to modern scientific and social movements. Five hours a week. (2).

Prerequisite: Consent of Instructor.

MR. SCHERMERHORN

PHYSICAL EDUCATION

S351. *Recreational Leadership*. A course designed for the training of prospective physical directors and playground instructors in the organization of community relations, with fundamental studies in the social significance of play. Organization of recreational programs for community centers and extra-curricular activities in high schools and colleges. Five hours a week. (2). MR. ELLIS

S353. *History and Principles of Physical Education*. A study of the historical development of physical education activities and movements, and the contributions made by Greece, Germany, Sweden, England, and America. Five hours a week. (2).
MR. ELLIS

S453. *Athletic Coaching and Officiating*. The course aims to present the fundamentals in coaching and officiating the major sports. The course will consist of lectures, classroom sessions, blackboard talks, field and gymnasium practice. Fundamentals and team plays in football, basketball, baseball and track will be demonstrated. Students are asked to bring appropriate track and basketball gear in order that they may actively engage in the workouts. Five hours a week. (2).
MR. ELLIS

PSYCHOLOGY

S251. *General Psychology*. The nervous system; sensation and organs of sense; the facts of consciousness; and relation of psychology to philosophy and education. Five hours a week. (2).
MR. WHITING

SOCIOLOGY

S251. *Introductory Sociology*. A course especially planned to give the student beginning his college work in sociology the broad background necessary for the advantageous pursuit of advanced courses. Its emphasis is to encourage realistic and profitable thinking regarding social processes and problems. Five hours a week. (2).
MR. REID

S465. *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. Graduate and undergraduate credit. Five hours a week. (2).
MR. DEAN

S470. *Contemporary Social Problems*. An examination of modern society's criteria of social well-being: where these criteria break down, and efforts at rehabilitation. The course is designed to demonstrate differences between the approach of the sociologist and the social worker to modern social problems. Graduate and undergraduate credit. Five hours a week. (2).
MR. REID

S514. *Racial Minorities in the United States*. This course endeavors to arrive at a real understanding and sociological analysis of the problems faced by minorities of racial and national origins. Particular attention will be given to the interrelation of problems presented in Negro-white, Jewish-Gentile, and Oriental-white relations. Five hours a week. (2).
MR. REID

SOCIAL WORK

Individualizing Human Personality—The Case Work Approach. The value of the case work approach in understanding and dealing with the everyday problems of individuals. This course is designed to be of special value to teachers, ministers, and those engaged in similar occupations. Five hours a week. (2).
MISS FISHER

Present Day Problems in Unemployment Relief. This course is planned primarily to meet the needs of employed relief workers who have had no formal training in social work. Others planning to enter relief work may be admitted to this course by special permission of the instructor. Five hours a week. (2).
MISS FISHER

Program Planning for Young People's Groups. Methods of discovering the group interests and special abilities of young people and the correlation of the same with environmental needs. The technique of planning programs for young people's organizations with such definite goals in mind as social consciousness, good character and cultural appreciation. Five hours a week. (2).
MISS ADAMS

Administration of Social Agencies. Methods of organization, composition and functions of boards of directors, supervision of staff, the development and installation of methods to secure high standards of work within agencies will be included in this course. Special attention will be given to agency financing, budgeting, publicity and relationships with public and private agencies. The method of presentation will utilize from time to time available executives in the private and public welfare field and individuals who are expert in specific problems of the application of business methods to social service agencies. Five hours a week. (2).
MISS ADAMS

The Inter-relation of Social Work and the Other Professions. The philosophical background of social work; the major problems with which it deals today, such as poverty and destitution, physical and mental diseases, delinquency; the principal forms and processes of social work; the value of social work to the church, the school, the court and the hospital. Five hours a week. (2).
MISS GINSBERG

Elementary Social Statistics. An introductory course in the methods of collecting, classifying, interpreting and presenting social data. Methods of sampling, the questionnaire, frequency, distribution, graphic presentation, summary numbers and other statistical methods applied to the problems of poverty, crime, mental defects, disease, unemployment and other social problems. Five hours a week. (2).
MISS GINSBERG

Conduct of Surveys in Negro Communities. An introductory course in methods of planning, organizing and conducting a social survey in a Negro Community. This course will examine the methods of obtaining community cooperation, organizing survey committees, sources of data, methods of gathering data, questionnaire and schedule, the house-to-house canvass, interviewing, classification, analysis and interpretation of material, the formulation of recommendations and methods of presenting survey findings to the public; the problems calling for special emphasis in a survey of a Negro

community; the special obstacles encountered and the sources from which cooperation can best be obtained. Recent surveys of Negro and other racial communities will be studied. Five hours a week. (2). MISS GINSBERG

COURSES OF INSTRUCTION IN MINISTERS INSTITUTE

Bible. Prophecy and the Prophets. A brief history of the prophetic movement in Israel with a detailed study of the life and work of the outstanding Hebrew prophets, particularly the eighth century group. Three hours a week. DR. KING

Church Office Organization. A series of talks on office organization, keeping of records, filing, the minister's library, good form in printing, correct form for weddings, funerals, baptisms, planning financial campaigns, church budget making; also some discussion of desirable qualifications in a minister's assistant. Two hours a week. MISS McDONALD

English. A study of the elementary principles of composition, intended to teach the habit of clear and correct expression. Three hours a week.

MR. CLINCH
Financial Control for Churches and Church Agencies. This course is designed to give ministers and church officials an understanding of such accounting and financial method as are necessary for the successful operation of any institution. The subject matter covered will be geared to the requirements and experiences of the individual members of the class. There will be no attempt made to teach accounting theory as ordinarily taught in a college or university course in that field. Church budgets will be discussed, and analyses made of the sources and disposition of church income. Simple books of account will be designed which should aid the ministers in keeping track of all funds and obligations. Two hours a week. MR. BLAYTON

Hymnology. The purpose of the course is to help pastors and other leaders in the work of the church to gain a fuller appreciation of the great value of hymns and hymn-singing in Christian life and service. The wealth of Christian hymnody will be surveyed historically, with a constant endeavor to get a clearer insight into the elements of power and value in hymns, in order that worship may be made richer and more fruitful. Attention will be paid also to the elements of value in the music. Two hours a week. DR. VAN PELT

Missionary Education in the Local Church. The purpose of this course will be to discover the meaning of the mission of Christianity in the modern world, to acquaint the pastor with some of the major trends and pressing needs in the non-Christian world, and to discover methods by which the local church may organize an effective missionary education program in order to meet these needs. Some time will be given to acquaint the class with the lives of some of the outstanding living Christian statesmen and their part in the development of the indigenous church. Three hours a week. MR. DAVIS

Current Theological Tendencies. The purpose of this course is to acquaint students with the trends of living religious thought. It is an exposition

and a critical evaluation of such movements as Barthianism, the Social Gospel, and the New Oxford Movement. It also aims at a survey of the influence on theology of current philosophical thinking—pragmatism, personalism, realism and naturalism. Five hours a week. DR. HILL

Recreation and Program Planning. A course consisting of recreation, including games and sports; ways of organizing young people in church activities. Five hours a week. MR. ELLIS AND MISS ADAMS

Church Administration and Methods. This course deals with the making of plans and organizing the church for specific tasks. Methods which representative churches have used successfully in stewardship training, finance campaigns, personal evangelism, and community service are studied with a view to developing a workable technique for a particular church. Both city and rural church will be considered. Five hours a week. DR. HUBERT

Religious Education. A study of the recent movement in moral and religious education. Effort will be made to provide a general background for a more detailed study of the various aspects of religious education and the missionary enterprise. Discovery of the causes of the awakening interest in moral and religious education; the changing conceptions of religion; objectives of religious education and missions; the educational method in religion; leadership training in religion. Three hours a week.

MR. MITCHELL

Religious Teachings of the Poets. The beauty and power of the religious thought embodied in the work of the great poets are widely recognized. The aim of the course will be to guide the student into a fuller appreciation of the wealth of truth, beauty, and inspiration to be found in this field. Among the poets who will receive special attention are Shakspeare, Tennyson, Browning, and Whittier. Two hours a week. DR. VAN PELT

Rural Sociology and the Rural Church. The purpose of this course is to help rural ministers and rural religious workers to understand more fully religious, social, and economic conditions as they exist in the village and the open country districts. The course will consist of lectures and discussions on the following topics: (1) rural religious, social, and economic trends; (2) farm family, school, and the church, with special attention given to an integral religious program; (3) community organization; (4) rural leaders and their relationships. Five hours a week. MR. BULLOCK

Social Origins of Christianity. An analysis of the structure of society as to forms of community organization exemplified in Jewish society, and the complexities in Roman society during the first three centuries of the Christian era; a study of Roman family and voluntary associations and methods of earning a livelihood. Three hours a week. DR. HUBERT

One course in English, history, sociology or economics in the Atlanta University Summer School may be taken by students enrolled in the Ministers Institute at Morris Brown College.

