

*A. L. Efun*

TALLADEGA COLLEGE

THE TALLADEGAN

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MARCH

1934

TALLADEGA, ALABAMA

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*CATALOG*  
*and*  
*ANNOUNCEMENTS*  
*of*  
TALLADEGA COLLEGE

Talladega, Alabama

MARCH

1934



A Record of 1933-34

With Announcements for 1934-35

*Founded in 1867 by the American Missionary Association*

*Chartered as a College in 1869*

*Charter Confirmed by the Legislature in 1889*

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## Academic Calendar 1934-35

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### 1934

- September 22, Saturday—Freshman Classes begin at 1:30 p. m.  
September 25, Tuesday—Registration and examination for admission of advanced students.  
September 26, Wednesday—Fall Term begins.  
November 17, Saturday—Make-up Examinations for deficiencies of the previous term.  
November 29, Thursday—Thanksgiving Day holiday.  
December 19-21, Wednesday to Friday—Fall Term Examinations.  
December 22-26, Saturday to Wednesday, Christmas Vacation.  
December 27, Thursday—Winter Term begins.

### 1935

- January 1, Tuesday—New Year's Day, holiday.  
January 26, Saturday—Make-up Examinations for deficiencies of the previous term.  
March 18-19, Monday and Tuesday—Winter Term Examinations.  
March 20, Wednesday—Spring Term begins.  
April 19-22, Friday to Monday, inclusive—Easter vacation.  
May 31-June 4, Friday to Tuesday—Spring Term Examinations.  
June 2, Sunday—Baccalaureate Sunday.  
June 3, Monday—Class Day.  
June 4, Tuesday—Alumni Day.  
June 5, Wednesday—Commencement Day.

## Board of Trustees

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### Term of Office Expires in 1934

GEORGE W. CRAWFORD, Esq. \_\_\_\_\_ New Haven, Conn.  
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 WILLIAM A. DANIEL, Ph.D. \_\_\_\_\_ New York City

### Term of Office Expires in 1935

Rev. A.F. BEARD, D.D., *Corresponding Secretary* \_\_\_\_\_ Norwalk, Conn.  
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### Investment Committee

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 Rev. ALLAN KNIGHT CHALMERS, D.D.

## Faculty

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BUELL GORDON GALLAGHER, B.A., B.D.  
*President*

†REV. FREDERICK AZEL SUMNER, A.M., D.D.  
*President Emeritus*

JAMES TATE CATER, A.M.  
*Dean and Professor of Education*

EDWARD CRAMER MYERS  
*Comptroller*

MINUARD BISHOP MILLER, A.B.  
*Registrar*

PETER COOPER, Ph.D.  
*Professor of Philosophy and Psychology*

IRVING ANTHONY DERBIGNY, Ph.D.  
*Professor of Chemistry*

CHARLES HENRY HAYNES, A.M., B.D.  
*Professor of History*

CHARLES ARTHUR JAQUITH, A.M., B.D.  
*Professor of English*

WILLIAM HORACE KINDLE, A.B. M.P.E.  
*Professor of Physical Education*

CLARENCE HARVEY MILLS, Ph.D.  
*Professor of Romance Languages*

LEON PULASKI O'HARA, M.S.  
*Professor of Biology*

EDWARD SAYLER, A.M., B.D.  
*Professor of Sociology*

ROBERT AMBROSE THORNTON, M.S.  
*Professor of Mathematics and Physics*

HENRY H. WALKER, Ph.D.  
*Professor of Religious Education*

AUGUSTUS C. WEBB, M.D.  
*College Physician and Professor of Health*

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†Deceased.

\*WOLSEY DUDEN GAY, A.M.  
Associate Professor of Education  
Director of Drewry Practice School

ERNESTINE ADOLPHUS BURGHEES, A.M.  
Assistant Professor of French and German

WILLIAM ASHTON HARRIS, A.M.  
Assistant Professor of Chemistry

JAMES RICHARD EDWARD HAYDEN, A.M.  
Assistant Professor of Biology

TAYLOR SYLVESTER JACKSON, A.M.  
Assistant Professor of Education

GORDON HENRY KITCHEN, A.B.  
Assistant Professor of Physical Education

MARGARET MONTGOMERY, A.M.  
Assistant Professor of English

EDWIN LAWRENCE PHILLIPS, A.M.  
Assistant Professor of Education  
Acting Director of Drewry Practice School

LILLIAN WELCH VOORHEES, A.M.  
Assistant Professor of Public Speaking and the Dramatic Arts

LEOTA VIOLA STEVENS, B.S.  
Instructor in Physical Education for Women

MARTHA ISABEL WHELPLEY  
Director of Elementary Practice School  
Instructor in Education

TOURGEÉ ALBION DEBOSE, Mus.B.  
Director of Department Music  
Professor of Music

FRANK GOODALL HARRISON, Mus.B.  
Associate Professor of Voice

BUELAH LUCILE STEWART, Mus.B.  
Assistant Professor of Music

L'AVERNE EDWARD NEWSOME, B.M.E.  
Instructor in Violin

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\*On leave of absence.

### INSTRUCTORS IN PRACTICE HIGH SCHOOL

ELIZABETH MARY COBLEIGH, A.B.  
Instructor in History

HELEN GWENDOLYN COUSINS, A.B.  
Instructor in French and English

LILY BELLE FROST, A.B.  
Instructor in Mathematics and Science

BURTIS NATHANIEL MABRA, B.S.  
Instructor in Mathematics and Science

MATTIE MAY MARSH, A.B.  
Instructor in Latin

\*BEATRICE ELIZABETH MILLER, B.S.  
Instructor in English and French

JULIAN LICETTI SCOTT, A.B.  
Instructor in English

JESSIE BULLOCK THORNTON, B.S.  
Instructor in Household Economics

LUCIA FRANCES UPHAM, A.B.  
Supervised Study Teacher

### INSTRUCTORS IN ELEMENTARY PRACTICE SCHOOL

ALBERTA CROCKER JOHNSON  
Sixth and Fifth Grades

ETHEL ELETIA KINDLE, A.B.  
Fourth and Third Grades

THELMA PHRONISIE KINGSLEY, A.B.  
Second and First Grades

MAE ELIZABETH ADDISON  
Kindergarten

### OTHER ADMINISTRATIVE OFFICERS

MARTHA BONNETT, A.B.  
Assistant Librarian

MATTIE CHILDS BRAY, A.B.  
Director of Women's Activities

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\*On leave of absence.

ANNIE LAURIE EXUM  
*Secretary to Comptroller*

JOSEPH FLETCHER, A.B.  
*Superintendent of Plant*

BERNICE HAMBLIN, A.B.  
*Secretary to Dean and Registrar*

WILLIAM HENRY HAMLIN  
*Steward*

MRS. WILLIAM HENRY HAMLIN  
*Stewardess*

HATTIE CATER HAYNES  
*Matron, Foy Cottage*

IDA LOUISE KNAPP  
*Manager of Salesroom*

MARY ELIZABETH LANE  
*Librarian*

THERESA HELEN PARKER, R.N.  
*Head Nurse*

CAROLINE ADELIA POTTER  
*Secretary to President*

JOSEPH W. SAUNDERS, A.B.  
*Assistant Superintendent of Plant*

AMELIA HUTCHINGS WILLIAMS  
*Matron, Foster Hall*

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#### COLLEGE PASTORS FOR 1933-1934

REV. ROBERT W. BROOKS  
*Washington, D. C.*

REV. ROBERT W. GAMMON  
*Chicago, Illinois*

REV. MELVILLE T. KENNEDY  
*Urbana, Illinois*

REV. JOHN GRATTON  
*Pittsfield, Massachusetts*

REV. ROBERT G. ARMSTRONG  
*Concord, New Hampshire*

REV. ALFRED G. WALTON  
*Springfield, Massachusetts*

## General Information

### HISTORICAL

The first college opened to Negroes in the State of Alabama began in 1867 as a primary school. The American Missionary Association purchased a fine colonial brick building which had been erected in 1852-3 on an elevation overlooking the town of Talladega from the west; and with four teachers and 140 pupils, the future college began its work in the rudiments of learning. Incorporated in 1869, the college had its charter confirmed and enlarged by the the legislature of Alabama twenty years later.

The training of leaders in education was the first, and has been a continuing interest of the institution. The first courses offered above the elementary grades were normal courses for teachers. The college now maintains two laboratory schools for teacher training, and graduates commonly accept teaching positions.

Theological training was begun in 1872, with a class of six young men representing three Christian denominations; but after fifty-six years of constructive and sound training of ministers and missionaries, this work was discontinued to permit the concentration of the resources of the college on the effective maintenance of a first class liberal arts college.

An outline of a course of collegiate grade first appeared in the catalog for the year 1890; and in 1895 the first class was graduated with the bachelor's degree. Since that time, the college has shown steady growth. Today, old Swayne Hall stands in the center of fourteen major buildings well placed in an attractively landscaped campus. Numerous dwellings for faculty and staff members cluster in adjoining streets. The academic standards of the college have been kept high. The Southern Association of Colleges and Secondary Schools rates Talladega College "Class A," entitling graduates to admission in any of the Northern Universities on a par with the graduates of other first class colleges.

### LOCATION

Talladega is at the heart of a fertile valley in the foot hills of the Blue Ridge. Its elevation of 700 feet above sea level gives it a healthful climate, as is evidenced by the fact that the State selected the town of Talladega as the seat of its institutions for the deaf

and the blind. In the heart of the timber, iron, and coal regions of Alabama, it is a place of growing industrial importance. It is accessible by three railways: the Southern, the Louisville and Nashville, and the Atlanta, Birmingham and Coast Line.

In Alabama alone, the College has a constituency of more than 1,000,000 from which to draw its students.

### AIMS

The College is Christian and therefore non-sectarian.

It is the aim of the College to facilitate the dissemination of knowledge, to encourage the building of constructive social attitudes and habits, and to aid the student in his well-rounded development of body, mind, and spirit.

Talladega College is not primarily a technical or professional school; although sound pre-professional training is afforded, and many graduates go on to do advanced work in graduate professional schools. It does not bid for the attendance of men and women who have no serious interest in entering college.

For the student of serious purpose and superior ability, it affords rich opportunity for cultural growth. The graduate who has availed himself of the opportunities afforded him is equipped with habits, attitudes, knowledge and skills which enable him to contribute constructively to the common welfare.

To this end, classroom and laboratory teaching, as well as extra-class activities and general campus and dormitory life are integrated around these central purposes.

### ADMISSION OF STUDENTS

Application for admission should be made at least two months before the beginning of the school year. No new student should come without having first corresponded with the registrar. Blanks for application are obtainable from the registrar of the College, to whom all applications and inquiries should be addressed.

Students wishing to transfer from other institutions must present a statement of honorable dismissal from the college last attended. All students become subject to all rules and regulations of the institution when they enter the grounds, whether they have enrolled for classes or not.

For detailed requirements for admission see page 18.

### EXPENSES

#### Payable on entrance (Annual fees):

Athletic fee.....	\$10.00
Hospital fee.....	3.00
Incidental and lecture fee.....	6.50

#### Payable on entrance and at the beginning of each quarter:

Tuition (\$100 per year) per term.....	33.33
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#### Payable on entrance and at the beginning of each six-week period:

Board and Room for six weeks.....	30.00
Seymour Hall residents extra charge.....	.75
Laundry (men).....	3.00
Use of laundry (women).....	.90

#### Special fees:

Late registration (after opening day of term).....	1.00
Exceeding vacation dates, per day.....	1.00
Special examination.....	.50
Diploma.....	5.00

Remittance should be by money order, draft, or certified check, payable to "The Comptroller, Talladega College."

Refunds of board payments will not be made for absences of less than two consecutive weeks. No refund is made on relinquishing a dormitory room during any six-week period.

If advancing food prices compel an advance in the rate of board, the College reserves the right to make such adjustment at any time during the school year.

Room deposit of \$5 is necessary to insure dormitory reservation, and must be made before September first if room assignment is to be made. Deposits are not returnable after September fifteenth.

### STUDENT AID AND SELF-HELP

Three kinds of financial assistance are available: Scholarships, Grants in Aid, and Part-time Employment. Applications for Scholarships or for Grants in Aid are made to the Committee on Student Financial Aid at a designated time during the spring quarter. All financial help is available in three equal installments during the college year.



**Special scholarships for freshmen** are established at many high schools in the Southern States, limited to the leading students of each graduating class, usually covering the cost of tuition at Talladega College. For full information concerning such scholarships, the applicant will consult the Principal of his high school or write to the Chairman of the Committee on Student Financial Aid at Talladega College.

**Scholarships for upper classmen:**

(a) **College Scholars**, selected, one from each department offering a major, provided the general average maintained is at least two points in all work done by the student, selection to be made by each department on the basis of a competitive examination. An award not to exceed \$120 may be made to each such scholar if financial aid is needed

(b) **Honor Students**, selected on the basis of academic standing as measured by all the work done by each student from the time of enrollment in the college. A student must have carried at least a normal load of three courses for three terms preceding the award. If financial aid is needed, awards may be made according to three categories of honor students:

First honors (average of 2.7 points) .....	\$100
Second honors (average of 2.4 to 2.69).....	75
Third honors (average of 2.0 to 2.39).....	50

If a scholarship holder does not need financial aid, he may retain the name of Scholar and permit the money to go to the general fund for student aid. A list of scholarship holders for the current year is published in each annual catalog.

In addition to the foregoing scholarships, which are awarded solely on the basis of scholarship, there are limited funds available for student **grants in aid**, made on the basis of academic record, adaptation to college life, and individual need. Scholarship holders are eligible to apply for this assistance.

**Part-time Employment** for a limited number of students is available in the dining hall, and in various campus positions. A few students are able to find off-campus employment as well. Applications for part-time employment are made through the Dean's Office.

## LIVING ACCOMMODATIONS

The college has three modern dormitories for students. Foster Hall provides not only the rooms for all the women of the college, but a women's gymnasium, and social parlors as well. Stone Hall (for first year men) and Seymour Hall (for upper class men) are also completely modern, and provide recreational facilities.

All residents of the college dormitories must bring their own towels, soap, and one comfort or blanket, as well as six napkins and a napkin ring. For charges and room deposits, see above under "Expenses," page 13.

## STUDENT ORGANIZATIONS

The students conduct a number of activities and organizations. The Christian Associations for both men and women are active. Two national fraternities and two sororities have chapters at Talladega. The Little Theatre, devoted to dramatic study, presents several productions during the year. Departmental clubs are connected with several departments of study. Intercollegiate debate is one of the major areas of achievement.

## HEALTH, PHYSICAL EDUCATION, AND ATHLETICS

No student is admitted without a physical examination, and all applicants are accepted subject to the results of this examination. A rigid oversight of the health of the college family is observed. The college provides both a resident physician and a consulting physician and surgeon. The Goodnow Hospital, a well-appointed and well equipped modern building is in the charge of a registered nurse.

The college makes special provision to keep its students physically fit through a course of training under the direction of three competent instructors. The gymnasium with its swimming pool, the numerous tennis courts, and a large enclosed athletic field give the student every opportunity for recreation and sport.

Intercollegiate athletics are conducted as a part of the physical education program. Football, baseball, track, and basketball represent the intercollegiate sports in which the College now participates. Intercollegiate activities are regulated by the Southeastern Athletic Association, of which the College is a member.

## REGULATIONS

**Conduct** of a student is to contribute to the general welfare of the group and to his own best development, and the rules of the College are administered with these two ends in view. If a student finds himself unable to adjust satisfactorily to the life of the College, he may be removed without specific charge.

**Student Activities**—The number of activities and organizations in which a single student may participate is necessarily limited, both to prevent the scattering of the energies of a given individual, and to insure widest participation.

**Demerits**—An unexcused absence from class or church counts as 1 demerit. An excused absence counts as  $\frac{1}{3}$  demerit.

An unexcused absence from chapel and an unexcused tardiness at any class exercise, each count as  $\frac{1}{3}$  demerit.

Accumulated demerits cause loss in scholastic standing as follows: a loss of one point from the term standing for every three demerits received in a particular course; a loss of one point from the total number of points received for every five demerits accumulated from other sources than the classroom during the term.

Excuses for absences must be filed within one week after the return of the student to classes.

**Student Attendance in General Division**—Regular attendance upon all class exercises is expected of students in this division unless excused by the instructor for an extra-class project. Unexcused absences exceeding four from any class during a term automatically excludes the student from the course, and he can be reinstated only by permission of the instructor of the course and the dean of the College in conference with the student and his adviser. If the student is absent from class in excess of twelve times a term for any cause he will not be allowed to take the examination for the course at the regularly scheduled time. The time he will be allowed to take the examination will be determined by the committee mentioned above.

Regular attendance upon Sunday services and week day chapel services is required. Absences from church services in excess of two a term or from week day chapel exercises in excess of five a term automatically place a student on probation from which he can be removed only by the dean of the College in conference with the student and his adviser.

## PRIZES

**The Armstrong Prize for Creative Ability**—A prize of fifteen dollars to be awarded to the student who during the academic year has given the most significant evidence of creative ability in any field. At the discretion of the awarding committee, the prize may be divided. Awarded annually at Commencement, on behalf of the Rev. Robert G. Armstrong of Concord, New Hampshire.

**The Avery Orations**—Two prizes, one of ten dollars and one of five dollars, endowed by Mrs. John T. Avery of Galesburg, Illinois, in memory of her husband, for the two best orations. Competitors may be from any department of the institution.

**The Whiton Essays**—Two prizes, one of ten dollars and one of five dollars, are awarded to successful contestants from any department of the institution for the best essays on some theme in History, Philosophy, or Literature. The prizes were established in 1888 by the Rev. J. W. Whiton, Ph.D., of New York. Essays prepared for the contest must be handed in by 9 o'clock p.m., on the last day of the spring vacation of each year. A list of subjects from which selections may be made is posted at the beginning of the College year.

## The College Department

### REQUIREMENTS FOR ADMISSION

Candidates for admission into the Freshman Class of the College must present credit to the extent of fifteen units of secondary school work by certificate from an approved high school or by examination.

A unit represents a year's work in a subject in the secondary school meeting five times a week, and constituting approximately a quarter of a full year's work.

Of the fifteen units required for admission, the subjects prescribed and those elective are indicated below:

Required, a total of 5 units, as follows:

English .....	3
History .....	1
Science .....	1

Elective, a total of not less than 10 units. The maximum number of units which will be accepted is indicated after each subject:

A minimum of 6 units, or all 10 units from the following:

Agriculture .....	1	History .....	1
Biology .....	1	Hygiene and Sanitation.....	½
Botany .....	1	Mathematics .....	3
Chemistry .....	1	Latin .....	4
Civics.....	½	Physical Geography.....	1
Economics .....	½	Physics .....	1
English .....	1	Physiology .....	½
French or German.....	2		

A maximum of 4 units may be offered from the following:

Commercial Subjects.....	2	Iron Working.....	1
Cooking .....	2	Music .....	2
Drawing, Mechanical or Freehand .....	1	Sewing .....	2
Greek or Spanish.....	2	Woodworking .....	2

Every candidate for admission must present credentials of good character from the principal of the school in which he was prepared.

### DESCRIPTION OF ENTRANCE UNITS ENGLISH (three units)

Three units of English includes (1) a thorough study of English grammar; (2) the ability to express one's self clearly in writing and orally, as gained through a study of the four forms of discourse; (3) an acquaintance with English and American literature, as gained through a study of the history of literature and the reading of at least fifteen of the classics listed below (not less than ten of which should be read in class).

Poe: Short Stories	Sheridan: The Rivals
Scott: The Lady of the Lake, Ivanhoe, The Talisman, Quentin Durward	Goldsmith: She Stoops to Conquer, Vicar of Wake- field, Deserted Village
Homer: The Iliad, The Odys- sey	George Eliot: Silas Marner, Mill on the Floss, Adam Bede, Romola
Dickens: David Copperfield, Oliver Twist, Old Curiosity Shop, Tale of Two Cities	Macaulay: Lays of Ancient Rome
Shakespeare: Julius Caesar, Merchant of Venice, As You Like It, The Tempest, King Lear, Coriolanus, Twelfth Night, Macbeth, Henry V, Hamlet	Lincoln: Speeches Webster: Orations
Tennyson: Enoch Arden, Idylls of the King	Hawthorne: Mosses from an Old Manse, House of Seven Gables
Coleridge: Ancient Mariner	Milton: Paradise Lost, Minor Poems
Arnold: Sohrab and Rustum	Chaucer: Canterbury Tales
Byron: Prisoner of Chillon	Palgrave: Golden Treasury
Burns: Poems	Bacon: Essays
Franklin: Autobiography	Bunyan: Pilgrim's Progress
Irving: Tales of a Traveler, The Alhambra	Addison and Steele: Sir Roger de Coverly Papers
Lowell: Vision of Sir Launfal	Wordsworth: Poems
Hugo: Les Miserables	Lamb: Essays
Stevenson: Travels With a Donkey	Carlyle: Heroes and Hero Worship
Browning: Poems	Burke: Conciliation with Amer- ica

**MATHEMATICS (three units)**

Elementary Algebra, 1 unit. One unit is given for algebra to quadratic equations.

Plane Geometry, 1 unit. One unit is given for the completion of the five books of Plane Geometry.

Advanced Algebra,  $\frac{1}{2}$  unit. This work covers quadratic equations, exponents and radicals, logarithms, the binomial theorem and graphs.

Solid Geometry,  $\frac{1}{2}$  unit. This work embraces the work usually covered in Books vi, vii, and viii of Geometry.

**SOCIAL SCIENCES (maximum of three units)**

Ancient History. One unit embraces a study of the social, political and economic conditions among the Oriental nations, Greece and Roman Republic and Empire.

Medieval and Modern History. One unit includes a study of the rise and development of the European nations from 476 A.D. to the present time.

American History,  $\frac{1}{2}$  or 1 unit. Embraces a study of the social, political and economic development of the United States from 1492 to the present. One-half unit given for a one semester course, and one unit for a year-course.

English History,  $\frac{1}{2}$  or 1 unit. One semester's or one year's work including a study of the English nation from the Roman invasion to the present.

Civics,  $\frac{1}{2}$  or 1 unit. One semester's or one year's work in civics, embracing a study of the Constitution of the United States, and of the forms and functions of the national, state and local governments.

Economics,  $\frac{1}{2}$  unit. Covering a study of the principles of production, distribution, transportation, exchange and consumption, as covered by some such book as Thompson's or Carver's Elementary Economics.

**SCIENCE (maximum of six units)**

One-half unit is given for one semester's work in each of the following: Physiology, Physical Geography, Introductory Science. One unit is given for one year's work in each of the following:

General Science, Botany, Biology, Physics, Chemistry and Agriculture. Half-units are not acceptable in these subjects. Laboratory manuals must be presented in all of these subjects in order to secure credit. About one-half of the work should be laboratory work.

**FOREIGN LANGUAGE (maximum of six units)**

Single units of credit are not accepted in any foreign language. Students who enter with only one unit of a foreign language must take a second year of that language before receiving credit for the one unit presented for entrance.

Latin. Two units include elementary Latin grammar, and four books of Caesar with grammar drill and composition. Six orations of Cicero, including the Manilian Law, and accompanied by composition work, count a third unit. A fourth unit will be given for six books of Virgil's Aeneid.

Spanish: One unit is given for a year's work in elementary grammar and reading work. A second unit is given for advanced reading and composition.

French: Two units are given for a similar amount of work in French.

German: Two units are given for a similar amount of work in German.

Greek: One unit covers the work ordinarily covered by some such text as White's First Greek Book. A second unit would include the reading of four books of Xenophon's Anabasis, with composition.

**COMMERCIAL AND INDUSTRIAL SUBJECTS**

Credit for high school work in commercial and industrial subjects will be given in accordance with the caliber and scope of the work done by the student.

**REQUIREMENTS FOR GRADUATION**

(For students entering as Freshmen in 1933 and thereafter. Students who have matriculated previous to 1933 and those who enter as Junior or Senior students in 1934 will meet the requirements stated on page 18.

Beginning with the Freshman Class of 1933 the work of the College will be divided into two periods—the first period to be known as the General Division, the second the Major Division. The purpose of the General Division is to complete as far as possible the general education of the student, acquainting him with the various fields of human knowledge and endeavor and giving him the command of tools needed for further work. The purpose of the Major Division is to permit the student to concentrate his attention and work upon some limited field closely connected with his vocational plans and interests.

The degree of Bachelor of Arts is conferred upon the completion of the general requirements and the requirements in a field of concentration as stated in the following paragraphs.

#### Requirements in Field of Concentration

The student must meet the following requirements in his field of concentration:

(1) He must qualify for admission to a course of study in some selected field, to be known as his field of concentration, consisting either of a single department or a group of related departments. (For requirements to meet this condition see paragraph on General Requirements below.)

(2) He must pursue successfully a program of work arranged in consultation with his adviser and approved by the Dean. The program of study will consist ordinarily of six courses, each pursued for a period of thirty-six weeks, although upon recommendation of his adviser and approval of the Dean, a student may be allowed to pursue work not directly connected with any formal course as a substitute for a part of his course requirements. In such cases the student must demonstrate his ability to profit by work of this sort, and the quality of this work must be of high order.

(3) He must complete successfully a comprehensive examination in his field of concentration.

#### General Requirements Precedent to Concentration

For admission to a course of study in a selected field of concentration the student must fulfill the following requirements:

(1) He must give evidence through examination of a grasp of such knowledge as can be secured in first year college survey

courses in the three fields of Social Sciences, Natural Sciences, and Humanities.

(2) He must give evidence through examination of a grasp of such knowledge as can be secured in two second year college courses to be selected from the fields of Humanities, Physical Sciences, Biological Sciences, and Social Sciences.

(3) He must give evidence of his ability to use the English Language in a satisfactory manner. The training for this may be secured through the elementary courses in English, the student entering the one for which his placement examinations indicate that he is best prepared.

(4) He must have a reading knowledge of at least one foreign language—preferably French or German. Training for this may be secured in the elementary language courses.

(5) He must show evidence of having such a grasp of mathematics as can be secured by the successful completion of thorough courses in elementary arithmetic, and one year courses in high school algebra and geometry. His placement examinations will determine what if any further training in this subject in college will be needed.

(6) He must pursue successfully the courses designated as preparatory for his field of concentration.

(7) He must complete such work in Physical Education as can be secured in the courses numbered 101 and 102 in that department.

(8) The quality of the work done by the student must be such that the faculty will feel that he can pursue profitably work in a field of concentration.

#### Time

The progress of the student is measured in terms of accomplishment rather than in terms of time. Ordinarily two years will be required to qualify for admission into the student's field of concentration and two years for completion of this latter work. However, the length of either period may vary according to the preparation, ability, and application of the student.

### Scholarship

As students in the survey courses devote the major portion of their time to reading, checks are made by short quizzes throughout the term and term grades will be handed in. The work will be graded A, B, C, D, F. Grade A indicates work of exceptional merit; Grade B of superior merit but less than A; Grade C of good average quality; Grade D of poor quality; Grade F, unsatisfactory.

These grades, however, are primarily for the convenience of those students wishing to transfer to some other college before completing their course of study. The final criterion for the successful completion of survey courses will be the passing of comprehensive examinations, normally taken at the end of the year, though open to students whenever they complete their reading and feel competent to take them. The examinations, while designed to be rigorous, will be arranged so that the average student who devotes serious attention to his work should be able to pass them.

The same procedure as above will be used in the courses in the student's field of concentration.

In all other courses the above grades will be used with the addition of Grade E which indicates failure with one opportunity at a stated time for the work to be made up by examination. Failing in this the student must repeat the course if it is required in his course of study.

### Scholastic Honors

The bachelor's degree will be conferred with the following distinctions: Cum Laude, Magna cum Laude, and Summa cum Laude. The vote of the faculty upon the quality of the student's work and examination in his field of concentration will determine the distinction with which the degree is conferred.

### Classification

Until a student has qualified for admission into his field of concentration, he will be classified as a general student. After he has been accepted into his field he will be called a major student and will be grouped according to the year in which he is expected to receive his degree.

### Withdrawal

A student may be dropped by vote of the departmental heads when it is found that he does not possess sufficient ability for the work or that it is impossible for the college to develop any interest in him for the work.

## COURSE OF STUDY

### Work Leading to Study in a Field of Concentration

Incoming students will be examined carefully—not primarily for admission but for placement—and those found deficient in English and mathematics will be required to pursue work in these subjects until satisfactory standards are reached.

The comprehensive examinations will also afford a test of the student's ability to use English. Deficiency in this will fail a student as well as lack of grasp of subject matter.

During this period students will carry the normal load of four courses meeting four times a week.

### Courses for General Requirements

**English**—English 100, 101, 102, 103 and 105 are taken according to the needs of the student.

**Mathematics**—Mathematics 100 required of those who show need.

**Foreign Languages**—Courses in French, Spanish, German, and Italian are offered to meet the foreign language requirements as stated above.

**Survey Courses**—First year courses in Humanities, Social Sciences, and Natural Sciences are offered. Two second year courses are to be selected from Humanities, Social Sciences, Physical Sciences, and Biological Sciences.

**Physical Education**—Courses 101 and 102 are offered during this period.

### Courses for Special Needs

**Mathematics**—Courses 101a-103a are open for those students who are prepared for this work.

**Foreign Languages**—Courses 101-106 are open to properly prepared students.

**English**—Courses 106, 111, 126 are open to those having the necessary prerequisites.

**Music Theory**—Courses 101-106 are open to properly qualified students.

#### Work in the Field of Concentration

The student during this period will normally carry three courses a term. Variations will be arranged for according to the statements made above.

#### REQUIREMENTS FOR GRADUATION

(For students who matriculated prior to 1933, and those who enter as Junior or Senior students in 1934.)

#### Amount and Distribution of Work

The degree of Bachelor of Arts is given upon the satisfactory completion of 36 units of scholastic work, of which at least three will be in English, two in Biblical Literature, one in Health, nine will be in a major subject, and at least six in each of the three groups of departments given below. Physical training and Expression are required in addition to the above.

A unit consists of a subject pursued five times a week for a term of twelve weeks.

#### Required Work

Three units of English are required in the Freshman year of College. These are English 101, 102, and 105, except for those students whose work is thought to be insufficient for Course 105. Such students will be required to take Course 103 during the last term of their Freshman year, and Course 105 in their Sophomore year. Any students of Freshman or higher classes who show a marked deficiency in the use of English in any subject may be required to pursue special work in this department. Two units in Biblical Literature and one in Health are required.

#### Major Subjects

The work of the major subject may be done in any department which offers a sufficient number of courses for this purpose. Not

more than three courses regularly open to Freshmen may count on this major.

A course must be passed with a grade of C or better in order that it may count upon major work.

#### Electives

For the purpose of election the various departments are grouped in the following manner:

Group I	Group II	Group III
English	Mathematics	Economics
Foreign Languages	Physics	History
Music	Biology	Sociology
Fine Arts	Chemistry	Philosophy
Journalism		Education
		Religion
		Physical Education

A minimum of six units must be offered from each one of the groups. Work offered for the major subject will not be accepted in lieu of any of these units. Six other units may be elected by the students at will from any of the departments. The total number of units in foreign languages secured by the student in both high school and college should not be less than five. Not more than six units in any single department will be accepted except that in which the work of the major is done.

#### Scholarship

The work of a student in each course will be graded A, B, C, D, E, F. Grade A indicates work of exceptional merit; Grade B, of superior merit but less than A; Grade C, of good average quality; Grade D, of poor quality but passing; Grade E indicates failure with one opportunity at a stated time for the work to be made up by examination; failing in this the student receives no credit for the course, and if prescribed must repeat it; Grade F, absolute failure.

A course passed with Grade A will yield three points for a student; Grade B, two points; Grade C, one point; Grade F, a loss of one point. For graduation a minimum of thirty-two points is required.

### Scholastic Honors

The bachelor's degree will be conferred with the following distinction: Cum Laude for those students who have secured an average of 2.0 points during their College course; Magna cum Laude for those students who secure 2.4 points, and Summa cum Laude for those whose work entitles them to 2.7 points.

### Classification

For classification as a Sophomore a student must have secured 7 units of work and 8 points, as a Junior 16 units and 16 points, as a Senior 27 units and 24 points. No student may become a candidate for the bachelor's degree at the close of any term, if at the beginning of the term preceding the one in which he expects to take his degree he has more than six units of work required for the degree and more than four units of his major.

### Probation

College students whose work in any given term is such that two-thirds is of D grade or less, will be warned and placed on probation, and, if by the next term their work is still two-thirds of grade D or less, will be dropped from the institution.

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## COURSE OF STUDY

### Sophomore, Junior, and Senior Years—Prescribed Work

**English**—For those Sophomores who pursued English 103 in spring term of their Freshman year, English 105 is prescribed. Bible 101 and 102 required of all students before their Senior year.

**Health**—Health 101 is required of all students before Senior year.

**Physical Training**—Work in this department is required until Courses 101 and 102 are satisfactorily completed.

### Electives

Courses are open to members of these classes according to the scheme outlined above, except that courses regularly open to Freshmen will count for full credit only among the student's first 27 units.

Courses numbered from 201 to 299 are intended primarily for students in their Junior and Senior year and are open to others only by special permission.

## Description of Courses

### General Division

### Survey Courses

#### Humanities

101. **First-Year Survey.**—A course designed to acquaint the student with man's great contributions in literature, philosophy and religion, and art from ancient times to the present day, to introduce him to standards for judging the quality of such work, and to develop in him an appreciation for the best in these fields. The historical approach will be used. A syllabus directs the reading of the student while the instructors supplement the work with discussions, conferences, and quizzes.

Year Course. 1:30 and 2:30 o'clock.

- 102.—**Second-Year Survey.**—This course includes a study of literature, its technique and types, intended to develop literary appreciation on the part of the student; of the major problems of philosophy with emphasis upon current trends of thought; of the fine arts and the application of artistic principles to everyday life so that the student's enjoyment of the beautiful, and his taste in fine arts may be developed; of religion in general and the Christian religion in particular, with emphasis upon religious attitudes, the need for religious power, and the nature of the belief with which Christianity today interprets the meaning of existence.

Year Course. 9 o'clock.

#### Physical Sciences

101. **First-Year Survey.**—This course together with the first-year course in the biological sciences is designed to acquaint the student with the world of nature in which he lives, and the methods of science by which an understanding of this world has been attained. A survey of general principles, concepts, and applications will be made so that the student may secure a comprehensive view of the field of the physical sciences. Discussions, laboratory demonstrations, conferences, and quizzes are used to supplement the student's reading which will be directed by a syllabus accompanying this course.

Half Year. 8 and 9 o'clock.



102. **Second-Year Survey.**—A survey of the basic principles of chemistry and physics.

Year Course. 10 o'clock.

#### Biological Sciences

101. **First-Year Survey.**—Following the first-year course in the physical sciences this course acquaints the student with the world of living organisms. A survey of the essential theories, facts, and principles of the entire field of the biological sciences is presented. Representative living specimens, preserved materials, specific demonstration preparations, models, together with required readings, are used to furnish the student with an adequate introductory grasp of this field of knowledge.

Half Year. 8 and 9 o'clock.

102. **Second-Year Survey.**—A broad, more extensive comprehensive survey of the entire field of the biological sciences emphasizing laboratory and field projects involving the fullest possible use of living materials, typical life-histories, characteristic preserved specimens, selected demonstration preparations, anatomical mounts, models, charts, manikins, representative photomicroprojections and such specific illustrations as will serve as an indispensable aid in the exposition of life lore and its application to human progress. This course, though designed primarily to prepare students who are planning to concentrate in the Division of the Biological Sciences, is well adapted to serve the student with major interests in other fields.

Year Course. 2:30 o'clock.

#### Social Sciences

101. **First-Year Survey.**—This course affords the student the opportunity of becoming acquainted with the world of men and of social movements. A study is made of the simpler forms of human society, and of the factors which have entered into the development of the more complex phases of modern society, followed by discussions upon some of the important social problems of today. A syllabus directs the reading of the student and the instructor supplements this work with conferences and quizzes.

Year Course. 10 and 11 o'clock.

102. **Second-Year Survey.**—A study of the basic concepts and principles of sociology, economics, and political science, with particular emphasis upon the interpretation of modern movements in these fields.

Year Course. 8 o'clock.

#### Physical Education

- 101, 102. **First and Second Year Courses.**—The purpose of these courses is to provide opportunity, through physical activity, for the all-round and complete expression of the individuals and the group. This includes instruction and guidance in the perfection of physical skills; the development of fundamental attitudes of good sportsmanship; and the development of a lasting appreciation and interest in a variety of activities tending to stabilize and to balance the life of the individual. The following procedures are parts of the plan: a) medical and physical examination with follow-ups during the year; b) aptitude or placement test; c) achievement tests at stated intervals in the various activities of the program; d) a physical fitness test at the end of the second year.

## Supplementary Courses

### English

100. **Grammar.**—Designed for those students in the division who show a need for work of this kind.
101. **Rhetoric.**—A review of the fundamentals of grammar and rhetoric, letter writing, paragraph development, outlining, note-taking. The development of the English language, synonyms, word values, methods of gathering and arranging materials, reading and writing by types, and principles of literary appreciation.  
Year Course. 9, 11 and 2:30 o'clock.
105. **Public Speaking.**—Training in selecting, organizing, and presenting material for the public. Training in Expression which includes coordination of mind, body, and voice. Constant practice in speaking before the class.  
First Term. 9:00 o'clock. Third Term. 9:00 and 11:00 o'clock.
106. **Argumentation.**—The principles of Argumentation, practice in both analytic and synthetic briefing, training in both forum discussion and formal debate. Text. Baird: Public Discussion and Debate. Prerequisite: Public Speaking 105.  
First Term. 11:00 o'clock.
111. **Debating.**—An advanced course in Argumentation and Debating, open to all classes and required of all candidates for the Intercollegiate Debating Team. Prerequisite: Public Speaking 106, or consent of Instructor.  
Second Term. 3:30 o'clock.
126. **Phonetics.**—A study of English Speech sounds as a basis for establishing good speech habits. A study of the speech mechanism and its manipulation. International Phonetic alphabet used in representing sounds and making transcriptions. Aim to cultivate cultural speech by fostering a pride in speaking the English language correctly and pleasantly. Texts: Mosher: The Production of Correct Speech Sounds; Fogerty: Speech Craft. Prerequisite: English 105.  
Second Term. 11:00 o'clock.

### Mathematics

100. **General Mathematics.**—This course is designed for students who have not met the mathematical requirements of the general division. The fundamental concepts of arithmetic, algebra, and geometry are emphasized.
- 101a, 102, 103. **Advanced Algebra, Trigonometry, and Analytics.**—A thorough treatment of quadratics, graphs, progressions, logarithms, and the binomial theorem for positive exponents is given; the trigonometric functions and their applications to the solution of triangles, use of tables, applied problems; coordinate systems, projections, loci, straight line, and conic.  
First Term: 9:00. Second and Third Terms. 1:30 o'clock.
- 101, 102, 103. **College Algebra, Trigonometry, and Analytics.**—Same as above except that the first section is given to a study of permutations, combinations, complex numbers, theory of equations, determinants, and partial fractions.  
First, Second, and Third Terms. 1:30 o'clock.

### Modern Languages

- 101F. **Elementary French.**—The aim of this course is to insure the formation of such speech habits as are essential in the acquisition of a living language from the modern point of view. Pronunciation is taught on a phonetic basis. Attention is given to the understanding of easy French, written and spoken, the reproduction of easy French, dictation, and resumes and short themes in French. Rapid reading of 300-400 pages of relatively difficult French is done towards the close of the course. Work with phonographic material and dictaphone.  
Year Course. 9:00 and 2:30 o'clock.
- 101G. **Elementary German.**—This course is designed to develop in the student first the ability to read easy German, and by gradually increasing the ready assignments to enable him to cover short stories of literary and artistic value, particularly those of the nineteenth century masters of prose, Storm, Keller, Heyse, and others, and at least one work dealing with German life and German institutions. Attention is given to grammar and vocabulary building.  
Year Course. 11:00 o'clock.

**MUSIC THEORY**

**101, 102, 103.—Sight Singing and Ear-Training, Harmony.**—A course in sight singing and mental hearing or tone thinking and recognition in conjunction with Elementary Harmony to altered chords. Texts: Wedge, Ear Training and Sight Singing; Goestchius, Tone Relations; Richter's Additional Exercise for Harmony.

First, Second and Third Terms. 9:00 o'clock.

**104, 105, 106. Harmony and Harmonic Dictation.**—Texts: Goestchius, Materials Used in Musical Compositions; Robinson, Aural Harmony. Prerequisites: Courses 101, 102, 103.

First, Second and Third Terms. 10:00 o'clock.

**Old Plan**

(Departments arranged alphabetically)

**BIOLOGY**

**103a. Elementary Botany.**—An introductory course consisting of lecture-discussions, demonstrations and projects, designed to cover the elements of Botany. The course presents the plant as a unit, with special emphasis on structure, function, development and heredity, using various groups of plants native to and hearty in this latitude as type specimens. Text: Eyster, College Botany. Prerequisites: Biology 101, 102.

Third Term. 1:30-3:30 o'clock.

**109. Genetics.**—A course consisting of lectures, laboratory work and recitations on the laws of heredity, effects of the various methods of breeding, species of hybrids, the problem of sex, together with discussions bearing on the recent genetic results on special problems, including pathology, evolutionary biology, agriculture, sociology and the probable trend of current genetic work. Text: Lindsey, Textbook of Genetics. Prerequisites: Biology 101, 102 or the equivalent and 103a. Laboratory fee, \$5.00.

First Term. 8-10 o'clock.

**201. Mammalian Anatomy.**—Dissections supplemented by informal lectures and demonstrations, are designed to lay a broad foundation in the knowledge of the structure of the human body, human physiology, personal hygiene, together with some pertinent information of the natural extensions of such knowledge into the various biological fields and premedical education. Texts: Reighard and Jennings, Anatomy of the Cat, and Bigelow, Dissections of the Cat. Prerequisites: Biology 101, 102 or the equivalent. Laboratory fee, \$5.00.

First Term. 10-12 o'clock.

**202. Comparative Anatomy of Invertebrates.**—A laboratory course, supplemented by lectures, recitations and demonstrations dealing with the study of the anatomy of the adult, the life-history and a discussion of the habits and distribution of representatives of the lower invertebrate groups (Protozoa, Porifera,

Coelenterata, Platyhelminthes, Nemathelminthes, Bryozoa and Brachiopodo), together with the comparative anatomy, development, and phylogeny of the higher invertebrate groups (Echinodermata, Annelida, Arthropoda, Mollusca and Tunicata). Prerequisites: Biology 101, 102 or the equivalent. Laboratory fee, \$5.00.

First Term. 8-10 o'clock.

204. **Comparative Anatomy of Vertebrates.**—A course consisting of lectures and laboratory work on types, structures, physiology, and relationships of vertebrate animals. In the laboratory a number of representative types are dissected as a prerequisite to human anatomy and medicine. Texts: Kingsley, Comparative Anatomy of Vertebrates, and Hyman, Comparative Vertebrate Anatomy. Prerequisites: Biology 101, 102 or the equivalent, 201. Laboratory fee, \$5.00.

Second Term. 10-12 o'clock.

- 210.—**General Bacteriology.**—Laboratory work, supplemented by informal lectures and recitations. Emphasis is placed upon the preparation and use of culture media, culture and identification of bacteria, staining and microscopic technique, together with special attention to the study of economic problems and disease. Texts: Norton and Falk, Manual of Bacteriology and Immunology, and Jordan, Bacteriology. Prerequisites: Biology 101, 102 or the equivalent, and with or after one year of chemistry. Laboratory fee, \$5.00.

First Term. 10-12 o'clock.

214. **Embryology.**—Lectures and laboratory work dealing with the sexual cells, the fertilization and cleavage of the egg, and the formation of the principal organs of the body. The development of the embryo and the differentiation of the tissues are studied in various animals, but special emphasis is placed upon the vertebrates. Texts: Patten, Embryology of the Chick, and Lillie and Moore, Outline of Embryology. Prerequisites: Biology 101, 102 or the equivalent, 201. Laboratory fee, \$5.00.

Second Term. 10-12 o'clock.

216. **Histology.**—A course comprised of the minute study of animal cells and tissues, emphasizing the structure of the chief organs and tissues of the human body, together with practice in the

methods of historical technique of microscopic preparations. Text: Guyer: Animal Micrology. Prerequisites: Biology 101, 102, 103a, 214, and with or after one year of chemistry. Laboratory fee, \$5.00.

Third Term. 10-12 o'clock.

218. **General Physiology I.**—Lectures, recitations and laboratory work comprising the essentials of the physiology of blood, circulation, respiration, muscle, nerve and reflexes. Text: Starling, Human Physiology. Prerequisites: Biology 101, 102 or the equivalent, 201, 216. Laboratory fee, \$5.00.

Second Term. 1:30-3:30 o'clock.

219. **General Physiology II.**—Physiology of digestion, absorption, metabolism, secretion, excretion, animal heat. Text: Same as for Biology 218. Prerequisites: Biology 218. Laboratory fee, \$5.00.

Third Term. 10-12 o'clock.

226. **Biological Sciences Seminar.**—The purpose of the Seminar is to hold meetings weekly throughout the year, for such varied work of interest, as the reviewing of new books and current periodical literature, critical reading of some work of general interest, the presentation of reports upon original research or original papers by advanced members, lectures and demonstrations by outstanding scientists. The final meeting of the month, which is a joint meeting of the Seminar and Department Club, is open to all who may be interested. Attendance is required of those whose major work is done in Biology.

Weekly. Each Term. No credit. 2:30 o'clock Friday.

Note—Students taking above courses in Biology are subject to additional breakage charges.

## CHEMISTRY

101. **General Chemistry.**—An introductory survey course designed to acquaint the student with the basic principles of chemistry through a study of the more common elements, compounds and processes. The student is taught to solve problems illustrating chemical principles. Lectures and recitations three hours per week, laboratory practice four hours per week. Laboratory fee for Chemistry 101, 102, 103, \$6.00. Breakage and key deposit, balance to be returned, \$3.50.

First Term. 10-12 o'clock.

102. **General Chemistry.**—A continuation of Chemistry 101.  
Second Term. 10-12 o'clock.
103. **General Chemistry.**—A continuation of Chemistry 102, including the study of the first three groups in the qualitative analysis of the cations.  
Third Term. 10-12 o'clock.
104. **Analytical Chemistry, Qualitative.**—A study of chemical principles through the systematic detection of the more common cations and anions. Lectures and recitations three hours per week, laboratory practice at least six hours per week. Laboratory fee Chemistry 104, 206, 207, \$9.00. Breakage and key deposit, balance to be returned, \$4.50. Prerequisite, Chemistry 103 or the equivalent.  
First Term. 10 o'clock.
206. **Analytical Chemistry, Quantitative.**—This course is designed to give the student practice in determining quantitatively some of the more common elements, compounds, and radicals. The principles of acidimetry, solubility product, oxidation, and electrolysis are emphasized. Problems are solved. Prerequisite, Chemistry 104.  
Second Term. 10 o'clock.
207. **Analytical Chemistry, Quantitative.**—A continuation of Chemistry 206.  
Third Term. 10 o'clock.
208. **Organic Chemistry, General.**—The principles underlying the nomenclature, classification and synthesis of the more common classes of carbon compounds are studied in this course. Lectures and recitations, three hours per week, laboratory practice at least six hours per week. Laboratory fee Chemistry 208, 209, 210, \$9.00. Breakage and key deposit, balance to be returned, \$4.50. Prerequisite, Chemistry 103 or the equivalent.  
First Term. 1:30-4:30 o'clock.
209. **Organic Chemistry, General.**—A continuation of Chemistry 208.  
Second Term. 1:30-4:30 o'clock.
210. **Organic Chemistry, General.**—A continuation of Chemistry 209.  
Third Term. 1:30-4:30 o'clock.

211. **Physical Chemistry.**—In this course a study is made of the laws governing the behavior of solids, liquids, gases, dilute solutions, solutions of electrolytes, colloids, and crystals. The study of the kinetic theory, the quantum theory, the Debye Huckel theory and the theories of atomic structure and valence is begun. The laboratory practice includes determinations of vapor density, freezing point, boiling point, density, viscosity, reaction velocity, hydrogen ion concentration, conductivity, and certain experiments in colloid chemistry and the phase rule. The student is allowed some latitude in the choice of experiments. Reports containing a full discussion of error are required. Lectures, recitations, problem laboratory periods three hours per week. Laboratory practice six hours per week. Laboratory fee for Chemistry 211, 212, 212a, \$9.00. Breakage and key deposit, balance to be returned, \$4.50. Prerequisite, the consent of the instructor.  
First Term. 2:30 o'clock.
212. **Physical Chemistry.**—A continuation of Chemistry 211.  
Second Term. 2:30 o'clock.
- 212a. **Physical Chemistry.**—A continuation of Chemistry 212.  
Third Term. 2:30 o'clock.

## EDUCATION

### General

212. **Introduction to Education with a Study of the American School System.**—A course designed to introduce the student to the scientific study of education, including at the end a study of the organization of education in the U. S. with a comparison of that in the larger European countries. Prerequisite: 16 units of college work. This course is prerequisite for all other courses in Education.  
First Term. 10 o'clock.  
Repeated Second Term. 2:30 o'clock.
213. **Educational Psychology.**—A study of native endowment, habit formation, technique of learning, and the psychology of childhood and adolescence, with application to the problems of teaching and learning. Prerequisite: Education 212 and Philosophy 101.  
Second Term. 10 o'clock.  
Repeated Third Term. 2:30 o'clock.

235. **Educational Sociology.**—A course designed to interpret educational theory and practice in relation to society, and to correlate and unify the work of the preceding courses. Prerequisite: Three courses in Education.

Third Term. 11 o'clock.

#### Secondary Education

216. **Principles of High School Teaching.**—A study of the general principles employed in high school teaching, together with a discussion of classroom problems. Observation and collateral readings. Prerequisite: Education 212.

First Term. 2:30 o'clock.

Repeated Third Term. 10 o'clock.

221. **Principles of Secondary Education.**—A course designed to give a brief but concise discussion of the underlying philosophy of secondary education. Prerequisite: Education 212. Offered only in combination with Education 230.

First Term. 10 o'clock.

Repeated Second Term. 2:30 o'clock.

230. **Tests and Measures.**—A study of the various types of tests now in use in the secondary school with the elements of statistics. Prerequisite: Education 212. Offered only in combination with Education 221.

First Term. 10 o'clock.

Repeated Second Term. 2:30 o'clock.

231. **Specific Methods.**—Courses in the teaching on the secondary level of English, History, Foreign Languages, and Mathematics, are offered. These courses are usually given in the third term of the student's Junior year, and are taught by the faculty members in the departments in which the subject matter is found. In addition Music and Physical Education list teaching courses under description of courses. Prerequisites: Four units of work in the subject and two units in education.

Hours announced on the course schedule.

232. **Student Teaching in High School.**—The practice teaching is carried on under supervision of the instructor in charge of the course. Prerequisite: At least two units of education, includ-

ing a course in methods of teaching the subject in which practice teaching is to be done.

Each Term. Hours arranged.

#### Elementary Education

225. **Reading Methods.**—A presentation of modern methods of teaching with observation. Prerequisite: Education 213.

Third Term. 9 o'clock.

226. **Methods of Teaching Literature and Spelling.**—Aside from a study of the methods of teaching these subjects, about half of the course will be devoted to a consideration of children's Literature.

Third Term. 11 o'clock.

227. **The Kindergarten Curriculum I.**—A detailed study of the work of the kindergarten. Prerequisite: Education 213.

First term. 11 o'clock.

228. **The Kindergarten Curriculum II.**—A continuation of the preceding. Prerequisite: Education 227.

Second Term. 11 o'clock.

229. **Methods of Teaching Arithmetic.**—Prerequisite: Education 213.

First Term. 9 o'clock.

230. **Methods of Teaching Social Studies.**—Prerequisite: Education 213.

Second Term. 9 o'clock.

231. **Methods and Materials of Physical Education, and Methods of Teaching Writing.**—Prerequisite: Education 213.

Second Term.

232. **Practice Teaching.**—This work is pursued each term with or after the courses in methods.

First, Second, Third Terms. Hours arranged.

212. **School Music.**—See under Music Theory.

## ENGLISH

## Rhetoric and Composition

109. **Theme Course.**—Specially designed for those upper classmen needing further work in English. Includes attention to the requirements of each individual.

Third Term.

## Literature

107. **American Literature.**—A survey course with extensive readings, a study of historical influences and literary tendencies; the development of literary appreciation. Text: *A Book of American Literature*, Snyder. Prerequisites: Rhetoric 101 and 102.
- Second Term. 11 o'clock.
108. **Verse Forms.**—A study of the chief forms of English verse as exemplified in the standard English poets and foremost contemporary poets. Practice in writing the chief forms within the scope of student effort. Aim to create a fuller appreciation of poetry and to stimulate creative effort in verse composition. Prerequisite: English 107. (American Literature) or Consent of Instructor.
- Third Term. 10 o'clock.
117. **Shakespeare.**—An intensive study of six plays and more general study of others. Treated as dramatic literature and studied as an outgrowth of Shakespeare's time and Shakespeare's stage. Adaptation of Shakespeare to the modern stage discussed. Rolfe edition of plays used. Prerequisite: English 119 (History of the Drama).
- Second Term. 10 o'clock.
119. **The History of the Drama.**—The beginning of the Drama; the Elizabethan drama, with the exception of Shakespeare; Restoration Drama, and later drama to 1800. Prerequisites: Rhetoric 101, 102 and 103 or 105.
- Third Term. 11 o'clock.
208. **The Essay.**—Its development from its beginning with Montaigne and Bacon. Special emphasis on the Eighteenth Cen-

tury Essay and the modern Familiar and Informal Essay. Original essays required. Prerequisite: Sixteen units of college work.

First Term. 8 o'clock.

212. **English Prose in the Nineteenth Century.**—A study of Carlyle, Ruskin, Newman and Arnold. Prerequisites: Sixteen units of college work.
- Second Term. 8 o'clock.
210. **The Short Story.**—The technique and types of the Short Story. Writing the Short Story. The historical development of this literary form. Intended to stimulate productive work. Prerequisites: Sixteen units of college work.
- Third Term. 8 o'clock.
211. **The Modern Drama.**—A study of Nineteenth Century drama, beginning with Ibsen, including some continental dramatists, as well as English and American dramatists. The course is brought down to date with the latest plays of O'Neill and others now writing. Prerequisites: Sixteen units of college work.
- First Term. 9 o'clock.
215. **Browning and Tennyson.**—A careful study of these two authors as poets and thinkers. Prerequisites: Nineteen units of college work.
- Second Term. 1:30 o'clock.
217. **The English Romantic Poets.**—A study of Wordsworth, Coleridge, Shelley, Keats and Byron. Prerequisites: Nineteen units of college work. Not offered 1934-35.
- Second Term. 1:30 o'clock.
218. **Milton.**—His poetry and prose, in connection with his times and seventeenth century thought. Prerequisites: Sixteen units of college work. Not offered 1934-35.
- First Term. 9 o'clock.
221. **The History of the English Novel.**—The origins and foreign influences, the eighteenth century, the Gothic romance, the nineteenth century romanticists and realists, the contemporary novel. Prerequisites: Twenty-two units of college work.
- Third Term. 1:30 o'clock.

**Public Speaking and Dramatic Art**

127. **Effective Speaking and Dramatic Interpretation.**—The technique of Impression and the technique of Expression, stressing the intelligent approach to a selection, and the correct and effective use of the vocal and bodily instruments. Application of Principles in exercises in reading and acting. Aim to make the printed page live in voice and action. Text: Woolbert and Nelson: *The Art of Interpretative Speech*. Prerequisite, Public Speaking 105.

Second Term. 9 o'clock.

201. **Dramatic Composition.**—A study of the technique of the one-act play as exemplified in best classic and contemporary specimens. Writing of one-act plays with special emphasis upon the folk play movement. Texts: Wilde: *Craftsmanship of the One-act Play*; Lewis: *Contemporary One-act Plays*. Prerequisite: English 211 (Modern Drama), or consent of Instructor.

Second Term. 8 o'clock.

202. **Dramatic Production.**—Brief history of the evolution of the stage, bibliography of plays for amateur production, stage design and stage modelling, costuming, lighting, make-up, and coaching. Laboratory work in designing and building of scenery and in coaching. Especially designed to train those interested in the Little Theatre for greater usefulness in that organization and to train those who as teachers or community workers may be responsible for programs and dramatic productions. Prerequisites: English 117 (Shakespeare) and English 119 (History of Drama), or consent of Instructor.

First Term. 1:30 o'clock.

**HEALTH**

101. **Personal Hygiene.**—This course deals with the health of the individual, seeking to provide the subject matter for healthful living and citizenship or for health teaching. The treatment of personal hygiene presents the scientific principles upon which health practices rest and their relation to the functions of the various systems of the body. Special attention is given to nutrition, elimination, exercise, mental hygiene and reproduction. Lectures, demonstrations and reports from current literature on health topics. Required.

Each Term. 1:30 o'clock.

212. **Public Hygiene.**—An introductory course dealing with problems of community hygiene such as water supply, sewage disposal, food supply, infant welfare, tuberculosis, insect-borne infections, etc. The elements of vital statistics are presented.

Second Term. 10 o'clock.

**HISTORY AND POLITICAL SCIENCE**

101. **History of Mediaeval Europe.**—The history of Europe from the beginning of the decline of the Roman Empire to the opening of the Sixteenth Century. Recitations and collateral reading. Elective for freshmen.

First Term. 8 o'clock.

102. **Political History of Modern Europe.**—A study of the political development of Modern Europe with a careful analysis of the intellectual, moral and political conditions which gave rise to the Renaissance, the Reformation, Absolute Monarchy, Revolutions, and final establishment of Democracies. Recitation and collateral reading. Elective for freshmen.

Second Term. 8 o'clock.

103. **Europe Since the World War.**—A careful examination of the significant events and changes in Europe from the outbreak of the war down to the present. Prerequisite: History 101 and 102, or by consent of Instructor.

Third Term. 8 o'clock.



104. **The Development of the United States from the Landing of the Pilgrims to the Civil War.**—A careful study of the political and economic factors involved in the making of the government.  
First Term. 8 o'clock.
105. **The Development of the United States from the Reconstruction Era Through the World War.**—Recitations and collateral readings. Prerequisite: History 104.  
Second Term. 8 o'clock.
- 105a. **The History of Political Theories.**—A study of ideas concerning the State. Considerable attention will be given to the effect of these ideas on political and social institutions. Discussions, reports, lectures. Prerequisite: Three units in History. Alternates with History 106a. Not offered 1934-35.  
Third Term. 8 o'clock.
- 106a. **United States Government.**—A study of Federal, State and Local Government. An analysis of the salient features of our constitutional and political systems. Recitations and collateral readings. Alternates with 106b.  
Third Term. 8 o'clock.
- 106b. **The Governments of Europe.**—The course covers the antecedents, organization, and processes of government in the chief European countries. Recitations and collateral readings. Alternates with 106a.  
Third Term. 11 o'clock.
201. **The Revolution in Russia.**—A study of the cause and course of the Russian Revolution; an analysis of the decadence of autocracy; an attempt to understand the spirit which animated the Revolution and the aims toward which it strives and the personalities which have directed it. Discussions, reports, lectures. Prerequisite: Three units in History. Alternates with 106b.  
Third Term. 11 o'clock.
207. **History of England.**—A detailed study of the political, industrial and social development of England and its Empire. Recitations and collateral readings. Offered in alternate years.  
First Term. 11 o'clock.

- 207b. **History of England.**—A close study of one of England's most acute domestic problems. The survey covers every aspect of the political and economic life of the Irish people during the eighteenth and nineteenth centuries. Lectures, readings and reports. Prerequisite: History 207.  
Third Term. 11 o'clock.
208. **Revolutionary Period of France.**—A detailed study of causes and effects of the French Revolution, a careful survey of the experimental government changes of the period. Recitations and collateral readings. Prerequisite: At least three units in History. Offered in alternate years.  
Hours arranged.

## JOURNALISM

201. **News Writing and Reporting.**—A course in the art of collecting, writing and preparing news, with a consideration of various types of news stories and news values. Attention is given to the mechanics and technique of newspaper make-up.  
Third Term.

## LANGUAGES—MODERN

### FRENCH

104. **Intermediate French.**—Reading of plays, novels, short stories, and memorization of poems and fables. Résumés in French of pages read, discussions, questions. One-third of the time is devoted to a further study of grammar and idiomatic expressions mainly through writing directly in French or translating from English into French. Due attention is given to training students in the art of correct French pronunciation, intonation, articulation, and expressive reading.  
First Term. 10 o'clock.
105. **French Prose and Poetry.**—Corneille, Racine, Moliere, Victor Hugo, Alfred de Musset, Balzac, Flaubert, Daudet, Zola, etc. Composition. Besides careful translation of assigned texts in

the classroom, a considerable amount of outside reading will be required. Exercises in composition will be assigned, for the most part written, but occasionally oral.

Second Term. 10 o'clock.

106. **French Composition: Oral and Written Phonetics.**—The aim of this course is to give a speaking knowledge of French and additional capacity to write and speak it correctly. The work is based on reading of narrative, dramatic, and critical literature chosen by the students, who write reports and present orally the substance of these reports. Constant attention is given to pronunciation. A syllabus based on the works of Jack, Klinghardt, Passy, Nicholson, Martinon, Thurot, Nyrop, Dumville, De Grammot, Lesaint, Rousselot and Sweet is used for the work in Phonetics.

Third Term. 10 o'clock.

207. **Cours de Style.**—Intended primarily for students who, having a good general knowledge of French, have not yet mastered certain peculiarities of grammar, and other difficulties of the written language. The method comprises (1) the translation from English into French of texts of increasing difficulty; (2) class discussion of this translation; (3) the study of a certain number of important points of grammar. Attention is also given to words, their exact meaning, their "family," synonyms with various shades of meaning, vocabulary building through the association of ideas. Brunot's *La Pensée et la Langue* will form the basis for a study of French stylistics.

First Term. 8 o'clock.

208. **French Literature of the Seventeenth Century.**—Lectures, themes and collateral reading. The first lectures will deal in a summary way with Montaigne, la Pléiade, etc. The following texts are suggestive of the work of the course: J. Boulenger, *Le Grand Siècle*; Lanson et Tuffrau, *Manuel III*; Abry, Audic et Crouzet, *Malet's Histoire de France*, Sching and King, *Seventeenth Century French Readings*, *Oeuvres Choisies of Racine and Molière*, Pascal's *Pensées* by Braunschvig, *La Bruyere, Caracteres*; Cayrou, *Le Français classique*; Bray, *La Formation de la Doctrine Classique*.

Second Term. 8 o'clock.

209. **French Literature of the Eighteenth Century.**—This course aims to study in particular the life and works of Montesquieu, Voltaire, Diderot, Beaumarchais, and Chénier so as to acquaint the student with the development of the literary, political, and social currents in France from the decline of seventeenth century classicism to the eve of the Revolution.

Third Term. 8 o'clock.

210. **Romanticism and Realism in French Literature of the Nineteenth Century.**—The object of this course is to study the great literary currents of the nineteenth century, romanticism and realism. The following is a suggestive list of texts which the student will find of paramount importance: F. Strowski, *Tableau de la littérature française au XIXe siècle*; Francisque Vial, *Idées et doctrine littéraires du XIXe siècle*; A. Billy, *La Littérature française contemporaine*; C. H. C. Wright, *The Background of Modern French Literature*.

First Term. 8 o'clock.

211. **The Theatre in France from the Eighteenth to the Twentieth Century.**—This course will treat the evolution of the theatre from the death of Moliere down to the present time. Analysis of texts, lectures, collateral reading, and reports.

Second Term. 8 o'clock.

212. **The Development of French Lyric Poetry in the Nineteenth Century.**—(1) down to 1850; (2) from 1850 to 1900. This course will give consideration to various phases of French life and thought reflected in the lyric poetry of the period. Certain poems of individual writers will be studied in accordance with approved methods of text interpretation. The history and technique of French Versification is also included.

Third Term. 8 o'clock.

## GERMAN

104. **Intermediate German.**—This is a course in modern, mainly nineteenth century literature. Class texts will be supplemented by a large amount of outside reading adapted to the student's interest. Constant effort will be directed to increasing the student's mastery of German words and by compiling lists of new idioms, synonyms, antonyms, and standard idiomatic expressions. Theme writing accompanies the other work. Texts of increasing difficulty will be used but will vary from year to year.

First Term. 11:00 o'clock.

105. **Advanced German.**—A. A reading course intended as an introduction to eighteenth century masterpieces, both narrative and dramatic. In addition to intensive study of representative texts of this classical period of German literature, extensive reading (about 1,000 pages) of prose and poetry of the same period is required. German themes based on the texts studied intensively. Continued study of vocabulary and idioms leading to increased reading ability. B. Composition dealing with German life, history, and literature. C. A course of reading in a selected list of texts in the natural sciences.

Second Term. 11:00 o'clock.

106. **Advanced German (Cont.)**—A. The German Short Story. The following is a suggestive list of the texts from which a selection is made: Eichendorf, *Aus dem Leben eines Taugenicht*; Hoffmann, *Meister Martin*; Storm, *Immensee*, *Viola Tricolor*, and *Renate*; Stifter, *Das Heidedor*; Rosegger, *Das Holzknicht-haus*; Keller, *Romeo and Julia auf dem Dorf*; Riehl, *Das Spielmannskind*; Meyer, *Der Heilige*. B. Nineteenth Century Drama: Kleist, *Der Prinz von Homburg*; Hebbel's *Agnes Bernauer*; Ludwig's *Der Erbfoster*; Grillparzer's *Des Meeres und der Liebe Wellen*; Freytags *Die Journalisten*; Anzgruber's *Der Pfarrer von Kirchfeld*; Willbrandt's *Der Meister von Palmyra*; Wildenbruch's *Die Rabensteinerin*; Sudermann's *Heimat*; Hauptmann's *Die Weber*.

Third Term. 11:00 o'clock.

## SPANISH

101. **Elementary Spanish.**—The aim of this course is to teach the essentials of the structure of the language and to give the students a vocabulary adequate for reading accurately and with some facility standard Spanish prose. Special emphasis is laid on the acquisition of the ability to recognize instantly the forms of all types of the Spanish verb. Ford and Hills' *Spanish Grammar for Colleges*; Roessler and Remy, *A First Spanish Reader*; Castillo, *Lecturas introductorias* or similar texts are used.

First Term. 1:30 o'clock.

102. **Elementary Spanish.**—This course further develops the ability to read the language by persistent training in the recognition and reproduction of Spanish verb forms of all types, in the fundamentals of Spanish syntax, and by systematic vocabulary building. Exercises in sentence variation and amplification, additional types of direct method exercise and free themes contribute to the attainment of some facility in written expression. Ford and Hills' *Spanish Grammar for Colleges*, Castillo, *Lecturas introductorias*; Benavente's *Tres Comedias* or similar texts are used.

Second Term. 1:30 o'clock.

103. **Intermediate Spanish.**—This course calls for: (1) translation from English into Spanish of connected prose based for the main part on Spanish models, special attention being given to points of syntax and idiomatic expressions (*Keniston, Spanish Idiom List*); (2) reading and translating of about 600 pages in class of Spanish prose and poetry; (3) composition, with attention given to diction and style as well as to syntax. Navarro-Espinosa's *A Primer of Spanish Pronunciation* is used as a text for elementary phonetics.

Third Term. 1:30 o'clock.

104. **Advanced Spanish.**—Intensive reading will be done in Blasco Ibáñez' *La Barraca* and similar texts and a collection of tales covering a wide range of Spanish life and customs. The list of authors includes a number of the acknowledged masters of contemporary fiction, among them Azorín, Ibáñez, Clarín, Valle-Inclán, Pío Baroja, Trigo, Palacio Valdés, Alarcón,

Pardo Bazán, Pérez Galdós, Fernán Caballero, Trueba. For extensive reading the student will choose in accordance with personal interest from Spanish fiction and drama of the nineteenth and twentieth centuries, and in part from the field of history, biography, political science, etc. Formal composition is based on Castillo and Montgomery's Advanced Spanish Composition. From T. Navarro Tomás' Manual de Pronunciación Española, a theoretical and practical study of Spanish phonetics is made.

First Term. 9:00 o'clock.

105. **Survey of Spanish Literature to 1615.**—Starting with the Poema del Cid study is made of the most important literary manifestations from the twelfth century to 1616, such as the mystics, the picaresque novel, the beginnings of the drama, and Don Quixote. A history of literature, an anthology and texts of prose, poetry and dramatic literature furnish the basis of instruction.

Second Term. 9 o'clock.

106. **Survey of Spanish Literature (1616-1898).**—Continues the work begun in 105 and studies in detail the drama of the siglo de oro as represented by Calderón and Lope de Vega, the romantic drama and the realistic novel. As in the preceding course, a history manual, an anthology, and selected texts are used.

Third Term. 9:00 o'clock.

#### SEMINAR COURSES

250. **Seminar Courses in Romance Languages.**—When demand is sufficient seminar courses are available in Vulgar Latin, Old French, Old Spanish, Portuguese, Provençal, Old Italian, Rumanian, Cervantes, Introduction to Graduate Study of Romance Languages, Comparative Romance Linguistics, and Italian Literature of the Quattrocento and Cinquecento.

#### LIBRARY TECHNIQUE

223. **Library Technique.**—Instruction in the method of classifying and cataloguing books, and practice in the use of reference books, reader's guides, etc.

Third Term. 9 o'clock.

203. **Development of the Christian Church to the Reformation.**—History of the Christian religion after New Testament times and through the Protestant Reformation. Included are the usual subjects of the growing papacy and monasticism, of relations between church and state during the middle ages, of religious thinking in scholasticism and the renaissance, and of the reformation's early development.

First Term. 11:00 o'clock.

204. **History of Protestantism.**—History of the Christian movements following the Protestant Reformation and to the present time. Most of the attention will be given to the continued efforts at reform and to the rise of existing denominations. Prerequisites for majors in religion: Religion 203.

Second Term. 11:00 o'clock.

- 205a. **The World's Religious Literature.**—A review of the world's poetry and prose which is of religious significance, exclusive of the Bible. Some of the best literature from former times will be taken up, then the productions of modern times. Appreciation of their value for present-day thinking and living will form part of this course.

Second Term. 10:00 o'clock.

208. **Modern Religious Ideas and Movements.**—A concentration upon such modern movements and systems as pietism, naturalism, deism, ethical theism, evolution, the historical study of the Bible, the social emphasis, scientific concepts, fundamentalism and modernism. Attention will be given to their origins, characteristics, and influence.

Third Term. 11:00 o'clock.

- 208a. **Orientation in Religion and Life.**—An orientation course for seniors, which will be adapted to the thoughts and needs of the individual registrants, something like a seminar. Consideration will be devoted to religious thinking in the light of other studies in college and of general beliefs, practices, etc.

Third Term. 10:00 o'clock.

206. **Principles of Religious Education.**—A survey of the principles which are involved in character formation, and in the enriching, controlling, and interpreting of experience within growing personalities with a view to religious development. Practical consideration will be given to matters of curriculum and worship for the various age-groups in a Sunday school. This study will connect up with secular education, psychological study of childhood and youth, and social development of individuals. Prerequisite for majors in religion: Education 212. Not given in 1934-35.

207. **Methods of Religious Education.**—Further study applied to methods of teaching and conducting worship in Sunday schools. Procedures and subject matter and techniques will be outlined for the guidance of all age-groups in the growth of individual religious experience within the community. Students who think of teaching in Sunday schools but who are not majoring in religion can take this course without having taken the one on principles of religious education, though both are recommended. Prerequisite for majors in religion: Education 212 and Religion 206.

Not given in 1934-35.

210. **Religion and Human Life.**—A course primarily for advanced majors in religion, designed to climax their study of religion and especially of the Christian religion. Consideration will be given to the factors which operate in human living, psychological, social, historical, and to the interpretation of life in attitudes, practices, and religious beliefs. Prerequisite: Three units in religion.

Given upon sufficient demand.

- 215, 216, 217. **The Polyphonic Forms.**—A practical course in counterpoint in which its principles are applied in composition using the works of Bach, Handel, and other polyphonics as models. Prerequisite: Course 210a. Text: Goestchius, Applied Counterpoint.

First, Second and Third Terms. Hours Arranged.

### PHILOSOPHY AND PSYCHOLOGY

101. **General Psychology.**—An introductory course presented from the modern point of view. Recitations, experiments, and collateral reading. Text: Woodworth, Psychology. Prerequisite: Nine units of college work.

First Term. 9:00 o'clock.

Repeated Second Term. 10:00 o'clock.

102. **Logic.**—The problems and principles of correct reasoning. Scientific method, the psychological factors involved in right thinking, statistics, and other phases of modern logic will be stressed. Text: Principles and Problems of Right Thinking, Burtt. Prerequisite: 9 college units. Not offered 1934-35.

First Term. 2:30 o'clock.

103. **Introduction to Philosophy.**—The aim is to encourage the student to philosophize for himself as well as to appreciate the product of philosophic thinkers. An examination is made of the various philosophic problems. Text: An Introduction to Philosophy, Patrick. Prerequisite: 9 college units.

Second Term. 9:00 o'clock.

104. **Ethics.**—The origin and development of moral ideas. Discussion of these in relation to civilization and social welfare. Textbook Lectures, and assigned readings. Prerequisite: 9 college units.

Second Term. 11:00 o'clock.

204. **Social Psychology.**—Psychological factors in group behavior. Emphasis upon modern problems. Text, lectures, special reports. Prerequisite: Philosophy 101.

Third Term. 9:00 o'clock.

207. **Applied Psychology.**—Application of psychology in medicine, law, industry, etc. Also phases of abnormal psychology. Text, lectures, experiments. Prerequisite: Philosophy 101. Not offered 1934-35.  
Second Term. 10:00 o'clock.
208. **Experimental Psychology.**—Experiments in sensory processes, work and fatigue, learning. Laboratory, lectures, reports. Prerequisite: Philosophy 101. Not offered 1934-35.  
Second Term. 11:00 o'clock.
209. **Ancient and Medieval Philosophy.**—Reading Course. Admission by consent of instructor.  
First Term. Hours to be arranged.
210. **Modern Philosophy.**—Reading Course. Admission by consent of instructor.  
Second Term. Hours to be arranged.
211. **Present Philosophical Tendencies.**—Reading Course. Admission by consent of instructor.  
Third Term. Hours to be arranged.

#### PHYSICAL EDUCATION

201. **Play and Intramural Activities.**—The course has two main objectives: One is a consideration of the nature and meaning of play in the life of the individual and the race, while the second treats of the organization and control of recreational centers and Intramural Athletics with special emphasis on methods and technique in conducting them. Prerequisite: Consent of Instructor.  
Third Term. 1:30 o'clock.
202. **Body Mechanics and Corrective Gymnastics.**—This course aims to do two things: (1) To teach and consider the principles upon which good body mechanic depends. (2) To bring together in a more or less intensive fashion advanced methods and practice in the correction of poor body mechanics and other abnormal conditions of the human body. In this course much of the advanced practical work will be done in connection with the athletic injuries and the subnormal or abnormal

- corrective cases under treatment from the college and its two practice schools together with certain types of convalescent cases from the hospital. Prerequisite: Biology 218.  
First Term. 1:30 o'clock.
203. **Gymnastics.—Theory and Practice.**—In this course are included methods and technique of instruction in Apparatus work, Tumbling, Mimic Drills, and Marching. Prerequisite: Health 102 and Education 212.  
First and Third Terms. 11:00 o'clock.
204. **Swimming and Life Saving.—Theory and Practice.**—This course aims to present methods and technique in teaching swimming, diving, and water sports and to assist the individuals in qualifying for the Red Cross Life Guard certificate. Prerequisite: Consent of Instructor.  
Three Terms. Hours Arranged.
- 205a. **Dancing: Folk, Tap and Clog.**—(1) Folk Dancing—Dances of the peoples of various countries in which are portrayed their life and customs. (2) Tap Dancing and Clogging—Fundamentals of tap dancing and clogging combined with large body movements to give rhythmic training, strength, skill, balance and co-ordination. Prerequisite: Physical Education 101 and 102.  
Second Term. 8:00 o'clock.
- 205b. **Dancing: Natural, Creative and Rhythm Fundamentals.**—Dancing based upon such free natural movements as walking, skipping, running, leaping, etc. From the simple rhythms of childhood to higher forms of the work. Emphasis is placed upon the creation of dances by the participant. Training in rhythm which includes fundamental work in Eurythmics. Prerequisite: Physical Education 101 and 102.  
Third Term. 8:00 o'clock.
206. **Organization and Administration of Physical Education.**—This course deals with the various problems of organization and administration of Physical Education. It considers the aims, scope and practices and the relation of the various phases to each other and of Physical Education to General Education.

The consideration of the fundamental elements in building up a Department of Physical Education and the problems of supervision, evaluation, and graduation. Prerequisites: 16 units and Consent of Instructor.

Second Term. 10:00 o'clock.

207. **Physical Diagnosis and First Aid.**—The first phase of this course is especially planned to give training in method and technique in ascertaining the physical fitness and health of the individual students with a view to proper classification for active work and of safeguarding both the individual and the group against complications as regards health. The study of health examination and physical fitness tests, together with certain phases of anthropometry and physiology of exercise will be made both from the practical as well as the theoretical point of view. The second phase of this course will deal with correct methods and technique in the emergency treatment of physical injuries. Individual cases occurring in connection with the various activities of the Department furnish opportunity for practical work. Prerequisite: Biology 218.

First Term. 10:00 o'clock.

- 208a. **(Athletic Coaching and Officiating).**—Football (men).

First Term. 9:00 o'clock.

- 208b. **(Athletic Coaching and Officiating).**—Baseball (men).

Third Term. 1:30 o'clock.

- 208c. **(Athletic Coaching and Officiating).**—Basketball, Track, and other sports (women).

Third Term. 9:00 o'clock.

- 208d. **(Athletic Coaching and Officiating).**—Basketball (men).

Second Term. 9:00 o'clock.

- 208e. **(Athletic Coaching and Officiating).**—Track and Tennis (men).

Third Term. 9:00 o'clock.

Courses 208a, b, c, d, and e are designed to present the fundamentals in coaching and officiating the various sports involved. Theoretical work in the class room will be clarified

## SPANISH

101. **Elementary Spanish.**—The aim of this course is to teach the essentials of the structure of the language and to give the students a vocabulary adequate for reading accurately and with some facility standard Spanish prose. Special emphasis is laid on the acquisition of the ability to recognize instantly the forms of all types of the Spanish verb. Ford and Hills' Spanish Grammar for Colleges; Roessler and Remy, A First Spanish Reader; Castillo, Lecturas introductorias or similar texts are used.

First Term. 1:30 o'clock.

102. **Elementary Spanish.**—This course further develops the ability to read the language by persistent training in the recognition and reproduction of Spanish verb forms of all types, in the fundamentals of Spanish syntax, and by systematic vocabulary building. Exercises in sentence variation and amplification, additional types of direct method exercise and free themes contribute to the attainment of some facility in written expression. Ford and Hills' Spanish Grammar for Colleges, Castillo, Lecturas introductorias; Benavente's Tres Comedias or similar texts are used.

Second Term. 1:30 o'clock.

103. **Intermediate Spanish.**—This course calls for: (1) translation from English into Spanish of connected prose based for the main part on Spanish models, special attention being given to points of syntax and idiomatic expressions (Keniston, Spanish Idiom List); (2) reading and translating of about 600 pages in class of Spanish prose and poetry; (3) composition, with attention given to diction and style as well as to syntax. Navarro-Espinosa's A Primer of Spanish Pronunciation is used as a text for elementary phonetics.

Third Term. 1:30 o'clock.

104. **Advanced Spanish.**—Intensive reading will be done in Blasco Ibáñez' La Barraca and similar texts and a collection of tales covering a wide range of Spanish life and customs. The list of authors includes a number of the acknowledged masters of contemporary fiction, among them Azorín, Ibáñez, Clarín, Valle-Inclán, Pío Baroja, Trigo, Palacio Valdés, Alarcon,

Pardo Bazán, Pérez Galdós, Fernán Caballero, Trueba. For extensive reading the student will choose in accordance with personal interest from Spanish fiction and drama of the nineteenth and twentieth centuries, and in part from the field of history, biography, political science, etc. Formal composition is based on Castillo and Montgomery's *Advanced Spanish Composition*. From T. Navarro Tomás' *Manual de Pronunciación Española*, a theoretical and practical study of Spanish phonetics is made.

First Term. 9:00 o'clock.

105. **Survey of Spanish Literature to 1615.**—Starting with the Poema del Cid study is made of the most important literary manifestations from the twelfth century to 1616, such as the mystics, the picaresque novel, the beginnings of the drama, and Don Quixote. A history of literature, an anthology and texts of prose, poetry and dramatic literature furnish the basis of instruction.

Second Term. 9 o'clock.

106. **Survey of Spanish Literature (1616-1898).**—Continues the work begun in 105 and studies in detail the drama of the siglo de oro as represented by Calderón and Lope de Vega, the romantic drama and the realistic novel. As in the preceding course, a history manual, an anthology, and selected texts are used.

Third Term. 9:00 o'clock.

#### SEMINAR COURSES

250. **Seminar Courses in Romance Languages.**—When demand is sufficient seminar courses are available in Vulgar Latin, Old French, Old Spanish, Portuguese, Provençal, Old Italian, Rumanian, Cervantes, Introduction to Graduate Study of Romance Languages, Comparative Romance Linguistics, and Italian Literature of the Quattrocento and Cinquecento.

#### LIBRARY TECHNIQUE

223. **Library Technique.**—Instruction in the method of classifying and cataloguing books, and practice in the use of reference books, reader's guides, etc.

Third Term. 9 o'clock.

203. **Development of the Christian Church to the Reformation.**—History of the Christian religion after New Testament times and through the Protestant Reformation. Included are the usual subjects of the growing papacy and monasticism, of relations between church and state during the middle ages, of religious thinking in scholasticism and the renaissance, and of the reformation's early development.

First Term. 11:00 o'clock.

204. **History of Protestantism.**—History of the Christian movements following the Protestant Reformation and to the present time. Most of the attention will be given to the continued efforts at reform and to the rise of existing denominations. Prerequisites for majors in religion: Religion 203.

Second Term. 11:00 o'clock.

- 205a. **The World's Religious Literature.**—A review of the world's poetry and prose which is of religious significance, exclusive of the Bible. Some of the best literature from former times will be taken up, then the productions of modern times. Appreciation of their value for present-day thinking and living will form part of this course.

Second Term. 10:00 o'clock.

208. **Modern Religious Ideas and Movements.**—A concentration upon such modern movements and systems as pietism, naturalism, deism, ethical theism, evolution, the historical study of the Bible, the social emphasis, scientific concepts, fundamentalism and modernism. Attention will be given to their origins, characteristics, and influence.

Third Term. 11:00 o'clock.

- 208a. **Orientation in Religion and Life.**—An orientation course for seniors, which will be adapted to the thoughts and needs of the individual registrants, something like a seminar. Consideration will be devoted to religious thinking in the light of other studies in college and of general beliefs, practices, etc.

Third Term. 10:00 o'clock.



206. **Principles of Religious Education.**—A survey of the principles which are involved in character formation, and in the enriching, controlling, and interpreting of experience within growing personalities with a view to religious development. Practical consideration will be given to matters of curriculum and worship for the various age-groups in a Sunday school. This study will connect up with secular education, psychological study of childhood and youth, and social development of individuals. Prerequisite for majors in religion: Education 212. Not given in 1934-35.
207. **Methods of Religious Education.**—Further study applied to methods of teaching and conducting worship in Sunday schools. Procedures and subject matter and techniques will be outlined for the guidance of all age-groups in the growth of individual religious experience within the community. Students who think of teaching in Sunday schools but who are not majoring in religion can take this course without having taken the one on principles of religious education, though both are recommended. Prerequisite for majors in religion: Education 212 and Religion 206. Not given in 1934-35.
210. **Religion and Human Life.**—A course primarily for advanced majors in religion, designed to climax their study of religion and especially of the Christian religion. Consideration will be given to the factors which operate in human living, psychological, social, historical, and to the interpretation of life in attitudes, practices, and religious beliefs. Prerequisite: Three units in religion. Given upon sufficient demand.

## SOCIOLOGY AND ECONOMICS

201. **Introductory Sociology.**—Designed to orient the student in the social sciences and to give a working system to thought about society; human nature; society and the group; isolation; social contacts; social interaction; social forces; competition and conflict; accommodation and assimilation; social control, collective behavior, and social progress. Prerequisite: 16 college units. Prerequisites for Sociology majors: Biology 101., 102; History 101, 102, 103; Social Psychology 204. First Term. 2:30 o'clock.
- 202a. **Social Origins.**—Designed to acquaint the student with evolutionary character of social processes. A survey of the sentiments, moral attitudes, customs, and mental traits of primitive man, and a study of activities and expressions found in tribal society; the grade of culture reached; a consideration of the processes involved in the transition from the primary to secondary group. Prerequisite: Sociology 201 or 18 college units. Second Term. 2:30 o'clock.
- 204a. **The Family.**—A historical survey of the family; the family as a social institution in urban and rural society; social conditions reacting upon the family; the family in personality development; factors in marital adjustment. Prerequisite: Eighteen college units or course 202a. Not offered in 1935. Third Term. 2:30 o'clock.
206. **City Life.**—Rise of the modern city, its location, its structural pattern; city areas, and city planning; composition of city population; the city way of life and its effect upon personality development. Prerequisite: Sociology 201. First Term. 10:00 o'clock.
207. **Country Life.**—Historical development of the rural community in England and the United States; tenancy, production and marketing of farm products; the rural home; the country church; rural education, recreation, and beautification. Prerequisite: Sociology 201. Not offered in 1935. Second Term. 10:00 o'clock.

211a. **Public Health.**—Same as Health 212.

211b. **Social Work.**—A historical survey of the scope and purpose of social work; social work as a profession; principles and methods of case work; contemporary social welfare agencies. Prerequisite: Sixteen college units.

Third Term. 10:00 o'clock.

221, 222. **Principles of Economics.**—Stages of economic evolution; production, consumption, and distribution of wealth; money and banking; international trade; taxation. Edie, Economics: Principles and Problems will be used as a text. 221 must precede 222. Prerequisite: 16 college units.

First and Second Terms. 9:00 o'clock.

223. **Industrial Relations.**—Rise of wage-earning class in England and the United States; wages and the standard of living; women and children in industry; unemployment; struggle of employees against employers; agencies and methods of readjustment. 221 and 222 should precede 223.

Third Term. 9:00 o'clock

## Department of Music

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### INTRODUCTION

Talladega College through its Department of Music was the second educational institution for colored youth to offer a degree for courses largely of music designed to prepare teachers and performers in that field. The first degree was conferred in 1921.

In the intervening years the department has greatly increased its facilities so that in addition to a full staff of instructors, it has a fairly complete equipment. The department provides training in the principal phases of musical endeavor, piano, organ, violin, voice, and comprehensive courses in Theory, History and School Music. A specialist in each of these fields directs the instruction. The department is in effect an endowed music school, consequently its fees are reasonable, but the enrollment is necessarily limited and its standards high.

### EQUIPMENT

The Department is provided with a Steinway grand piano, Ampico player, and many practice pianos, Victor electrical reproducing machine, library of records and piano rolls, two modern two-manual Moller organs, one Lyon and Healy two manual organ, two claviers, a library of 2,000 volumes and a number of orchestral instruments.

### ENTRANCE

The student must satisfy the regular college requirements as regards high school credits and should have had the advantage of private lessons in some branch of music, if not piano, with some knowledge of that instrument in addition. Upon entering the college the student will be examined and advised as to the length of time probably necessary for completing requirements for graduation. Such requirements are clearly defined in this catalogue.

### FEEES AND TUITION

One private lesson of thirty minutes weekly, one quarter, \$8.00.  
Two private lessons of thirty minutes weekly, one quarter, \$15.00.  
Music Library Fee, one quarter, \$0.75.  
Rental of piano or two-manual organ 1 hour per day, one quarter, \$3.00.

### PROBABLE EXPENSES OF FRESHMEN

Two lessons weekly in first subject, one quarter, \$15.00; 1 year, \$45.00.

Two lessons weekly in second subject, one quarter, \$15.00; 1 year, \$45.00.

Rental of Piano or Organ three hours daily, one quarter, \$9.00; 1 year, \$27.00.

Music library fee, one quarter 75 cents; one year, \$2.25.

Total music fees for one quarter, \$39.75; one year, \$109.25.

College entrance fees first quarter only, \$19.50.

Board and Room, one quarter, \$60.00; one year, \$180.00.

Total expenses for one quarter, exclusive of books and incidentals, \$119.35; one year, \$308.75.

### MAJOR EXAMINATIONS

Classification in courses leading to the B. Mus. degree is obtained yearly by examination before the faculty of the Department except in the senior year when the public Recital is offered in lieu of private examination. Those examinations should be taken before the end of the second quarter but in special cases may be deferred until the final quarter of the year. Due to limited opportunities in some sections for thorough preparatory study, the department will occasionally accept students of talent who may spend one year in preparation for the freshman examination thereby extending the period between entrance and graduation for such students to five years. It is expressly understood that all major courses depend for their length entirely upon the amount and quality of a student's work.

Grades given by private teachers in applied music (piano, organ, voice and violin) represent simply the quality and to a very limited degree the amount of work done, the right to advanced classification depending entirely upon the results of the major examination.

### DEGREES

The degree of Bachelor of Music is offered for the satisfactory completion of one of four general courses, outline of which follows:

#### Suggested Outline of Courses for a Piano Major

Freshman		Sophomore	
Piano, 2 hours daily practice..	2	Piano, 2 hours daily practice..	2
Music minor, 1 hour daily practice .....	1	Music minor, 1 hour daily practice .....	1
Theory 101-2-3 .....	3	Theory 104-5-6 .....	3
Orchestra or Ensemble Playing .....	½	History and Appreciation.....	3
English 101-2, 103 or 105.....	3	Chorus, Orchestra, or Ensemble .....	½
	<hr/>		<hr/>
	9½		9½
Junior		Senior	
Piano, 3 hours daily practice..	3	Piano, 3 hours daily practice..	3
Music minor, 1 hour daily practice .....	1	Music minor, 1 hour daily practice .....	1
Theory 209, 210, 210a or 212a-b-c .....	1	Theory or English 211-212.....	2
Education 101 .....	1	Recital .....	2
Chorus, Orchestra or Ensemble .....	½	Chorus, Orchestra or Ensemble .....	½
	<hr/>		<hr/>
	6½		8½

#### VOICE-MAJOR

Freshman		Sophomore	
Voice 1 hour.....	1	Voice 2 hours .....	2
Piano, 2 hours.....	2	Piano, 1 hour.....	1
Theory 101-2-3 .....	3	Theory 104-5-6 .....	3
English .....	3	Modern Language .....	3
Chorus, Orchestra or Ensemble .....	½	Chorus, Orchestra or Ensemble .....	½
	<hr/>		<hr/>
	9½		9½
Junior		Senior	
Voice, 2 hours .....	2	Voice, 3 hours .....	3
Piano .....	1	Piano, 1 hour .....	1
Psychology 101 .....	1	Theory 212-13 or English 211-12 .....	2
Modern Language .....	3	Recital .....	2
Music Hist. and Appreciation .....	3		
	<hr/>		<hr/>
	10		8

## ORGAN—MAJOR

Freshman		Sophomore	
Organ, 1 hour.....	1	Organ, 1 hour.....	1
Piano, 2 hours.....	2	Piano, 2 hours.....	2
Theory 101-2-3.....	3	Theory 104-5-6.....	3
English 101-2, 103 or 105.....	3	History and Appreciation.....	3
Chorus, Orchestra, or Ensemble.....	$\frac{1}{2}$	Chorus, Orchestra, or Ensemble.....	$\frac{1}{2}$
	<hr/>		<hr/>
	9 $\frac{1}{2}$		9 $\frac{1}{2}$
Junior		Senior	
Organ, 2 hours.....	2	Organ, 2 hours.....	2
Piano, 2 hours.....	2	Piano, 2 hours.....	2
Theory 209-10-10a.....	3	Theory 215-16-17.....	3
Education 101.....	1	Chorus, Orchestra, or Ensemble.....	$\frac{1}{2}$
Chorus, Orchestra, or Ensemble.....	$\frac{1}{2}$		
	<hr/>		<hr/>
	8 $\frac{1}{2}$		7 $\frac{1}{2}$

## SCHOOL MUSIC MAJOR

Freshman		Sophomore	
Piano, 2 hours.....	2	Piano, 2 hours.....	2
Voice, 1 hour.....	1	Voice.....	1
Theory 101-2-3.....	3	Theory 104-5-6.....	3
English 101-2-3 or 105.....	3	Hist. and Appreciation.....	3
Chorus, Orchestra or Ensemble.....	$\frac{1}{2}$	Chorus, Orchestra or Ensemble.....	$\frac{1}{2}$
	<hr/>		<hr/>
	9 $\frac{1}{2}$		9 $\frac{1}{2}$
Junior		Senior	
Piano, 1 hour.....	1	Piano, 1 hour.....	1
Voice.....	1	Voice.....	1
Education 212-13, an 221-230.....	3	Theory 213a-b-c.....	3
Theory 212a-b-c.....	3	Education 216-235.....	2
Psychology 101.....	1	Chorus, Orchestra or Ensemble.....	$\frac{1}{2}$
Chorus, Orchestra or Ensemble.....	$\frac{1}{2}$		
	<hr/>		<hr/>
	9 $\frac{1}{2}$		7 $\frac{1}{2}$

## DESCRIPTION OF COURSES

## Theory

For courses in Theory (including School Music) see Music in College description of courses

## Piano

The entire course of piano study offered includes six preparatory grades and four conservatory grades. Only the courses of the conservatory grades are described below. For description of preparatory courses see bulletin issued by the Department of Music. The course offered below is not required in litera but rather suggests the degree of ability that should be attained by the student. The technical requirements, however, are observed in detail.

First year—Czerny Selected Studies vol. III or op. 299. Bach two three part Inventions, Scarlatti Sonatas, Cramer, Etudes, Jensen Op. 32, Beethoven Sonatas Op. 79, Op. 10, 14. Easy Variations: F. A. Williams Op. 43; Selected repertoire.

Scales—All Major and Minor scales in thirds, tenths, and sixths.

Quarter note equals 92 in following form:

One octave	Quarter notes
Two octaves	Eighth notes
Four octaves	Sixteenth notes

Arpeggios—Dominant and diminished seventh hands together one octave apart quarter note equals 88 in the following forms:

One octave	Quarter notes
Two octaves	Eighth notes
Three octaves	Eighth (triplets)
Four octaves	Sixteenth notes

Development of the Staccato, octaves.

Second year—Czerny Op. 740, Etudes Cramer, F. A. Williams Op. 43 Kullak Octave Studies. Mechanical Studies Tausig of Czerny Op. 337 Beethoven, Bach, Chopin, Clementi, Gradus ad Parnassum, Repertoire.

Scales—Same as first year, except tempo which is increased to quarter equals 132.

One octave: Quarter notes; Two octaves: Eighth notes.

Arpeggios—Same as first year except tempo required equals 92. Legato and Staccato octaves.

Third Year—Czerny Op. 740, Clementi Gradus, Bach Well tempered Clavichord Beethoven, Schumann, Chopin, Etudes, Modern literature.

Scales—Double thirds, all major scales hands together quarter note equals 92 in following forms:

One octave: quarter notes. Two octaves: eighth notes.

Major scales—All forms, sixteenth note rhythm tempo quarter note equals 12.

Arpeggios—All varieties at tempo quarter note equals 116, sixteenth note rhythm.

### PIANO

Legato and Staccato, octaves.

Finger staccato Tempo quarter note equals 108 in sixteenth note rhythm.

Four year—Repertoire. Public program should contain:

1. Mozart or Variations in F or C Minor Fantasia.
2. Beethoven Sonata (Excluding Op. 49).
3. Schumann Noveletten, Pappillon or Fantasia Stucke.
4. Chopin Larger composition.
5. Liszt Selected composition.
6. Modern composition.

### VOICE

**Voice I**—Correct position and poise of the body. Gymnastics of articulating organs. Fundamentals of tone production, ability to sing all forms of major and minor scales. Concone, Shakespeare, Panofka.

**Voice II**—Study of trill staccato. Arpeggios, Vocalises modern difficult songs.

**Voice III**—More advanced technic. Vocalises. Fundamentals of interpretation. Songs by classical and modern composers.

**Voice IV**—All subjects in preceding grades developed. Advanced vocalists. Study of oratorios.

### ORGAN

First Year. Preparatory Manual Exercises, Chorale Preludes for Manuals, Bk. 5 Peters Ed.; Pedal Exercises and Scales; Trios for Manuals and Pedals; Hymn Tunes.

Second Year. Hymn Tunes, Pedal Exercises and Scales; Preludes and Fugues in C Major, A Major, B Minor. Schirmer Edition Bk. III; First Sonata, Bach; Second Sonata, Mendelssohn; Chorale Preludes, Bach.

Third Year. Bach: Chorale Preludes, Preludes and Fugues in E minor, A minor. Second Sonata, Toccata and Fugue in D minor, Franck; Fantasie in C major, Cantabile Prelude, Fugue and Variation Piece Heroque. Mendelssohn: Third Sonata.

Fourth Year. Bach: Third Sonata, Fantasie and Fugue in G minor, Passacaglia, Toccata. Franck: Chorale in A minor, B minor. Mendelssohn: Sixth Sonata. Vierne: Prelude and Finale (1st Symphony) Widor Gothic Symphony, Modern Compositions.

### THE COLLEGE CHOIR

The college choir with a normal membership of sixty voices under the direction of Prof. Frank G. Harrison receives careful training in voice production as well as in general choral technic.

This organization furnishes music for Sunday services and gives public performances of the standard Oratorios and other choral works and furnishes valuable experience to those who can qualify for admission.

### THE ORCHESTRA

The orchestra of sixteen or more players is devoted to the performance of light good music including standard overtures and arrangements of popular classics. This organization sets a high standard for student orchestras.

## The Practice High School

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The High School serves a three-fold purpose. Talladega College is located in a section where there are practically no secondary schools offering adequate college preparatory courses for Negro youth. Recognizing an obligation to those who live in its immediate vicinity, the College fills the gap between the elementary school and its Freshman class by providing a good Junior and Senior High School. The primary use of the High School, however, is a laboratory for the courses in Education, especially those designed for the training of principals and teachers in Secondary Schools.

The Secondary School comprises the Junior High School and the Senior High School, each covering three years of work. Entrance into the Junior High School is based upon six years of previous schooling covering standard work. Examination for classification may be required of any applicant in either of the two schools.

Beginning with the ninth year a limited amount of election is allowed the student, which is increased in the eleventh and twelfth years by additional courses of study. The completion of the Senior High School prepares the student for entrance into Talladega College.

### EXPENSES

#### Annual Fees (due on entrance)

Incidental fee for all students.....	\$ 3.50
Student activities, fee for all students.....	5.00

#### Tuition (due at the beginning of each calendar month)

Tuition, per month.....	3.00
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#### Special Fees

For special examinations.....	.50
For exceeding vacation dates, per day.....	1.00
For registration after opening week of school.....	1.00

## COURSE OF STUDY

Complete information concerning the courses of study and entrance requirements may be secured by addressing the Registrar of the College.

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## Sessions Practice School

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Sessions School is conducted strictly for purposes of observation and practice teaching of the students in the Education Courses. The course of study includes a kindergarten and the first six years of elementary school work. Each grade is limited to twenty pupils. It opens and closes with the other departments of the College.

Incidental Fee.....\$ 0.50

#### Tuition per month:

Kindergarten .....	.50
Grades 1 and 2.....	1.25
Grades 3 and 4.....	1.50
Grades 5 and 6.....	1.75

## Scholarships

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\*The William Belden Scholarship of \$1,000, established in 1882, by William Belden, of New York.

The William C. Luke Memorial Scholarship of \$434.26, established in 1882, by the friends of the late William C. Luke, of Canada.

\*The E. A. Brown Scholarship of \$709.25, established in 1886, by E. A. Brown, of North Bloomfield, Ohio.

\*The C. B. Rice Memorial Scholarship of \$440.00, by friends of the late C. B. Rice, of the Piedmont Congregational Church, Worcester, Mass.

The Brazillai Swift Scholarship of \$3,000, established in 1893, by devise of Mrs. Martha G. Swift, of Hansfield Center, Conn.

The Eunice M. Swift Trumbull Scholarship of \$500.00, established in 1895, by devise of Mrs. Trumbull, of Mansfield, Conn.

The Walter S. Hogg Scholarship of \$3,000, established in 1912, by Mrs. Hogg, of Providence, R. I., as a memorial to her husband.

\*The Mary E. Wilcox Memorial Scholarship of \$1,000, established in 1915, by J. S. Wilcox, of Madison, Ohio, from funds of the estate of the former, with additions thereto from himself.

\*Charles B. Baxter Scholarship of \$1,000, established in 1914, by devise of Charles M. Baxter, of Redlands, California.

\*The Eunice Hatch Baxter Scholarship of \$1,000, established in 1914, by devise of Charles M. Baxter, of Redlands, California.

\*The Esther A. Barnes Scholarship, begun by the Class of 1896 and at present amounting to \$100.00.

\*The Mrs. R. M. Tenny Scholarship Fund, of \$1,000, established in 1917 by Mrs. R. M. Tenny, of Montour, Iowa.

The Dr. and Mrs. S. W. Howland Scholarship of \$1,000, established in 1901, by friends of Dr. and Mrs. Howland, the interest to be administered by them and devoted to aid of pupils who are receiving industrial training.

\*The Stone Scholarship of \$1,000, established in 1882, by Mrs. Nancy M. Stone and Miss Abbie Stone, of Jefferson, Ohio.

\*The John and Lydia Hawes Wood Scholarship of \$1,000, established in 1886, by the Rev. John and Mrs. Lydia Wood, of Fitchburg, Mass.

\*The H. W. Lincoln Scholarship of \$1,000, established in 1886, by H. B. Lincoln, of Worcester, Mass.

\*The William E. Dodge Scholarship of \$5,000, established in 1902, by the trustees of the Education Fund, left by devise of the said William E. Dodge, of New York.

\*The Carroll Cutler Scholarship of \$500, left by devise of Mrs. Carroll Cutler, in 1913.

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\*Held by the American Missionary Association, for Talladega College.

## The College Property

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Talladega College is housed in fourteen main buildings. The college buildings are heated by steam from a central heating plant and are lighted by electricity.

Swayne Hall, containing classrooms and offices, purchased in 1867. General Swayne, then of the Freedman's Bureau, was interested and secured its purchase.

Foster Hall, women's dormitory, erected in 1869, enlarged in 1902, and again in 1929. Rev. Lemuel Foster, of Blue Islands, Ill., was principal donor to the original building.

Stone Hall, men's dormitory, built in 1881, with funds given by Mrs. Valeria C. Stone, of Malden, Illinois.

The DeForest Chapel, built in 1903, in commemoration of the life and service of Rev. Henry Swift DeForest, D.D., President of the College from 1880 to 1896.

The College Library, the gift of Mr. Andrew Carnegie, in 1904.

Andrews Hall, built in 1909-10, in honor of the Rev. George Whitfield Andrews, D.D., Dean of the Theological Department from 1875 to 1908.

Seymour Hall, men's dormitory, built in 1923, partly from a legacy left by Lyman Kay Seymour, of Payson, Ill.

The Callanan Gymnasium, built in 1924, from a legacy left by Dr. Callanan, of Des Moines, Iowa.

The Silsby Science Hall, for collegiate work, in science, begun 1925, the gift, in part, of the General Education Board, and, in part, of friends and alumni of the College.

Goodnow Hospital and College Infirmary, built in 1909-10, in part from a legacy of Mr. E. A. Goodnow.

The Sessions Practice School for kindergarten and elementary pupils, erected in 1925.

Foy Cottage, a teachers' home. The principal donors of this building were Mr. and Mrs. J. H. Foy of New Haven, Connecticut.

Fanning Hall, the College Refectory, built in 1927-28 from a legacy of Mr. David H. Fanning, of Worcester, Mass.

## Pressing Needs of the College

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In spite of the income from a partially adequate endowment, and the annual grant from the American Missionary Association, the college is forced to depend largely upon the interest and intelligent support of friends who believe in the kind of thing for which Talladega stands. The principal points at which the college needs financial assistance are:

1. **For student aid.** Because of the limitations which social usage places on the occupational openings of Negroes, the financial resources of the constituency of Talladega College are considerably less than those of a Northern college of corresponding rank, which greatly strengthens the justifiable claim of this college for support—open and generous support—from persons interested in investing their giving where it is most needed. If each student matriculating at Talladega College could pay his own way, the institution could operate without a deficit. As it is, the lesser financial ability which circumscribed economic opportunities give to Negroes, and which is quite beyond the present control of the student, makes it imperative that believers in good education and a square deal render generous assistance.

Donations for student aid in any single year should range from \$75 to \$150. Permanent scholarships should be endowed with from \$1,000 to \$3,000. A list of present scholarship funds is found on page 74.

2. **For current expenses**—A carefully built and carefully administered budget show that the efficient conduct of the college requires about \$15,000 annually in excess of income from ordinary sources. This deficit is erased each year only with strenuous efforts on the part of the college, and through a ready response on the part of friends.

3. **For buildings**—

a) **The Library**—with the new curriculum which is now in operation, the increased use of the library has brought about a state of congestion in which efficient study is very difficult. Approved architect's plans for doubling the seating space, trebling the stack capacity, and providing several seminar rooms now badly needed call for the enlarging of the library at a total expense of \$27,000. Half



of this is assured, conditioned upon the friends of the college supplying the remaining \$13,500. This pledge must be redeemed in 1934.

b) **Faculty residences**—the college has followed an approved policy of attempting to provide good living quarters for all members of its teaching staff. At present, however, several married teachers and their families are forced to live in dormitories; while unmarried men of the faculty should also be provided with separate quarters. There is imperative need of at least six more modest but comfortable teachers' homes which may be supplied for \$6,000 each; while a bachelors' hall for unmarried men can be built for \$10,000.

c) **Gymnasium**—the present gymnasium is too small for the growing needs of the college. It can be enlarged for \$18,000, or, the present structure can be retained to supplement a new building which could be erected for \$70,000.

d) **College chapel**—the present chapel is excellently suited for adaptation as the center of a fine arts unit, with music, painting, sculpturing and the dramatic arts using a building for which the present chapel could be reconstructed to provide an auditorium. A chapel suited to the needs of the college could be erected for \$200,000.

4. **Endowment**—the college urgently needs an endowment fund of at least \$2,500,000, of which less than one-third is now in hand. All donations made in 1934 will be matched dollar for dollar, so that the donor of \$100 now actually gives the college \$200 of permanent productive funds.

**Suggested form of bequest:**

"I give and bequeath to Talladega College, the sum of \_\_\_\_\_ dollars."

Correspondence regarding the needs of the college is invited.  
Address

President Buell G. Gallagher,  
Talladega College,  
Talladega, Alabama.

## Lectures and Recitals

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1933-34

October 4—Lecture by Dean J. T. Cater  
November 1—Lecture by Dr. H. H. Walker  
December 6—Lecture by Dr. I. A. Derbigny  
December 15—Three One-act Plays by The Little Theatre  
January 3—Lecture by Prof. C. H. Haynes  
January 15—Debate by Dr. NO-Yong Pao and Mr. Kinnosuke Adachi  
February 21—Lecture by Miss Lillian Voorhees  
February 21—Debate by Talladega College and Howard University  
February 23—Play by Little Theatre, She Stoops to Conquer.  
March 7—Lecture by Prof. Edward Saylor  
April 3—Inauguration of President Buell Gallagher  
April 11—Lecture by Dr. A. C. Webb  
April 13—Intercollegiate Debate  
May 2—Lecture by Prof. Tourgee DeBose

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## Prize Winners

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### Biology Prize

	Henry Bryant
Best Work.....	Larcie Levi
	Davey Palm

### Chemistry Prize

Best Work.....	Elisha Jones
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### John T. Avery Oratorical Prizes

First.....	Henry May, Jr.
Second.....	Edward Hanna

### J. M. Whiton Essay Prizes

First.....	Edward Johnson
Second.....	Florence Mollette

## Undergraduate Honors

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### College Scholars

Elizabeth Amanda Bingham	John Henry McCray
Henry May, Jr.	Robert Daniel Reid
Luevenia Viola Michael	Frances Eloise Rodgers

### First Honor Group (Average 2.7-3.00)

Elizabeth Amanda Bingham '35	Warren Hill Brothers, Jr. '36
Willard Blystone Ransom '36	

### Second Honor Group (Average 2.4-2.69)

Elnora Dickerson Davis '36	Cora Larcie Levi '36
Henry May, Jr. '34	

### Third Honor Group (Average 2.0-2.39)

Elaine Louise Bethel '34	John Henry McCray '35
Henry Clay Bryant '36	Luevenia Viola Michael '35
Mary Elizabeth Carter '34	Julius Augustus Moran '35
Myrtle Esther Dejoie '34	Charles Whitted Quick '35
Gladys Myrtle Harris '36	Robert Daniel Reid '35
Viola Esther Harris '34	Eloise Rodgers '34
Ruth Naomi Horry '36	Rennie Ray Strayhorn '34
Luther Judson Lemon '36	Lottie Rochelle Young '34

## GRADUATING CLASS OF 1933

### Bachelor of Arts

Gladys Belcher Anderson	Hilton Edward Hanna
Olive Isabel Bennett	Vivian Louise Headen
Winema Campbell	Bessie Beatrice Henry
Geneva Luvenia Cook	Verna Ynez Herron
Lucile Esther Deck	Audrey Marion Johnson
Forrest Eugene DeVeaux	Edward Johnson, Jr.
Lillian Marie Draper	Katie Louise Kelly
Wendell Howell Edwards	Jewette Martin Langford
Donarell Rhea Green	Myrtle Louise Martin

Bernice Colleen Miller	Glennye Mae Rudd
Joseph Henry Mitchell	Anita Blanche Smith
Agnes Lewis Moses	Luther Calvin Taplin
Louise Jane Moses	Paul Lawrence Ware
Martiel Aerial McCray	Robert Swinton Williams
Norman Percival Pendergrass	Elzy Lee Wright

### Cum Laude

Herbert Cathey Boggs	Herbert Alphonso Pigrom
Eunice Marie Harwell	Sarah Geneva Smith
Odess Edward Hicks	Harold Taylor
Carlton Lafayette Lee	Wilhelmina Thelma White

### Magna Cum Laude

Herbert Edward Denton	Harold Koontz Logan
Eleanor Alice Thompson	

### Bachelor of Music

Ollie Consuela McCool

## Enrollment

### Seniors

Muriel Joyce Allen	Atlanta, Ga.
Elaine Louise Bethel	Tuskegee
Geraldine Louise Blount	Forrest City, Ark.
Macie Elizabeth Brown	Winston-Salem, N. C.
Mary Elizabeth Carter	New York, N. Y.
Erline Driver Chandler	Talladega
Ruth Amanda Clark	Birmingham
William Alexander Clement	Charleston, S. C.
Kathleen Lenore Cook	Soperton, Ga.
Alphonso Lorenzo Cox	Birmingham
James Alphonso Davis	Cropwell
Myrtle Esther Dejoie	New Orleans, La.
James Peterson Dixon	Mobile
Eline Ada Duncan	Talladega
James Wilbur Eaton	Akron, Ohio
Lister Leon Franklin	Montgomery
William Lawrence George	Evansville, Ind.
Duncan Cromwell Green, Jr.	Bradenton, Fla.
John Frank Grimmett	Talladega
Alfred Luther Hamilton	Bartow, Fla.
Viola Esther Harris	Augusta, Ga.
Helen Ione Headen	Nashville, Tenn.
Leroy George Hooks	Dunedin, Fla.
Zeynobia Kathalyn Johnson	Decatur
Jeanette Arlette Levi	Talladega
Louis Emile Levi	Talladega
Henry May, Jr.	Birmingham
Charles Edward McCarroll	Anniston
Daniel Louis Montgomery	Miami, Fla.
Clarence James Nixon	New Haven, Conn.
Evelyn Doyle Pickens	Selma
John Livingston Pitts	Chattanooga, Tenn.
Mai Alice Reynolds	New York, N. Y.
Robert Bryant Rhoden	Talladega
Frances Eloise Rodgers	Anniston
Jane Emma Lee Ryder	Cincinnati, Ohio
Rose Bernice Sanduskee	Talladega
Reva Louise Shepherd	Birmingham

Henrietta Louise Shivery	Atlanta, Ga.
Elnora Odessa Speed	West Palm Beach, Fla.
James Speed	Varina, N. C.
Rennie Ray Strayhorn	Meridian, Miss.
Edward Morris Taylor	Montgomery
Winnie Cornelia Thomas	Winston-Salem, N. C.
Emily Ayers Thompson	West Palm Beach, Fla.
Elizabeth Margaret Adams Walcott	Tuskegee
Jeptha Elizabeth Walker	Talladega
Joshua Wilson	Warsaw, N. C.
Elkin Oscar Woolfolk	Memphis, Tenn.
Peggy Addilee Wright	Atlanta, Ga.
Lottie Rochelle Young	Tuskegee

### Juniors

Carrie Anderson Allen	Montclair, N. J.
Erline Cinderilla Baker	Alpine
Helen Edmonia Beverly	Greensboro
Elizabeth Amanda Bingham	Talladega
Lefenda Frank Bowens	Brick, N. C.
Louis Gardner Brown	Talladega
Jimmie Lee Burgess	San Antonio, Texas
Goode Samuel Clark	Hartford, Conn.
Maggie Mae Coleman	Columbus, Ga.
Juanita Seretha Conyers	Chattanooga, Tenn.
Isabel Davis	Birmingham
Dorothy Elizabeth Days	Gainesville, Fla.
Grover Clyde Dixon	Mobile
Hazel Salina Eaton	Winston-Salem, N. C.
Marion St. Julian English	Charleston, S. C.
Leonard Joseph Gunn	Talladega
Edmund Harold Hall	Montgomery
Winifred Cordelia Hall	Montgomery
Susie Louise Harmon	Talladega
Virgil Leon Harris	Birmingham
Luther Watkins Hemmons	Brick, N. C.
Henry Joel Jacobs	Talladega
John Belton Jones	Talladega
Herman Hodge Long	Birmingham
Frances Wallace McCampbell	Tuskegee
John Henry McCray	Charleston, S. C.
Annie Mae McGinness	Asheville, N. C.

Louvenia Viola Michael	Rutherfordton, N. C.
John Charles Mickle, Jr.	Birmingham
Julius Augustus Moran	Tulsa, Okla.
Lucinda Charlotte Pickett	Chattanooga, Tenn.
Charles Whitted Quick	Boston, Mass.
Frederic Arthur Ransom	Indianapolis, Ind.
Robert Daniel Reid	Selma
John Davison Reynolds	Florence
Vesta Emily Stephens	Birmingham
Mary Louise Taylor	Montclair
George Jefferson Thomas	Winston-Salem, N. C.
Eugene Charles Thornhill, Jr.	New Orleans, La.
Mary Pharris Watson	Montgomery
Clinton Irving Young	Charleston, S. C.

## Sophomores

Eloise Elizabeth Bradford	Little Rock, Ark.
Lenore Etnah Brooks	Rome, Ga.
Warren Hill Brothers, Jr.	Talladega
Paul Lawrence Brown	Talladega
Henry Clay Bryant	Birmingham
Charles Columbus Cater, Jr.	Atlanta, Ga.
Virgil Rudolph Chandler	Oklahoma City, Okla.
Elizabeth Lillian Courtney	Jonesboro, Ga.
Nola Mae Cox	Durham, N. C.
Wendell Fuller Cox	Charleston, S. C.
Charles Lee Brasher Davis	Cropwell
Elnora Dickerson Davis	Tuskegee
James Louis Davis	Tougaloo, Miss.
Johnalie Elizabeth Dennis	Brunswick, Ga.
Alexander Duncan	Talladega
Pauline Josephine Feaster	Kings Mountain, N. C.
Ann Harriett Franklin	Tulsa, Okla.
Oliver Nesters Freeman	Wilson, N. C.
Leila Thelma Gardner	New York, N. Y.
Gertrude Estelle Groves	Atlanta, Ga.
Josephine Willard Hampton	Lexington, Ky.
Gladys Myrtle Harris	Talladega
Marion Thelma Hicks	Jacksonville, Fla.
Ruth Naomi Horry	Asheville, N. C.
Evelyn Carolyn Howard	Sumter, S. C.
Marcus Jacobs	Talladega

Esther Amanda Jemison	Munford
Elisha Henry Jones	Talladega
Clarence Charles King	Toledo, Ohio
Anna Marie Kingsley	Chicago, Ill.
Thomas George Lasiter, Jr.	Prichard
Luther Judson Lemon	McDonough, Ga.
Cora Larcie Levi	Talladega
Naomi Henri Lucas	Macon, Ga.
Ruth Lee Mason	Durham, N. C.
Vida Lois Milton	Oklahoma City, Okla.
Ora Anna Morgan	Montclair, N. J.
Rozalia Frances Nelson	Pittsburgh, Pa.
Johnnie Mae Patten	Thomasville, Ga.
Joseph Avery Pittman	John's Island, S. C.
Ralph Lewis Pruitt	Athens, Ga.
Willard Blystone Ransom	Indianapolis, Ind.
Henry Franklin Shorter, Jr.	Atlanta, Ga.
Lafayette Vester Simpson	Florence
Josie Eleanor Tolbert	Brunswick, Ga.
Sarah Wilhelmina Walton	Augusta, Ga.
Lawrence James Washington	New Orleans, La.
Harrison Russell Weiss	Demopolis
Lloyd White	Indianapolis, Ind.
Reden Reche Williams	Tampa, Fla.
Wanda Grace Young	Demopolis

## General One

Claudine Virginia Banks	Roanoke, Va.
Maxie Adelia Barclay	Talladega
*William Bell	Talladega
Allen Lee Vincent Bethel	Oklahoma City, Okla.
Mary Louise Biggs	Albion, Mich.
Lester Heradon Bivens	Selma
Lessie Leesther Braboy	Orlando, Fla.
Alma Olivia Bridges	Talladega
Jerome Benjamin Bryant, Jr.	Rome, Ga.
John Winston Capps	Roanoke, Va.
Bessie Lee Christian	Talladega
*Alfred Clay	Indianapolis, Ind.
Verdelle Evelyn Collins	Columbia, S. C.
Mary Ella Cousins	Tuscaloosa
Marion Elizabeth Cunningham	Talladega

Mattie King Daniel	Columbus, Ga.
Evelyn Mercedes DeBerry	High Point, N. C.
Lillian Willie Rob Duncan	Talladega
*Robert George Dunn	Indianapolis, Ind.
Homer Cornelius Galloway	Birmingham
Percy Conner Gardner	Selma
Roy Jones Gilmer	Bessemer
Andrew Jackson Harris	Suffield, Conn.
Robert Wilborn Harris	Anniston
Dolores Lurline Hines	Wilson, N. C.
Esther Virginia Hunter	Meridian, Miss.
Harriett Lynnier Ish	Little Rock, Ark.
Josef Cornelius James	Roanoke, Va.
Anna Carolyn Jemison	Munford
Marguerite Estine Jenkins	Jacksonville, Fla.
Maybelle Lucile Johnson	Staunton, Va.
Dorothy Louise Jones	Portsmouth, Va.
Eola Helena Londea	Bridgeport, Conn.
Juanita Belle Lovejoy	Greenville, Ga.
Zethalyn Lenoir Mathews	Sheffield
Tracy McCleary	Oklahoma City, Okla.
Willard Clark McCleary	Oklahoma City, Okla.
Jennie Belle Mitchell	Covington, Ky.
*John Wesley Moore	LaGrange, Ga.
Lowette Ledell Moore	Daytona Beach, Fla.
*Doris Salena Murphy	Indianapolis, Ind.
Janice O'Neal Murphy	Montgomery
Sarah Elizabeth Murphy	Atlanta, Ga.
Emma Louise Musgrove	New Haven, Conn.
Elva Lois Newsome	Bessemer
*Thomas Parker	Beaumont, Texas
George Gresham Patton, Jr.	Jackson, Miss.
Florida Beatrice Pigrom	Bessemer
Elizabeth Virginia Riddick	Norfolk, Va.
Gordon Alexander Rodgers	Anniston
Samuel Ulysses Rodgers	Anniston
Eloise Rudd	Opelika
Earl Clifton Seabron	Newport News, Va.
*Lee Edward Sims	Mobile
Wilma Singletary	Winston-Salem, N. C.
Vera Dolores Smith	Houston, Texas
Elizabeth Marie Strain	Decatur

Josephine Elizabeth Strickland	Talladega
Ophelia Braden Taylor	Kittrell, N. C.
Mary Louise Waller	Gadsden
Clifton Bruce Whitworth	Kings Mountain, N. C.
Charles Henry Wilson, Jr.	New Haven, Conn.
Gwendolyn Zeigler	Talladega

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\*Old Plan.

### Summary

The College Department—	Male	Female	Total
Senior .....	22	29	51
Junior .....	20	21	41
Sophomore .....	24	27	51
General One .....	24	39	63
Special .....	—	2	2— 208
<b>The Department of Music—</b>			
Piano .....	3	17	20
Voice .....	4	6	10
Organ .....	1	8	9
Theory .....	—	13	13
Violin .....	6	4	10
<b>The Practice Schools—</b>			
High School .....	61	53	114
Elementary School .....	64	63	127— 241
<b>Recapitulation—</b>			
Total in all Departments .....	229	282	511
Total Attendance .....	215	234	449

### Enrollment by States

Alabama .....	84	Mississippi .....	4
Arkansas .....	3	New Jersey .....	3
Connecticut .....	6	New York .....	3
Florida .....	12	North Carolina .....	20
Georgia .....	23	Ohio .....	3
Illinois .....	2	Oklahoma .....	7
Indiana .....	7	Pennsylvania .....	1
Kentucky .....	2	South Carolina .....	3
Louisiana .....	3	Tennessee .....	5
Massachusetts .....	1	Texas .....	3
Michigan .....	1	Virginia .....	7

### FROM APPLICANT— PRELIMINARY BLANK

To be filled by one desiring to enter any department of  
Talladega College

Before filling out and mailing this blank, the applicant should read the paragraphs on "Membership" and "Requirements for Admission" to the department in question.

Date of Application.....

Name .....

Age .....

Postoffice address.....

What school did you last attend?.....

Did you complete the course of study?.....

If not, what grade or class did you finish?.....

In what year did you leave school?.....

In which of the following Departments do you wish to enroll?

Make a cross after the one preferred:

College Department  
Conservatory of Music

After filling the blank, mail it to

THE REGISTRAR,  
Talladega College,  
Talladega, Alabama.