

University

SERIES III

MARCH, 1940

No. 29

*With*

MOREHOUSE COLLEGE

SPELMAN COLLEGE

ATLANTA UNIVERSITY SCHOOL OF SOCIAL WORK

CLARK UNIVERSITY

MORRIS BROWN COLLEGE

GAMMON THEOLOGICAL SEMINARY

*Affiliated*



June 10 to July 19, 1940



CATALOGUE NUMBER

ATLANTA

## GEORGIA

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# The Atlanta University Bulletin

*Published Quarterly by Atlanta University*

ATLANTA, GEORGIA

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## ATLANTA UNIVERSITY SUMMER SCHOOL

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GAMMON THEOLOGICAL SEMINARY

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ANNOUNCEMENTS  
*FACULTY and COURSES*

ATLANTA

GEORGIA

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## CALENDAR

BOARDING DEPARTMENT OPENS . . . Saturday, June 8  
REGISTRATION . . . . . 8:00 a. m. Monday, June 10  
CLASSES BEGIN . . . . . 7:30 a. m. Tuesday, June 11  
FIRST CONVOCATION . . . 9:30 a. m. Tuesday, June 11  
LAST DAY FOR REGISTRATION FOR  
CREDIT . . . . . Thursday, June 13  
INDEPENDENCE DAY, a holiday . . . Thursday, July 4  
EXAMINATIONS . . . . . Friday, July 19  
SCHOOL CLOSES . . . . . Friday, July 19  
BOARDING DEPARTMENT CLOSES WITH  
BREAKFAST . . . . . Saturday, July 20  
Classes will be held on Saturday, June 15.

## CALENDAR OF SPECIAL EVENTS

MINISTERS INSTITUTE . . . . . June 10-June 21  
SUMMER THEATRE OPENS . . . . . June 18  
FORUMS ON WORLD AFFAIRS . . June 12, 19, 26 - July 3, 10  
CONFERENCE ON SAFETY EDUCATION . . June 24-June 25  
RURAL INSTITUTE . . . . . July 1-July 12  
SCHOOL FOR AGRICULTURAL WORKERS . . July 1-July 4

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# ATLANTA UNIVERSITY

## SUMMER SCHOOL

### ADMINISTRATIVE OFFICERS

RUFUS E. CLEMENT, Ph.D. . . . President, Atlanta University  
JOHN P. WHITTAKER, A.M. . . . Director, Summer School  
CHARLOTTE TEMPLETON, A.B. . . . Librarian

### FACULTY OF ARTS AND SCIENCES

LOUIS THOMAS ACHILLE *French*  
License és Lettres, Université de Paris, 1930; Diplôme d'Etudes Supérieures, 1933. Department of Romance Languages, Howard University.

LUDIE ANDREWS *Health Education*  
Nurse Training, Spelman College; R.N., Georgia State Board. Superintendent, Spelman-Morehouse Infirmary.

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

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. Department of Economics and Business Administration, Atlanta University.

BENJAMIN FRANKLIN BULLOCK *Rural Education*  
B. S. in Agriculture, University of Minnesota, 1913; A.M., Columbia University, 1931; Student, University of Minnesota, Summer, 1914; Cornell University, Summer, 1919; Rutgers University, 1929-1930. Department of Education, Morehouse and Spelman Colleges.

JAMES W. BUTCHER, JR. *Speech and Dramatic Art*  
A.B., University of Illinois, 1932; Student, University of Iowa, 1936-1937. Department of English, Howard University.

RUTH ELAINE CASTON *Education*  
A.B., Arkansas State College, 1932; Student, Atlanta University, Summers, 1937, 1938. Jeanes Supervisor, Emanuel County, Georgia.

GLADSTONE LEWIS CHANDLER

*English*

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

WALTER RICHARD CHIVERS

*Sociology*

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

FRANK W. CLELLAND

*Religion*

A.B., Missouri Wesleyan College, 1907; A.M., Boston University, 1910; Ph.D., 1932. Professor of New Testament and Christian Doctrine, Gammon Theological Seminary.

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. Department of French, Atlanta University.

ANNA MARGARET COOKE

*Speech and Dramatic Art*

A.B., Oberlin College, 1928; Student, University of Iowa, Summer, 1927; Chicago Art Theatre, Summer, 1928; American Laboratory Theatre and Columbia University, 1930-1931; Pavley-Oukrainsky School of Ballet, Summer, 1931; Yale University, School of Fine Arts, 1936-1937, 1938-1940. Department of English and Speech, Spelman College.

RUSHTON COULBORN

*History*

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

THOMAS JACKSON CURRY

*History and Government*

A.B., Morehouse College, 1916; A.M., University of Pennsylvania, 1918; Student, Summer, 1919; Columbia University, Summer, 1931; 1932-1933. Department of History, Morehouse College.

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.

JOSEPH J. DENNIS

*Mathematics*

A.B., Clark University, 1929; A.M., Northwestern University, 1935; Student, 1939-1940. Department of Mathematics, Clark University.

OWEN VINCENT DODSON

*Speech and Dramatic Art*

A.B., Bates College, 1936; M.F.A., Yale University, 1939. Department of English and Speech, Spelman College.



- ORAN WENDLE EAGLESON *Psychology*  
A.B., Indiana University, 1931; A.M., 1932; Ph.D., 1935. Department of Education and Psychology, Spelman College.
- HATTIE VIRGINIA FEGER *Education*  
B.S., University of Cincinnati, 1921; A.M., 1924; Student, Extension Courses, 1924-1930; Summers, 1934, 1935; University of California, Summer, 1939. Department of Education, Spelman College and Atlanta University.
- MILDRED INEZ FISHER *Education*  
B.S., Alabama State Teachers College, 1933; A.M., Atlanta University, 1939. Teacher, Atlanta University Laboratory Elementary School.
- FRANKLIN LAFAYETTE FORBES *Physical Education*  
A.B., Morehouse College, 1928; A.M., University of Michigan, 1935; Student, International Y. M. C. A. College, Springfield, Mass., Summers 1928, 1929, 1930, 1932. Department of Physical Education, Morehouse College.
- GENEVIEVE GOFF GAINES *Education*  
A.B., Howard University, 1927; A.M., University of Cincinnati, 1930; Student, University of Minnesota, Summers, 1930, 1931; University of Chicago, 1932-1933; Atlanta University, Summer, 1939. Jeanes Supervisor, Worth County, Georgia.
- KEMPER HARRELD *Music*  
Mus.B., Sherwood Music School, 1930; A.M., Morehouse College, 1922; Student, Chicago Musical College, 1904-1906; Fredericksen Violin School, 1908-1910; Summer, 1913; Stern Conservatory, Berlin, with Siegfriedt Eberhardt, 1914; Boston Conservatory of Music, Summer, 1922; Sherwood Music School, Summer, 1934. Department of Music, Morehouse and Spelman Colleges.
- HENRIETTA LOUISE HEROD *English*  
A.B., Butler University, 1925; A.M., Radcliffe College, 1929; Student, Western Reserve University; University of Chicago, Summers, 1933, 1935, 1936, 1937; 1934-1935. Department of English, Spelman College.
- CHARLES LEANDER HILL *Philosophy*  
A.B., Wittenberg College, 1928; B.D., Hamma Divinity School, 1931; S. T. M., 1933; Graduate Study, Berlin, 1931-1932; Ph.D., Ohio State University, 1938. Professor of New Testament and History of Doctrine, and Dean of the Theological School, Morris Brown College.
- JOSEPH NEWTON HILL *English*  
A.B., Lincoln University (Pa.), 1920; A.M., 1921; A.M., University of Pennsylvania, 1933. Department of English, Lincoln University (Pa.).

- KIMUEL ALONZO HUGGINS *Chemistry*  
A.B., Morehouse College, 1923; M.S., University of Chicago, 1929; Ph.D., 1937. Department of Chemistry, Atlanta University.
- ELIZABETH MAE JACKSON *History*  
A.B., Spelman College, 1936; A.M., Atlanta University, 1938. Department of History, Spelman College.
- JOSEPH HENRY JENKINS, JR. *English*  
A.B., Hamilton College, 1928; A.M., Harvard University, 1933; Student, University of Chicago, Summers, 1937, 1939. Department of English, Spelman College.
- EDWARD ALLEN JONES *French*  
A.B., Morehouse College, 1926; Certificat d'Etudes Francaises, Université de Grenoble, Summer, 1929; A.M., Middlebury College, 1930; Diplôme de l'Université de Paris, 1936. Department of French, Morehouse College.
- ELIZABETH ELAINE LEMON *Education*  
B.S., Ball State Teachers College, 1930; Student, Summers, 1931, 1932; Syracuse University, Summer, 1934. Teaching Principal, Atlanta University Laboratory Elementary School.
- JOHN H. LEWIS *Education*  
A.B., Morris Brown College, 1905; B.D., Yale Divinity School, 1913; A.M., University of Chicago, 1914; Student, University of Southern California, Summer, 1920; University of Chicago, Summer, 1935. Principal, Dunbar High School and Dunbar Junior College, Little Rock, Arkansas.
- HOPE LYONS *Education*  
Diploma, Miner Normal School, 1912; A.B., Howard University, 1928; A.M., Teachers College, Columbia University, 1931; Student, 1932-1935. Supervisor, Student Teaching, Miner Teachers College.
- ALPHONSO A. MCPHEETERS *Education*  
B.S., Wilberforce University, 1922; A.M., University of Cincinnati, 1930; Student, Summers, 1929, 1930, 1931, 1932, 1936, 1938; 1938-1939. Department of Education, Clark University.
- ETHEL MCVEETY *Home Economics*  
B.S., North Dakota State College, 1914; A.M., Teachers College, Columbia University, 1924; Student, Summers, 1937, 1939; 1937-1938; Iowa State College, Summer, 1931. Department of Home Economics, Spelman College.
- LORIMER DOUGLAS MILTON *Economics*  
A.B., Brown University, 1920; A.M., 1920; Student, Harvard Graduate School of Business Administration (Special Session for Executives), Summer, 1931. Department of Economics and Business Administration, Atlanta University.



- SAMUEL MILTON NABRIT *Biology*  
B.S., Morehouse College, 1925; M.S., Brown University, 1928;  
Ph.D., 1932. Department of Biology, Atlanta University.
- M. MAE NEPTUNE *English*  
A.B., Ohio Wesleyan University, 1902; A.M., 1911; Student,  
Columbia University, Summers, 1916, 1921, 1922, 1925; Univer-  
sity of California, Summer, 1928; Oxford University, England,  
Summer, 1931. Department of English, Spelman College.
- THOMAS D. PAWLEY *Speech and Dramatic Art*  
A.B., Virginia State College, 1937; A.M., University of Iowa,  
1939. Department of English, Prairie View State College.
- JOSEPH ALPHONSO PIERCE *Mathematics*  
A.B., Atlanta University, 1925; M.S., University of Michigan,  
1930; Ph.D., 1938. Department of Mathematics, Atlanta Uni-  
versity.
- GEORGIA COWEN POOLE *Education*  
A.B., Talladega College, 1928; A.M., University of Colorado,  
1931; Student, University of Indiana, Summer, 1934; Univer-  
sity of Chicago, Summer, 1939; 1936-1937. Department of  
Education, Spelman College.
- MARY LOGAN REDDICK *Biology*  
A.B., Spelman College, 1935; M.S., Atlanta University, 1937.  
Department of Biology, Morehouse College.
- ✓ PEARLIE ERNESTINE REED *Education*  
A.B., Fisk University, 1926; A.M., University of Cincinnati,  
1935; Student, Summers, 1935, 1938; University of Minnesota,  
Summer, 1936; Columbia University, Summer, 1937. Head of  
Nursery School, Spelman College.
- IRA DEAUGUSTINE REID *Sociology*  
A.B., Morehouse College, 1922; A.M., University of Pittsburgh,  
1925; Ph.D., Columbia University, 1939. Department of So-  
ciology, Atlanta University.
- WILLIAM ALBERT ROBINSON *Education*  
A.B., Atlanta University, 1913; B.S., Columbia University,  
1932; A.M., 1924; Student, Ohio State University, Summer,  
1937; Progressive Education Workshop, Sarah Lawrence Col-  
lege, Summer, 1938. Principal, Atlanta University Labora-  
tory School.
- ELAINE HILL SNOWDEN *Art*  
A.B., Oberlin College, 1933; Student, Westchester State Teach-  
ers College, Summer, 1933; Pennsylvania Museum School, 1933-  
1934; University of Pennsylvania, Summer, 1934; Academia  
delle Belli Arti, Rome, Summer, 1938; Radcliffe College, 1938-  
1939.

FRANK MARTIN SNOWDEN, JR.

*Classics*

A.B., Harvard University, 1932; A.M., 1933; Student, Summers, 1935, 1936; 1938-1939; American Academy in Rome, Summer, 1938. Department of Classics, Spelman College.

WILLIAM GETER THOMAS

*French*

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

KURT VOLZ

*German*

A.B., Oberrealschule, Offenburg, Germany, 1914; Ph.D., University of Heidelberg, 1925; Diplôme de Français, degré supérieur, Université Dijon, France, 1929; Student l'Université de Grenoble, Summer, 1929; Oxford University, Summer, 1930. Department of German, Morehouse and Spelman Colleges.

HELEN ADELE WHITING

*Education*

B.S., Columbia University, 1925; A.M., 1931; Student, Summer, 1931 and first semester 1939-1940. Supervisor of Negro Elementary Schools, State of Georgia.

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.

EDWARD BUCHANAN WILLIAMS

*Economics*

A.B., Morehouse College, 1927; A.M., Atlanta University, 1937; Student, Columbia University, 1939-1940. Department of Economics and Business Administration, Morehouse College.

HALE A. WOODRUFF

*Art*

Student, John Herron Art Institute, 1920-1923; Chicago Art Institute, 1920; Academie Scandinave, Paris, 1928; Academie Moderne, Paris, 1930; Fogg Art Museum, Harvard University, 1933; Columbia University Session in Mexico City, under Diego Rivera, Summer, 1936. Department of Art, Spelman College.

THERESA ADA WOODRUFF

*Education*

A.B., Washburn College, 1926; Student, University of Chicago, Summers, 1926, 1932; Columbia University, Summer, 1929; Ohio State University, Summer, 1938. Teacher, Atlanta University Laboratory Elementary School.



## FACULTY OF LIBRARY SCHOOL FOR TEACHER-LIBRARIANS

CHARLOTTE TEMPLETON

*Director*

A.B., University of Nebraska, 1902; Certificate, Library School, Pratt Institute, 1905. Librarian, Atlanta University Library.

HALLIE BEACHEM BROOKS

Diploma, Indiana State Library School; A.B., Butler University, 1933; Student, Columbia University, School of Library Service, 1939-1940. Librarian, Atlanta University Laboratory High School Library.

VIRGINIA MAE LACY

B.S. in L. S., Hampton Institute Library School, 1933; B.S. in Ed., Hampton Institute, 1936; M.S. in L.S., University of Illinois Library School, 1938. Catalogue Librarian, Atlanta University Library.

## FACULTY OF THE SCHOOL OF SOCIAL WORK

FORRESTER B. WASHINGTON

*Director*

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

FRANKIE V. ADAMS

*Group Work*

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

RAYMOND H. CARTER

*Medical Information*

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

HARRY M. CHESTER

*Social Statistics*

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

NELSON CREWS JACKSON

*Community Organization*

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

EDWARD M. KAHN *Social Work and the Law and Social Legislation*

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

ETHEL H. MAXWELL

*Public Social Work and Social Case Work*

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

ERNESTINE MCGILL *Social Case Work and Child Welfare*  
 Certificate, Boston School of Social Work, 1915; Student, Smith  
 College Training School, Summer, 1923; New York School of  
 Social Work, Summer, 1931.

## FACULTY OF THE MINISTERS INSTITUTE

### ADVISERS

RUFUS EARLY CLEMENT, PH.D. . . . President, Atlanta University

CHARLES DUBOIS HUBERT, A.B., B.D., D.D. . . .  
 . . . Acting 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

FRANK W. CLELLAND *Bible*  
 A.B., Missouri Wesleyan College, 1907; A.M., Boston University,  
 1910; Ph.D., 1932. Professor of New Testament and Christian  
 Doctrine, Gammon Theological Seminary.

CHARLES LEANDER HILL *Homiletics*  
 A.B., Wittenberg College, 1928; B.D., Hamma Divinity School,  
 1931; S.T.M., 1933; Graduate Study, Berlin, 1931-1932; Ph.D.,  
 Ohio State University, 1938. Professor of New Testament and  
 History of Doctrine, and Dean of the Theological School, Morris  
 Brown College.

CHARLES DUBOIS HUBERT *Bible; Church History*  
 A.B., Morehouse College, 1909; B.D., Rochester Theological  
 Seminary, 1912; D.D., Morehouse College, 1923; Student, Roch-  
 ester Theological Seminary, 1912-1913; University of Chicago,  
 1932-1933. School of Religion, Morehouse College.

GEORGE DENNIS KELSEY *Philosophy*  
 A.B., Morehouse College, 1934; B.D., Andover Newton Theolog-  
 ical School, 1937; Student, Yale University, 1937-1938. School  
 of Religion, Morehouse College.



# 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 University 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 University 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. That this fact has been recognized is shown by the rapidly increasing enrollment of both college and graduate students.

The Atlanta University Summer School is approved by the

State Department of Education, and receives aid from the General Education Board.

#### 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.

#### 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.

##### *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, on which are located the Atlanta University Library, the Administration Building which houses the executive offices of the three affiliated institutions, Atlanta University, Morehouse College, and Spelman College, the Students' Housing for graduate students, and a Central Heating Plant. The campus can be reached by either 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 a block of land at the south end of Chestnut Street between Spelman College and Morehouse College. This location has made possible the bringing together in one building of the book collections of the three affiliated institutions—Atlanta University, Morehouse College, and Spelman College—and also the books of the Atlanta University 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. 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 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. 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 physics 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 with stereopticon and motion pic-

tures. 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 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.

#### 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, which 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 University 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.

### *Graduate Courses Planned in Cycles*

Graduate courses in the Summer School are planned in cycles of not less than four years. Thus a graduate student in attendance four consecutive summers should be able to meet the course requirements for the master's degree.

### 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 a 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 .....	\$3.00
Medical fee for boarders .....	1.50
Late registration (after June 10) .....	2.00
Change of program after registration .....	.50
Laboratory fee in college .....	2.00
Registration fee for graduate students—payable at first registration and not refundable .....	5.00
Laboratory fee for graduate students .....	10.00
Entertainment fee .....	1.50

*All fees are payable at the time of registration.*

### *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-room 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 10 will be conducted in the main reading room of the Atlanta University Library.

Registration day is Monday, June 10. All students who expect credit are required to register on that day, and remain through the entire six weeks. Students registering after June 10 will be required to pay one dollar and fifty cents (\$1.50) for late registration.

Registration for either college or graduate credit will not be permitted after June 13.

##### *Grades*

The following grading system is in effect in the Summer

School: A—Excellent; B—Good; C—Fair; D—Barely Passing; E—Conditioned; F—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 University School of Social Work, Clark University, Morris Brown College, Gammon Theological Seminary. 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 10 and remain throughout the six weeks of the Summer School. The final grade is based on classroom work and final examinations.

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

### *State Teachers Certificates*

Teachers and prospective teachers desiring renewed, 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.

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 summer schools is the opportunity afforded students at the University to see five plays offered during the seventh 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 well-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 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.

#### *Summer School Post Offices*

To facilitate prompt delivery of mail, it is suggested that all women attending the summer school and boarding on the campus have their mail addressed to them at Spelman College, and all men in attendance and boarding on the campus have their mail addressed to them at Atlanta University.

## SPECIAL FEATURES

### *Curriculum Laboratory*

In cooperation with the Georgia statewide program of curriculum reorganization, Atlanta University is again 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 this summer by Mrs. Helen A. Whiting, Supervisor of Negro Elementary Schools, State of Georgia.

Mrs. Helen Whiting, a graduate of Columbia University with the master's degree and an experienced teacher, supervisor and author, will bring to the curriculum laboratory, as a result of her experience as Supervisor of Negro Elementary Schools, a keen insight into the practical problems of the improvement of teaching in the State of Georgia.

Mrs. Whiting will be assisted by Mr. John H. Lewis, Principal of the Dunbar Junior College, Little Rock, Arkansas; Mr. Alphonso A. McPheeters, of the faculty of Clark University; Miss Hattie V. Feger and Mrs. Georgia Cowen Poole of the University System; and Miss Ruth E. Caston, Jeanes Supervisor, Emanuel County, Georgia.

In connection with the Curriculum Laboratory, courses will be offered in The Fundamentals of the Curriculum, Methods and Materials in High School, Methods and Materials in Elementary Schools, Research in the Curriculum, and Supervision of High Schools with special reference to Curriculum Development.

Entire faculties of selected schools will be enrolled in the curriculum laboratory planning their programs for 1940-1941.

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

Atlanta University will sponsor during the summer session a Demonstration School, showing the practical application of progressive education principles and theories. The School will



be under the direction of Miss Hope Lyons, supervisor of student teaching, Miner Teachers College, Washington, D. C. She has had long experience as teacher and as executive in traditional as well as in progressive schools, and in public and private schools.

There will also be three teachers from the Atlanta University Laboratory Elementary School, Miss Elizabeth E. Lemon, Miss Mildred T. Fisher, and Mrs. Theresa A. Woodruff.

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 Nursery School, First Grade, Third Grade, Fifth Grade, and One-Room Rural School.

### *The Nursery School*

As a special feature in the education of the pre-school child, the Nursery School with facilities to care for one hundred children, will again be conducted this summer under the guidance of Miss Pearlre Reed.

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, among 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, Directed Observation in the Nursery School, and Research Problems.

#### *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 Miss Ruth E. Caston, experienced as a one-room school teacher and a Jeanes Supervisor in Emanuel County, Georgia.

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 Miss Caston will offer a course in Directed Observation in Rural Schools.

#### *Courses in Progressive Education*

In connection with the Demonstration School, Miss Lyons 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 courses will aim to give an understanding of the philosophy of progressive education.

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	Fifth Grade
First Grade	One-Room Rural School
Third Grade	

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 are offered:

- |        |   |                           |
|--------|---|---------------------------|
| *S405. | <i>Child Development</i>  | MISS REED                 |
| *S408. | <i>Behavior Problems</i>  | MISS REED                 |
| *S409. | <i>Directed Observation in Demonstration School</i>             |                           |
|        |   | MISS LYONS AND ASSOCIATES |
| *S412. | <i>Research in Child Development</i>                            | MISS REED                 |
| *S415. | <i>Methods and Materials of Progressive Classroom Procedure</i> |                           |
|        |   | MISS LYONS AND ASSOCIATES |
| S466.  | <i>Directed Observation in One-Room Rural School</i>            | MISS CASTON               |
- (For description of courses see pages 37-41.)

#### *Reading Clinic*

In conjunction with summer courses in methods and materials in the teaching and supervision of reading, Atlanta University is opening a reading clinic. The purpose of this clinic is threefold: (1) to emphasize the importance of careful diagnosis of cases who are deficient, through the use of scientific instruments and varied testing devices; (2) to provide remedial reading instruction to ten cases from grades 3 to 9 of the Atlanta University laboratory schools; (3) to provide an opportunity for members of the class to obtain experience in thorough diagnosis of cases which they would like to study, and to formulate, under guidance of the staff and the class, recommendations of methods and materials to be used in remedial work with their cases.

The Clinic will be under the direction of Mrs. Georgia Cowen Poole, of Spelman College. Mrs. Poole is a graduate of Talladega College with the degree of bachelor of arts and of the University of Colorado with the degree of master of arts. She spent a year at the University of Chicago giving special attention to methods of teaching reading, and during the summer of 1939 was a student in the reading workshop at that institution. Mrs. Poole has had three years of experience in the teaching of reading and with remedial read-

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\*Open to graduate and undergraduate students.

ing cases at Spelman College. She will be assisted by a clinical psychologist, an eye and ear specialist, a doctor, and a children's librarian.

As aids in diagnosis the Clinic will have at its disposal three new instruments: the ophthalmograph, the telebinocular, and the metronoscope. Further diagnosis will be made through the use of formal and informal tests and questionnaires in order to obtain data on general intelligence, reading capacity, achievement, special reading difficulties, background, interests, and personality problems of cases. The needs of the teacher who does not have expensive equipment will be constantly kept in mind throughout the work of the Clinic. Emphasis will be given to inexpensive methods which may be used by teachers to locate reading difficulties and to discover indications of causative factors.

#### *Arts and Crafts Workshop*

A new and unusual feature of the 1940 Atlanta University Summer School will be an Arts and Crafts Workshop for teachers and prospective teachers of art in schools and colleges. In an attempt to meet a long-felt need of art teachers for comprehensive and intensive training in art, the Workshop will provide an opportunity for instruction and experience in the philosophies, techniques and media of art education, and the methods of adapting these to the particular problems and environment of the teacher or artist.

Courses are to be offered in creative drawing and painting and in the appreciation of art.

The Arts and Crafts Workshop will be under the direction of Mr. Hale Woodruff, widely known artist and teacher, whose works have been extensively exhibited. He was one of the first recipients of the Harmon Award. Last year he executed a large and important mural for Talladega College and was represented in the contemporary art exhibit at the New York World's Fair. In addition to study in this country, Mr. Woodruff has studied at the Academie Scandinave and the Academie Moderne in Paris, and in the summer of 1936 he attended the Columbia University Session in Mexico City under Diego Rivera. Mr. Woodruff will be assisted by Mrs. Elaine Hill Snowden, a graduate of Oberlin College with the degree of bachelor of arts. Mrs. Snowden has



studied art at the Pennsylvania Museum School of Industrial Art, the University of Pennsylvania, Radcliffe College, and in Rome, Italy, where she was a student at the *Accademia delle Belle Arti*. She has had experience as a teacher at Virginia State College and Spelman College.

A spacious building will house the Workshop where the student may work under favorable conditions and in an inspiring atmosphere. The facilities of the Workshop will be available during the entire school day and the program has been organized to meet the needs of individual 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.

#### *School for Agricultural Workers*

In connection with the Atlanta University Summer School there will be conducted from July first through July fourth, under the auspices of the United States Department of Agriculture, a School for Agricultural Workers. The purposes of the School are: (1) To give agricultural workers a chance to stand off from their jobs and "take stock," renew perspective; (2) To better their understanding of present agricultural programs and policies; (3) To stimulate independent thinking on the social and economic problems that underlie agriculture's predicament; (4) To help prepare leaders for county agricultural planning activity, and for local farmer discussion groups. The program of the School will consist of lectures, and discussions by six or seven lecturers in philosophy, economics, government, history, sociology, education and psychology chosen from the various governmental agencies and other colleges, universities, and research institutions.

### *Conference On Safety Education*

In cooperation with the Division of General Education of New York University and the National Committee for Safety Education in Negro Education, there will be held at the Atlanta University Summer School a two-day conference (June 24 and 25) on Safety Education. The conference will offer to students attending the summer school an opportunity to learn, under expert guidance, the program of safety education as it is being sponsored through schools, colleges, and civic organizations throughout the country. The Conference will be led by Dr. Charles C. Hawkins, Research Associate, Center for Safety Education, New York University.

### *Workshop in Secondary Education*

Under the auspices of the Secondary School Study of the Association of Colleges and Secondary Schools for Negroes, a summer Workshop in Secondary Education will be held during the period of the summer school. The Workshop will be directed by Mr. W. A. Robinson, director of the Study and principal of the Atlanta University Laboratory School. He will be assisted by a number of visiting professors and the principals from each of the fifteen high schools selected to participate in the Study. The Workshop staff will be made up of persons experienced in the new approaches to secondary education and will represent the curriculum in the various subject-matter fields. It is expected that outstanding persons in the field of democratic living, mental hygiene, and youth problems will visit the group. The members of the Workshop will work together in one of the campus buildings, but plans are being formulated to make available some of the staff members and visiting professors of the summer school. *Admission to this Workshop is by invitation. Students should not come to the summer school expecting to attend the Workshop in Secondary Education unless previous arrangement has been made with Mr. W. A. Robinson, the director.*

### *Institute for Teachers of French*

A special feature of the Summer School will be a French Institute for teachers and students planning to teach French in our Negro high schools and colleges. A staff of well-known teachers will conduct the graduate and undergraduate courses which are designed to increase the proficiency of teachers and advanced students of French language and literature.



The Institute will be under the direction of Mr. Will Mercer Cook, who is a graduate of Amherst College, and who has a diploma from the University of Paris, and a master of arts degree and a doctorate in philosophy from Brown University. He is the author of *Le Noir* and *Portraits Americains*, and has contributed to magazines and newspapers in France and in this country. Mr. Cook will be assisted by Mr. Edward A. Jones, of the faculty of Morehouse College, Mrs. William Geter Thomas of Spelman College, and Mr. Louis T. Achille of Howard University.

Mr. Jones is a graduate of Morehouse College with the degree of bachelor of arts, and of Middlebury College with the degree of master of arts in French.

Mrs. Thomas is a graduate of Boston University with the degree of bachelor of arts, and of Radcliffe College with the degree of master of arts in French. Both Mrs. Thomas and Mr. Jones have studied at the University of Paris and hold diplomas from that institution.

Our visiting professor, Mr. Achille, is a native of Martinique, French West Indies. He was educated on the island and at the University of Paris, from which institution he holds the *License es Lettres*, and the coveted *Diplome d'Etudes Superieures*. He has been a member of the Department of Romance Languages at Howard University for several years.

The program for the Institute provides for graduate courses in *Explication de Textes*, Composition, Conversation and Phonetics, The French Negro Authors, Four Romantic Poets, and Methods of Teaching French. In addition, undergraduate work will be given in Elementary and Intermediate French. In the regular afternoon sessions, special attention will be devoted to the needs and problems of individual students. A French table at dinner and other features help to round out the program.

#### *Summer School of the Theatre*

In connection with the 1939 season of the Atlanta University Summer Theatre, the Atlanta University Summer School will continue a school of the theatre, offering training for actors and directors. The University offers this training in the belief that there is need of better preparation of young men and women who are interested in working in the theatre, and that, in connection with the dramatic work of schools, churches, clubs, and com-

munities, there are openings for those who are well-trained in the theatre arts.

The Summer School of the Theatre will be directed by Miss Anne M. Cooke, Director of Dramatics and the University Players in the Atlanta University system. She will be assisted by Messrs. Owen Dodson, James Butcher, and Thomas D. Pawley. Miss Cooke will bring to the Summer School of the Theatre not only a thorough technical training obtained from study at the University of Iowa, Chicago Art Theatre, Columbia University, Pavley-Oukrainsky School of Ballet, and the Yale University School of Fine Arts, but a rich practical experience both as a player and as a director of the Atlanta University Players.

Mr. Owen V. Dodson, teacher of dramatics and speech at Spelman College, came to the University System in the fall of 1939 from the Yale University School of Fine Arts, where he received the degree of Master of Fine Arts. Since the summer of 1935 he has been associated with Miss Cook in directing the Summer School of the Theatre and during the past school year directed the Atlanta University Players.

Mr. James Butcher, Assistant in English and Director of the Howard Players at Howard University, rendered valuable service to the Summer School of the Theatre during the summers of 1937 and 1938. He returns to the School this summer to continue his valuable work in speech.

Mr. Thomas D. Pawley received the degree of Master of Arts in dramatics from the University of Iowa. He was connected with the Summer School of the Theatre during the summer of 1939 and is now Director of Dramatics at Prairie View State College.

Introductory and advanced courses will be offered in speech, acting, directing, theatre arts, and play selection. In connection with these courses students with special abilities may have the opportunity of acting and otherwise assisting in the Atlanta University Summer Theatre, which during the season will present five plays.

A certificate will be given to those students who satisfactorily complete the course of study in two summers.

#### *Library School for Teacher-Librarians*

The Atlanta University Summer School is offering the first



courses in library science for teachers who have the responsibility of the care and direction of libraries in elementary and secondary schools. The courses will be under the direction of Miss Virginia M. Lacy. Miss Lacy is a graduate of Hampton Institute Library School with the degree of bachelor of science, and of the University of Illinois with the degree of master of science in library science. She has had wide experience as a school librarian, and for four summers conducted the American Library Association School at Prairie View State College, Prairie View, Texas; she taught library science in connection with her work as librarian at the Louisville Municipal College. Thus she brings to the courses for teacher-librarians not only a valuable amount of fundamental technical knowledge but also a rich practical experience in the application of this knowledge to school library situations. Miss Lacy will be assisted by Mrs. Hallie Beachem Brooks of the Atlanta University Laboratory High School Library. Mrs. Brooks is returning to Atlanta University this summer after a year's study at Columbia University.

Among the topics to be discussed in the courses are: book selection and reference work for the elementary and secondary school, instructing pupils in the use of the library, and school library administration.

Emphasis throughout the courses will be given to practical applications of the principles of library science to the administration of school libraries in public and private elementary and secondary schools.

*Enrollment in the courses will be restricted. Students should not come to the Summer School intending to enroll in the courses for teacher-librarians unless they have been previously admitted.*

#### *Ministers Institute*

Atlanta University, in cooperation with Morehouse College, Gammon Theological Seminary, Morris Brown College, Spelman College, Clark University, and the Atlanta University School of Social Work, announces a two weeks' Ministers Institute to be held from June 10 to June 21. Courses designed to meet the needs of pastors and religious workers, irrespective of denomination, are to be offered.

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 College campus for \$3.00 a week. The men will be lodged in a modernly equipped dormitory. Meals will be served in the Spelman College dining hall. Students living in the dormitory are required to furnish sheets, pillow cases, spreads, and towels.

Registration on June 10 will be conducted in the main reading room of the Atlanta University Library. Classes will be held in Sale Hall.

#### *Advanced Courses for Ministers*

Ministers wishing to attend the Ministers Institute and who also desire to attend the full six weeks of the summer session and receive credit will find courses offered in connection with the regular summer session in the departments of English, History, Sociology, and Religion which will meet their needs.

#### *Courses in Social Work*

The summer session of the Atlanta University School of Social Work is planned for four types of students: (1) those who have had some work in a professional school and who desire to continue study toward the Master of Social Work degree; (2) persons now employed, who have entered social work without professional training; (3) persons now employed, who have had professional training, but who are interested in recent trends in the fields; (4) graduates of accredited colleges who desire to prepare for social work as a career.

Both introductory and advanced courses are offered, but admission to the advanced courses is subject to the approval of the Director of the Atlanta University School of Social Work.

Application should be made on the form provided by the Atlanta University School of Social Work.

#### 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-S199 are regularly opened to freshman; courses S200-S299 to sophomores; courses S300-S399 to juniors, and S400-S499 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 parentheses after each course indicates credit hours.

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

## COURSES IN ARTS AND SCIENCES

### ART

S121. *Drawing, Painting, and Composition.* This course is arranged to meet the needs of the student of art who is interested in developing his creative ability as an artist. The individualized method of teaching permits each student to pursue his objectives according to his particular needs and capacities. The work consists of drawing, painting in oil and water color, print making, composition and design. The serious student of art is offered the opportunity to carry on his art study according to whatever ability and training he may have. Five to thirty hours a week. (2), (4), or (6). Fee for materials \$3.00.

MR. WOODRUFF and MRS. SNOWDEN

S123. *Arts and Crafts Workshop.* For teachers and prospective teachers of art the workshop will provide the opportunity for instruction and experience in the various philosophies, methods and media of art education. This will include work in painting, print making, clay modeling and pottery, weaving, leather tooling, wood carving, puppets and marionettes. Instruction will be given in the methods of adapting these media and materials to the teacher's particular problem. Five to thirty hours a week. (2), (4), or (6). Fee for materials \$3.00.

MR. WOODRUFF and MRS. SNOWDEN

S155. *The Appreciation of Art.* This course deals with the basic fundamentals common to all works of fine art. Its purpose is to lay a sound and intelligent background upon which the student may base

his judgment, understanding and enjoyment of works of art. The course consists of lectures, gallery tours, reading assignments and the study of works of art themselves. For teachers of Art Appreciation this course is of immeasurable value. Five hours a week. (2).

MR. WOODRUFF

#### BIOLOGY

S153. *Introductory Course in the Biological Sciences.* The objectives of this course are: (1) to develop in the student a scientific attitude of mind by selection of suitable examples of scientific methods of procedures; (2) to make the student understand life and its relationship to the universe about him; (3) to encourage interest in the complex physico-chemical relationship in the organic world.

The contents of the course are arranged in four main sections: (I) A brief survey of the animal kingdom calling attention to the variety and form of animals and their phylogenetic relationship, with emphasis upon the probable ancestry of man. (II) The dynamics of the complex physio-chemical relationships of the living organism, with emphasis upon man in health and disease. (III) Evolution of the Universe and man, heredity, the inheritance of human characteristics and the possibility of their improvement. (IV) Ecology; the relationship of living organisms to each other and to their physical environment, the distribution of animals and their social organization. Sections III and IV are studied in course S154. Four lectures and six hours of laboratory per week. (2).

MISS REDDICK

S154. *Introductory Course in the Biological Sciences.* A continuation of S153. Five hours a week. (2).

MISS REDDICK

S465-S466. *General Physiology.* A study of the properties and physio-chemical constitution of living matter; rôle of surface forces in living matter; permeability and related phenomena; viscosity of protoplasm; physiological effects of ions; bioelectric potentials; cataphoresis and electroendosmosis; hydrogen-ion determination; special activities—circulation, contraction, inhibition, transmission in nerve, respiration, excretion, reproduction, endocrines. Prerequisites: Twelve hours of biology, one year of college physics, inorganic and organic chemistry. Lectures, ten hours a week. Laboratory thirty hours a week. (6).

*Prerequisite:* Approval of Instructor.

MR. NABRIT

S545-S546. *Research.*

*Prerequisite:* Approval of Instructor.

MR. NABRIT



## CHEMISTRY

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

MR. HUGGINS

S465. *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. Lectures three hours a week. Laboratory twelve or twenty-four hours a week. (2) or (4).

MR. HUGGINS

S466. *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, three hours per week; laboratory, twelve or twenty-four hours per week. (2) or (4).

MR. HUGGINS

S545-S546. *Research in Chemistry*.

*Prerequisite*: Approval of Instructor

MR. HUGGINS

## CLASSICS

### *Classical Literature and Civilization*

These courses require no knowledge of Greek or Latin.

It is intended that these courses shall furnish something of the broad background needed by students of the arts and sciences. Attention is directed especially to the influence of various aspects of the Greek and Roman civilization in the field of modern literature, art, and thought.

S322. *Latin Literature in English*. It is the purpose of the course to trace the development of Latin literature from the earliest times to the fall of the Roman Empire and to study the masterpieces of Latin prose and poetry in English translations. Attention is directed also to the influence of Latin literature on modern literature. Five hours a week. (2).

MR. SNOWDEN

S323. *Greek Civilization*. A study will be made of the Greek genius and of the indebtedness of the world today to Greece. Attention will be directed to such aspects of Greek civilization as the life, thought of the people, and their achievement in the fields of politics, literature, art, science, religion, philosophy, education, athletics. Five hours a week. (2).

MR. SNOWDEN

S496. *Vocabulary Building*. The aim of the course is to give the student a wide and more intelligent command of the vocabulary of his native tongue. Attention is directed chiefly to the main sources of English words; the history in words; the principles of word formation; words as prefix, suffix, and syllable; and a systematic collecting of words. The work of the course is especially designed for teachers of English and modern foreign languages. Graduate and undergraduate credit. Five hours a week. (2).

MR. SNOWDEN

#### 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. WILLIAMS

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

MR. WILLIAMS

S354. *Economic History of the United States*. Agricultural and industrial life of the colonies; westward movement after the Revolution; development of manufacturing and transportation; problems of finance and tariff; economic causes of the Civil War. Since the Civil War; the agrarian revolution; internal transportation and communication; financial history, business consolidation, manufacturing; the labor movement; world trade and new imperialism; the World War and reconstruction; recent tendencies. Five hours a week. (2).

*Prerequisite:* Economics S251 and S252.

MR. WILLIAMS

S455. *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 processes and the banking system. Graduate and undergraduate credit. Five hours a week. (2).

MR. MILTON

S468. *Insurance*. This course analyzes the principles and practices of life and casualty insurance from the consumer's point of view. Graduate and undergraduate credit. Five hours a week. (2).

MR. BLAYTON

S545-S546. *Research and Readings in Economics*. (2) or (4).

MR. MILTON



## EDUCATION

### *Curriculum and Methods*

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

Nursery School  
First Grade

Third Grade  
Fifth Grade

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 Miss Lyons 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.

MISS LYONS 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 adapted 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).

MISS LYONS AND ASSOCIATES

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).

MISS FEGER

S479. *Methods and Materials in Elementary Schools.* This course is designed to aid elementary school teachers in selecting and organizing materials of instruction in the areas of the "Problems of Living" or the "Functional Phases of Living" as outlined in the several Southern State Programs for the Improvement of Instruction. It will include suggestions and helps for presenting these materials to pupils on the elementary level in accordance with progressive trends in education. Graduate and undergraduate credit. Five hours a week. (2).

MISS FEGER

S481. *Methods and Materials in High Schools.* This course is designed to aid high school teachers in selecting and organizing materials which deal with the "Seven Persistent Problems of Living" as outlined in the Georgia State Program for the Improvement of Instruction. It will also include suggestions and helps for presenting these materials to pupils in accordance with progressive trends in education. Graduate and undergraduate credit. Five or ten hours a week. (2) or (4). MR. LEWIS

S491. *Teaching Reading in the Elementary School.* This course is concerned with techniques and materials of reading for children on the primary, middle and upper grade levels. Attention will be given to the improvement of reading on the adult level, including college students. Manuscript writing will be taught. A limited amount of observation and practice at the one-teacher demonstration center is arranged for students taking this course. Graduate and undergraduate credit. Ten hours a week. (4). MRS. POOLE

S533. *Supervision of High Schools with Special Reference to Curriculum Development.* This course for high school principals and experienced teachers will deal with the program of the high school for meeting the needs of Negro youth and for enriching community life. It will emphasize the role of the principal in curriculum development, using his own school as a case study. Five or ten hours a week. (2) or (4).

*Prerequisite:* Fundamentals of the Curriculum, and, if possible, Methods and Materials in the High School Curriculum. Five or ten hours a week. (2) or (4). MR. LEWIS

S534. *Curriculum Planning.* Facilities of the University library include a curriculum laboratory. Here teachers, supervisors and principals will work in groups on their own problems of curriculum development under the direction of specialists in elementary, secondary and vocational education and in the social studies, science, language arts and fine arts. Groups enrolled will be:

- (1) State committees working on assignments in connection with the Programs for the Improvement of Instruction.
- (2) Local curriculum committees and entire school faculties developing courses of study in terms of the objectives and procedures recommended by their respective state programs.

The course will, as a rule, carry six semester hours' credit, exceptions being made in the cases of individuals who will not devote full



time to the course. Credit will be allowed in social science or education. Five or ten or fifteen hours a week. (2) or (4) or (6).

MRS. WHITING AND ASSOCIATES

#### EDUCATIONAL PSYCHOLOGY

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. MCPHEETERS

S351. *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

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. Graduate and undergraduate credit. 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 maladjustments 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:* Approval of Instructor.

MISS REED

S412. *Research Problems in Child Development*. This course is intended for advanced students who desire to pursue special investigation in the field of child development. Graduate and undergraduate credit. Five hours a week. (2).

MISS REED

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

S454. *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. Graduate and undergraduate credit. Five hours a week. (2).

*Prerequisite:* Approval of Instructor.

MR. WHITING

S517. *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. Five hours a week. (2).

MR. EAGLESON

#### HEALTH 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

#### RURAL EDUCATION

S464. *Rural Life Problems and Community Organization.* This course deals with social and economic principles underlying conditions of rural living in the South and important in a program for bettering it. It emphasizes long term planning, cooperative determination of community goals and utilization of federal, state and local agencies in achieving these goals. It places responsibility upon the rural school for continuous study of rural life and for improving school, home and community living. Graduate and undergraduate credit. Five hours a week. (2).

MR. BULLOCK

S465. *Methods, Materials and Management in the Small Rural School.* This course deals with materials and techniques of life-related teaching in the rural elementary schools. Improved school housekeeping, individual instruction, inexpensive individual pupil-records, grouping, seatwork and schedules are given careful study. School and community planning to meet local needs will be engaged in, as well as the newer methods of teaching. Students electing this course will be required to register for the course, One-Teacher Rural School. Graduate and undergraduate credit. Ten hours a week. (4).

MRS. GAINES



S466. *One-Teacher Rural School*. The demonstration school will provide opportunity for daily observation and discussion of progressive methods in the small rural school. Observers may see the actual practice of principles taught in theory courses in rural education. Graduate and undergraduate credit. Five hours a week. (2).

MISS CASTON

S532. *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 rural demonstration school, to analyze instruction and to contribute their findings to the discussion group. Principles of democratic supervision will be studied and applied. This course is planned especially for Jeanes Teachers. Ten hours a week. (4).

MRS. WHITING

#### SCHOOL ADMINISTRATION

S462. *The Small Community High School*. This course seeks to teach the cooperative relationship between the school and the community in order to enable children and adults to meet conditions of our rapidly changing social order. Emphasis will be placed on the study of problems vital to Negroes in Georgia and in the South for the advancement of group culture. Graduate and undergraduate credit. Five hours a week. (2).

*Prerequisite:* Approval of Instructor.

MR. MCPHEETERS

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:* Approval of Instructor.

MR. MCPHEETERS

S533. *Supervision of High Schools with Special Reference to Curriculum Development*. This course for high school principals and experienced teachers will deal with the program of the high school for meeting the needs of Negro youth and for enriching community life. It will emphasize the role of the principal in curriculum development,

using his own school as a case study. Five or ten hours a week. (2) or (4).

*Prerequisite:* Fundamentals of the Curriculum, and, if possible, Methods and Materials in the High School Curriculum.

MR. LEWIS

## ENGLISH AND DRAMATICS

### ENGLISH

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

S152. *Freshman Composition*. Continuation of S151. Exposition and argumentation. Readings, themes, lectures, and conferences. Five hours a week. (2). MR. JENKINS

S251. *Survey of English Literature*. First semester's work. *Beowulf* to Milton. Lectures, readings, papers. Five hours a week. (2).  
*Prerequisite:* English S151-S152. MISS NEPTUNE

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

S311. *American Literature*. American literature from its beginnings in the Jamestown colony and Puritan New England, through the Colonial and Revolutionary periods, to the great group of American writers in the nineteenth century. Major attention in the course is given to the important figures in the nineteenth century. Five hours a week. (2). MR. CHANDLER

S312. *Recent American Literature*. A study of the main currents of literary thought and expression in America from 1870 to the present. Five hours a week. (2). MR. JENKINS

S322. *Latin Literature in English*. It is the purpose of the course to trace the development of Latin literature from the earliest times to the fall of the Roman Empire and to study the masterpieces of Latin prose and poetry in English translations. Attention is directed also to the influence of Latin literature on modern literature. Five hours a week. (2). MR. SNOWDEN

S424. *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. Graduate and undergraduate credit. Five hours a week. (2). MR. HILL

S431. *Whitman*. An intensive study of the life, works, and influences of Whitman as a writer and thinker. Graduate and undergraduate credit. Five hours a week. (2). MR. CHANDLER

S470. *Nineteenth Century Prose*. During the 1940 session, attention will be given to the late currents of nineteenth century thought with special reference to the changes which followed the rise and triumph of Romanticism. The problems of the period 1832-1900 will be used as background for the study of Macaulay, Carlyle, Ruskin, Newman, Arnold, Pater and Stevenson. Graduate and undergraduate credit. Five hours a week. (2). MISS NEPTUNE

S472. *The English Novel*. A study of the history of the novel to Thomas Hardy. Graduate and undergraduate credit. Five hours a week. (2). MISS HEROD

S481. *Wordsworth*. A study of the life, works, and influences of Wordsworth as a writer and thinker. Graduate and undergraduate credit. Five hours a week. (2). MR. HILL

S491. *The Literature of the Old Testament*. This course is designed to acquaint the student with the Old Testament as a collection of ancient Hebrew writings which are among the world's greatest literature. The principal literary forms—myth, folklore, legend, historical narrative, short story, poetry, essay, and apocalypse—will be studied both for their own values and for their influence upon such English and American writers as Shakespeare, Milton, Bunyan, Tennyson, Browning, Ruskin, Emerson, Longfellow, and Whittier. Graduate and undergraduate credit. Five hours a week. (2).

MR. CLELLAND

S493. *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. Graduate and undergraduate credit. Five hours a week. (2). MR. CHANDLER

S496. *Vocabulary Building*. The aim of the course is to give the student a wide and more intelligent command of the vocabulary of his native tongue. Attention is directed chiefly to the main sources of English words; the history in words; the principles of word formation; words as prefix, suffix, and syllable; and a systematic collecting of words. The work of the course is especially designed

for teachers of English and modern foreign languages. Graduate and undergraduate credit. Five hours a week. (2).

MR. SNOWDEN

S501. *Sixteenth Century Non-Dramatic Literature.* A survey of the literary movements, forms and works, with proper attention to background. Five hours a week. (2).

MR. JENKINS

S505. *English Drama to 1642.* A survey of the development of the English Drama from the beginning to the close of the theatres in 1642. Five hours a week. (2).

MR. HILL

S508. *The Literary History of England from the Norman Conquest to 1500, exclusive of Chaucer.* A study of literary forms and influences in medieval England. Five hours a week. (2).

MISS HEROD

#### DRAMATICS

S301. *Speech.* This beginning course aims at a standard of speech understandability. Through regular practice in breathing and projection of the voice, and the articulation of faulty speech sounds, the student should be made aware of his voice as an instrument for communication. Required of all students in summer theatre school. Five hours a week. (2).

MR. BUTCHER

S304. *Theatre Arts and Laboratory.* A general survey of the production machine. All students will have the opportunity to do practical work on the staging of productions as well as the theoretical work in the classroom. Five hours a week. (2).

MR. BUTCHER, MR. DODSON, AND MR. PAWLEY

S305. *Play Selection.* The study of the principles involved in the selection of suitable plays for production in particular situations. Students will collect plays to meet their own production needs. Five hours a week. (2).

MR. PAWLEY

S307. *Acting.* The course in acting coordinates the work in speech and movement. It is to follow through all the steps involved in the creation of a character and make a study of the different techniques involved in the major types of plays. Students will be expected to prepare for class presentation a variety of types of rôles. Open to students majoring in Acting. Five hours a week. (2).

MISS COOKE

S308. *Directing.* Students will consider the selection, casting and rehearsing of plays suitable to their particular needs. Each student



will direct one exercise or problem in each of the following: Stage Composition, Picturization, Pantomime. Open to students majoring in Directing. Five hours a week. (2).

MISS COOKE AND MR. DODSON

S403. *Play-writing*. A study of the principles of play-writing. Open only to students who have written at least one play. Five hours a week. (2).

*Prerequisite*: Approval of Instructor.

MR. DODSON

S406. *Advanced Directing*. This course will take up the methods used in directing comedy, tragedy, melodrama and farce. Dramatic values in relation to all plays will be discussed. Attention will be given to simple problems in make-up. Five hours a week. (2).

MR. DODSON

S407. *Advanced Speech*. Practical training for each student in developing the voice. Students will interpret selections from a variety of literary forms. Five hours a week. (2).

MR. BUTCHER

#### 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.

MRS THOMAS

S153. *Intermediate French. First Semester*. Rapid review of French grammar; idiomatic expressions; reading of more difficult texts with exercises; conversation; practice in writing friendly and business letters. Five hours a week. (2).

*Prerequisite*: French S151-S152 or two years of high school French.

MR. ACHILLE

S204. *Intermediate Composition and Conversation*. A course designed for those who have had little practice in speaking and writing French. It aims to accustom the ear and vocal organs to the sounds of French, and to give the student a practical command of the language. Special stress will be placed on systematic training in pronunciation, grammar and idiomatic construction. The exercises in dictation, translation, and oral and written composition will be based on material aim-

ing to acquaint the student with characteristic features of French civilization. Five hours a week. (2). MRS. THOMAS

S455. *Advanced Composition and Conversation*. A course for students having some experience in writing French. It aims to improve oral and written expression and aural comprehension. Special stress will be placed on free composition. The students will present oral and written reports based on stories chosen from modern authors and on articles selected from various periodicals. There will be constant drill in phonetics, syntax and diction. Small groups will be arranged for practice in French conversation. Graduate and undergraduate credit. Five hours a week. (2). MR. ACHILLE

S457. *French Civilization*. A comprehensive and systematic study of the development of the French nation. Conducted in French. Graduate and undergraduate credit. Five hours a week. (2).

MR. JONES

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).

MRS. THOMAS

S508B. *Explication de Textes*. The analytical method of studying French literature. Several representative authors will be chosen. Five hours a week. (2).

MR. ACHILLE

S519. *The Negro in the French Short Story*. A study of representative French short stories in which Negro characters are depicted. The stories will be selected from eighteenth, nineteenth and twentieth century literature. Five hours a week. (2).

MR. COOK

S522. *Methods of Teaching French*. History of the methods of teaching French and a practical approach to the question of objectives. A discussion of individual problems and of classroom devices. The organization of the subject for high school children. Evaluation of text and reference books. Five hours a week. (2).

MR. COOK

#### GERMAN

S151. *Elementary German. First Semester*. A study of grammar and thought idioms; reading, simple oral and written compositions. A 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

S202. *Intermediate German. Second 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

##### ANCIENT HISTORY

S323. *GREEK CIVILIZATION.* This course includes a rapid survey of Greek history from the pre-historic period to the death of Alexander the Great, with special emphasis on the Greek genius, and the indebtedness of the modern world to Greece. Attention will be directed to such aspects of Greek civilization as the life and thought of the people, and their achievements in the fields of politics, literature, art, science, religion, philosophy, and education. Five hours a week. (2).  
MR. SNOWDEN

##### EUROPEAN HISTORY

S151. *Early Europe.* Survey of European history from the sixth to the sixteenth centuries. Five hours a week. (2).  
MISS JACKSON

S152. *Modern Europe.* Recent and contemporary European history. Special emphasis is placed upon European expansion in South America, Africa and the Far East. Five hours a week. (2).  
MISS JACKSON

S311. *Medieval History.* The development of Europe from the decline of the Roman Empire to 1272 with emphasis on growth of the characteristic medieval institutions. Five hours a week. (2).  
*Prerequisite:* Survey of European history. MISS JACKSON

S327. *Dynastic Europe, 1648-1789.* The dynastic system of European politics at its height and in its decline. The ascendancy of France

under Louis XIV and the subsequent development of the balance of power. Five hours a week. (2).

*Prerequisite:* Survey of European history.

MR. CURRY

S411. *Europe from 1870 to 1890.* Europe in the age of Bismarck with special attention to the new balance of power arising out of Bismarck's diplomacy. Graduate and undergraduate credit. Five hours a week. (2).

*Prerequisite:* Approval of Instructor.

MR. COULBORN

#### AMERICAN HISTORY

S252B. *American History.* Survey of the history of the United States from 1865 to the present. Five hours a week. (2).

MR. CURRY

S471. *America from 1600 to 1775.* A survey of the history, institutions and culture of the thirteen colonies and of their relations with Britain. Graduate and undergraduate credit. Five hours a week. (2).

*Prerequisite:* Approval of Instructor.

MR. BACOTE

S473. *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. Graduate and undergraduate credit. Five hours a week. (2).

*Prerequisite:* Approval of Instructor.

MR. BACOTE

#### WORLD HISTORY

S415. *The Contemporary World Crisis.* A critical, historical inquiry into the origin and nature of the present European War and the Sino-Japanese War. Enquiry into the significance of the Russian Revolution, fascist revolutions, the Mexican Revolution and the Indian Nationalist movement. Some speculations upon possible solutions of the world crisis. Graduate and undergraduate credit. Five hours a week. (2).

*Prerequisite:* Approval of Instructor.

MR. COULBORN

#### POLITICAL SCIENCE

S201. *National Government of the United States.* An examination of the forms and mechanism of the United States national government. Five hours a week. (2).

MR. BACOTE



S202. *City Government in the United States.* An examination and comparison of the various forms and types of city government in the United States. Five hours a week. (2). MR. CURRY

S455. *The English Constitution and Its History.* An analysis of the contemporary English government, its laws and conventions, followed by a sketch of its historical development. Graduate and undergraduate credit. Five hours a week. (2).

*Prerequisite:* Approval of Instructor.

MR. COULBORN

#### 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

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. Graduate and undergraduate credit. 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:* Approval of Instructor.

MISS REED

S412. *Research Problems.* This course is intended for advanced students who desire to pursue special investigation in the field of child development. Graduate and undergraduate credit. Five hours a week. (2). MISS REED

S508. *Textiles and Economic Problems in Clothing.* A study of consumer problems in textiles and clothing as they affect the individual and the family. Five hours a week. (2). MISS McVEETY

S509. *Advanced Clothing.* Advanced problems in planning, design-

ing, selecting and making garments in relation to economic, social and aesthetic aspects. Ten hours a week. (2). MISS McVEETY

#### MATHEMATICS

S158. *Plane Analytic Geometry*. Rectangular, oblique, and polar co-ordinates 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. DENNIS

S212. *Integral Calculus*. Five hours a week. (2).

*Prerequisite*: Differential Calculus. MR. DENNIS

S358. *Solid Analytic Geometry*. Planes and straight lines; conicoids; polar co-ordinates; general equations of second degree. Five hours a week. (2).

*Prerequisite*: Plane Analytic Geometry. MR. DENNIS

S451. *Calculus III*. A course which extends the concepts developed in differential and integral calculus to functions of more than one variable. Partial derivatives, multiple integrals, application to geometry and physics. Five hours a week. (2).

*Prerequisite*: Integral Calculus. MR. DANSBY

S456. *Synthetic Projective Geometry*. The fundamental properties of projective geometry treated synthetically. Principle of duality is used throughout. Five hours a week. (2).

*Prerequisite*: Differential Calculus. MR. DANSBY

S505. *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. Eight hours a week. (3).

*Prerequisite*: Ordinary Differential Equations and Theory of Definite Integrals. MR. PIERCE

S507. *Fourier Series and Bessel Functions*. Eight hours a week. (3).

*Prerequisite*: Approval of Instructor. MR. PIERCE

S508. *Introduction to Higher Algebra*. Matrices, bilinear, quadratic,



and Hermitian forms; linear transformations; invariant vectors and elementary divisors. Eight hours a week. (3).

*Prerequisite:* Approval of Instructor.

MR. DANSBY

## MUSIC

S151. *The Development of Music.* A rapid survey of the growth of music from primitive periods to modern times with special emphasis upon the choral music of the sixteenth century and the instrumental music of the eighteenth and nineteenth centuries. The Carnegie Music Set, containing a thousand phonograph records, and a large library of books and scores of master works will be available for this course. Five hours a week. (2).

MR. HARRELD

S253. *Music Theory for Public School Teachers.* Elementary music theory, scales, chord building, harmony, sight singing, ear-training, voice culture, materials and chorus directing. Equipment needed by the school music teacher. Five hours a week. (2).

*Prerequisite:* An elementary knowledge of sight singing or piano.

MR. HARRELD

S350. *School Music Methods and Elementary Sight Singing.* A course designed for teachers needing a review of the elements of music. Special attention given to methods and materials. Five hours a week. (2).

MR. HARRELD

## PHILOSOPHY

S452. *Modern Philosophy.* A survey of modern systems from Kant to 1900 consisting of detailed analyses of the major thinkers of the period. Five hours a week. (2).

MR. HILL

S456. *Social Philosophy.* A review of the leading principles animating contemporary social movements and institutions, particularly fascism, communism, capitalism, and democracy. Graduate and undergraduate credit. Five hours a week. (2).

*Prerequisite:* Approval of Instructor.

MR. HILL

S552. *Seminar in Systematic Philosophy.* Individual research in specific fields of interest giving the student opportunity to thoroughly investigate any phase of his major problem. Students in the social sciences may register for this course for credit in their major. Five hours a week. (2).

*Prerequisite:* Approval of Instructor.

MR. HILL

#### PHYSICAL EDUCATION

S254. *Mass Athletics, Graded Plays and Games.* This course aims to acquaint the student with the nature and type of activities suitable for various grade levels, and the methods of organizing and conducting these activities. Methods of organizing and conducting intramural sports are also included. Five hours a week. (2).

MR. FORBES

S352. *Organization and Administration of Physical Education.* The object of this course is to familiarize the student with the essential facts concerning the methods of organization and administration of the physical education department in elementary schools, high schools and colleges. Five hours a week. (2).

*Prerequisite:* Two years of physical education.

MR. FORBES

S453. *Athletic Coaching and Officiating.* This course aims to present the fundamentals in coaching and officiating the major sports. Theoretical work in the class room is supplemented by practical experience on the athletic field and in the gymnasium. During the 1940 Summer Session consideration will be given to football and basketball. Open only to men. Five hours a week. (2).

MR. FORBES

#### PSYCHOLOGY

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

MR. EAGLESON

#### RELIGION

S458. *The Apostolic Age.* A critical and appreciative study of the early Christian movement from the death of Jesus to 100 A. D. The New Testament documents will be examined, first, as literary deposits of this movement, and second, as sources of information for the reconstruction of the social, political and religious history of the period. Five hours a week. (2).

MR. CLELLAND

S491. *The Literature of the Old Testament.* This course is designed to acquaint the student with the Old Testament as a collection of ancient Hebrew writings which are among the world's greatest literature. The principal literary forms—myth, folklore, legend, historical narrative, short story, poetry, essay, and apocalypse—will be studied both for their own values and for their influence upon such English and American writers as Shakespeare, Milton, Bunyan,



Tennyson, Browning, Ruskin, Emerson, Longfellow, and Whittier. Graduate and undergraduate credit. Five hours a week. (2).

MR. CLELLAND

#### SOCIOLOGY

S251. *Introductory Sociology.* The purpose of this course is to assist students in analyzing and comprehending social situations which they recognize as their own. Thus they are enabled to gain a basic understanding of the processes involved in their personal and objective social situations. Open to all students of sophomore standing or above. Five hours a week. (2).

MR. CHIVERS

S352. *Social Anthropology.* An overview of the origin of man and living races. A more careful study will be made of the origin and development of civilizations with special interest on the present civilization in America. Five hours a week. (2).

MR. CHIVERS

S461. *Contemporary Social Problems.* An analysis of modern society's social problems and their solubility, with special reference to economic, physical, mental and cultural criteria. Graduate and undergraduate credit. Five hours a week. (2).

MR. REID

S503. *Advanced Social Psychology.* The course deals with the sociopsychological factors in contemporary culture. A careful examination will be made of leadership and public opinion. Five hours a week. (2).

MR. CHIVERS

S583. *Sociology of the South.* A study of the folkways, mores, and institutions of the Southeast within the theoretical framework of regional sociology. Opportunity is provided for the intensive study of any sub-region of the area in which a student may be especially interested. Five hours a week. (2).

MR. REID

#### LIBRARY COURSES FOR TEACHER-LIBRARIANS

These courses are for school librarians and teachers in charge of school libraries. Only persons under appointment to a school library and who are eligible for admission to the first course will be permitted to register for the library courses. The courses are planned to cover the essentials of school library service and will take the full time of the student. No other courses may be

taken. A maximum credit of 6 semester hours will be allowed to students completing the course satisfactorily. The classes will be limited to 25 and no one should come to the Summer School expecting to enroll in these courses without making previous arrangements to enter.

S361A. *Book Selection.* A course covering the best books in various fields; recreational reading for young people; books of special Negro interest. Five hours a week. (2). MISS LACY

S362A. *Reference Work.* A course in the use of the basic reference books in a school library. Five hours a week. (2). MRS. BROOKS

S363A. *School Library Administration.* The arrangement and care of the school library, instruction of pupils in the use of the library, the use of pamphlets, clipping and picture material, the training of student assistants. Five hours a week. (2). MRS. BROOKS

## SOCIAL WORK

(Open Only to Graduate Students)

### INTRODUCTORY COURSES

*Principles of Social Case Work.* This course gives a general introduction to the basic principles of social work. Discussion of case material with special emphasis on the first interview is used to illustrate the approach to the individual and his social setting and the philosophy underlying methods. Five hours a week. (2).

MISS MCGILL and MRS. MAXWELL

*Group Analysis.* The relation of group experience to the development of personality, of leadership, and social participation is examined. In this connection special attention is given to the significance of primary and secondary group formation. Factors causing the formation of groups, the processes and techniques of Social Group Work are presented. Available group work case record material is used to demonstrate the philosophy, goals and theories of Group Work. Five hours a week. (2). MISS ADAMS

*Medical Information.* A course presenting the basic medical information necessary for social workers and the integration of medicine and social work. Includes a discussion of the causes, symptoms, progress and probable outcome of the diseases most commonly encountered. Five hours a week. (2). DR. CARTER

*Community Organization.* An introduction to the field of community



organization. A study of the problems of the community and methods of approach in solving them are considered. Among the topics considered are: fact finding, planning social action, leadership, interpretation, the process of group thinking and local, state and national planning. Five hours a week. (2). MR. JACKSON

*Social Statistics.* A course in the methods of collecting, classifying, interpreting and presenting social data. Methods of sampling, the questionnaire, frequency distribution, graphic presentation, summary numbers, index numbers, time series and the relation between the business cycle and social problems, measures of variability, probability and correlation, the application of these methods of statistical analysis to social problems are considered. Five hours a week. (2).

MR. CHESTER

#### ADVANCED COURSES

*Group Work Supervision.* This course is designed for students with vocational interest in group work. Its material includes an intensive study of methods of recruiting groups, training volunteers, personnel management, the use of research in group work, and other problems involved in group work supervision. Five hours a week. (2).

MISS ADAMS

*Introduction to Public Welfare.* A description of public welfare programs in the fields of public relief, family and child welfare, care of the handicapped, corrections and recreation. Inter-relationships between public and private agencies. Discussion of federal, state, and local programs in public welfare. Five hours a week. (2).

MR. JACKSON

*Technique of Social Investigation.* A study of the principles, most recent methods and theories of social research and the relationship between social research and the field of social work. Case studies, life histories, newspapers and documentary material considered as sources of social data. Methods of analyzing social attitudes and of measuring social institutions. Presentation of outstanding types of research in progress. Five hours a week. (2). MR. CHESTER

*Child Welfare in Rural Communities.* A consideration of the factors in rural life and social organization which have special bearing on children's problems. The application of social work to these problems. Such developments as the Child Welfare Services of the Federal Government and various state plans will be studied. Five hours a week. (2).

MISS MCGILL

*Social Work and the Law.* A course dealing with principles of the law with which social workers should become familiar. In this course the various theories of legal philosophy are reviewed. Law is studied as an instrument of social control. Courts and their procedure, the general principles of contracts, torts, criminal law, personal and real property, and the law of evidence are studied. Special attention is given to the laws of domestic relations and those affecting child care. Students are given an understanding of the proper legal procedure in individual cases and the limitations of legal action as applicable to social work. Five hours a week. (2). MR. KAHN

#### COURSES OF INSTRUCTION IN MINISTERS INSTITUTE

*The Major Prophets.* Isaiah, Jeremiah and Ezekiel will be studied against their respective political, social, and religious background in an effort to discover the message and influence of each, first, for his own and, second, for our age. MR. CLELLAND

*Social Principles of Jesus.* A study of those principles of Jesus applicable to the orders of life, such as, the economic, the political, and familial orders. MR. KELSEY

*Personal Ethics.* A study of some of the problems of personal morality with special emphasis upon those with which the minister is constantly called upon to deal. MR. KELSEY

*The Apostolic Age.* A critical and appreciative study of the early Christian movement from the death of Jesus to 100 A. D. The New Testament documents will be examined, first, as literary deposits of this movement, and second, as sources of information for the reconstruction of the social, political and religious history of the period. MR. CLELLAND

*Homiletics.* A study of the place and value of preaching. Principles of sermon construction, illustrative material, outlining, preparation and presentation of sermons. MR. HILL

*The Negro and American Christianity.* In this course we study the planting of European Christianity in America in the Colonial Period; the attitude of the religious bodies during the Colonial Period to the Negro slave; the rise of separate churches for the Negro prior to emancipation; the development of Negro churches during the Reconstruction Days; the new social outlook for twentieth century Negro Christianity; some outstanding leaders in Negro Christianity. MR. HUBERT





