

Office of The Dean of Women

TALLADEGA COLLEGE

CATALOG

MARCH 1940



TALLADEGA, ALABAMA

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*C*ATALOG
and
*A*NNOUNCEMENTS
of
TALLADEGA COLLEGE

Talladega, Alabama

MARCH

1940



A Record of 1939-1940

With Announcements for 1940-1941

Founded in 1867 by the American Missionary Association

Chartered as a College in 1869

Charter Confirmed by the Legislature in 1889

Aims of the College

Talladega College is Christian and therefore, inter-denominational. It does not bid for the attendance of men and women who have no serious purpose in entering college, but it welcomes the student of genuine intent and superior ability.

The College aims to provide, under guidance, an opportunity for vital contacts with inspiring men and women, with the important areas of human knowledge, and with varied experiences in living by means of which the student, in his fundamental task of building a personality, may grow so that (a) the continuing process of his personal development will be purposefully directed; so that (b) he will be able to live successfully in a changing and imperfect social order; and so that (c) he will be willing and able to lend intelligent and active assistance in promoting desirable social changes.

In the course of his development in college, the student is expected to make reasonable progress in the following areas: (1) the acquisition of usable information concerning the general nature of things and of men; (2) the development of sustained interest in and the progressive mastery of a chosen field of study and of some particular aspect of this field; (3) the mastery of such skills and techniques as are needed for effective living; and (4) the constant practice of constructive attitudes which will lead him to promote the common welfare.

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Academic Calendar 1940-1941

1940

September 12, Thursday—Classes for first year students begin at 1:30 p.m.
 September 14, Saturday—Registration. Late fee charged for registration after 5:00 p.m. this date.
 September 16, Monday—Seventy-third academic year begins.
 September 19-21, Thursday to Saturday—Comprehensive Examinations for General Division students wishing to take them at this time.
 November 28-29, Thursday and Friday—Thanksgiving holidays.
 December 21, Saturday—Christmas vacation begins.

1941

January 5, Sunday—Christmas vacation ends.
 January 6, Monday—Winter Term begins.
 February 12, Wednesday—Lincoln's Birthday, half holiday.
 March 12, Wednesday—Winter Term ends.
 March 13-17, Thursday to Monday inclusive. Spring vacation.
 March 18, Tuesday—Spring Term begins.
 May 31, Saturday—Class Day and Alumni Class Reunions.
 June 1, Sunday—Baccalaureate Sunday.
 June 2, Monday—Commencement Day.
 September 15, Monday—Seventy-fourth academic year begins.

| 1940 | | | |
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| SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
| S M T W T F S | S M T W T F S | S M T W T F S | S M T W T F S |
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| 22 23 24 25 26 27 28 | 20 21 22 23 24 25 26 | 17 18 19 20 21 22 23 | 22 23 24 25 26 27 28 |
| 29 30 | 27 28 29 30 31 | 24 25 26 27 28 29 30 | 29 30 31 |
| 1941 | | | |
| JANUARY | FEBRUARY | MARCH | APRIL |
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| 19 20 21 22 23 24 25 | 16 17 18 19 20 21 22 | 16 17 18 19 20 21 22 | 20 21 22 23 24 25 26 |
| 26 27 28 29 30 31 | 23 24 25 26 27 28 | 23 24 25 26 27 28 29 | 27 28 29 30 |
| | | 30 31 | |
| MAY | JUNE | SUMMER RECESS | SEPTEMBER |
| S M T W T F S | S M T W T F S | | S M T W T F S |
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| 18 19 20 21 22 23 24 | 22 23 24 25 26 27 28 | 21 22 23 24 25 26 27 | |
| 25 26 27 28 29 30 31 | 29 30 | 28 29 30 | |

JOSEPH WILLIAM NICHOLSON, B.D., Ph.D.
Professor of Religion

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 Physics

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

EDWIN LAWRENCE PHILLIPS, A.M.
Associate Professor of Education
Director of Public Relations

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

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

GABRIEL HORVAY, E.E., Ph.D.
Assistant Professor of Mathematics

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

MAURICE ALDRICH LEE, A.M.
Assistant Professor of English

BEULAH STEWART MABRA, MUS. B.
Assistant Professor of Music

MARGARET MONTGOMERY, A.M.
Assistant Professor of English

ERNESTINE BURGHESS SAUNDERS, A.M.
Assistant Professor of French and German

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

TESSIS MILLER ADAMS, A.M.
Instructor in Physical Education for Women

*WARREN HILL BROTHERS, JR., A.B., M.S.
Instructor in Mathematics

PORTIA HARRIETTE THOMAS, A.M.
Instructor in Public School Music

HALE WOODRUFF
Special Lecturer on Art

* On Leave of Absence

INSTRUCTORS IN PRACTICE HIGH SCHOOL

KATHERINE ELIZABETH BELL, A.M.
Instructor in English and French

ELIZABETH MARY COBLEIGH, A.M.
Instructor in History

HELEN GWENDOLYN COUSINS, A.M.
Instructor in English and Social Studies

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

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

HAROLD CHRISTOPHER NICHOLS, A.M.
Instructor in English and Latin

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

INSTRUCTORS IN ELEMENTARY PRACTICE SCHOOL

ERIENNE HARE YOUNGE, A.B.
Sixth and Fifth Grades

ETHEL ELETHA KINDLE, M.Ed.
Fourth and Third Grades

MARGARET ALEXANDER HART, A.M.
Second and First Grades

MAE ELIZABETH ADDISON
Kindergarten

OTHER ADMINISTRATIVE OFFICERS

ANNIE WHITTINGTON BACOTE
Assistant Stewardess

JOSEPHINE CHRISTOVILLE CARROLL
Matron, Foster Hall

*MARY ELIZABETH CARTER, A.B.
Matron, Foster Hall

JOSEPH FLETCHER, A.M.
Superintendent of Plant

*Part of year.

CATALOG OF TALLADEGA COLLEGE

GERTRUDE LOUISE GIBBONS, A.M., B.S.
Assistant Librarian

HATTIE CATER HAYNES
Matron, Foy Cottage

ALBERTA CROCKER JOHNSON
Assistant Librarian

MARY VIRGINIA LITTLE
Stewardess

BEULA ALBERTA MARR, A.B.
Secretary to Comptroller

**ANNIE H. MCCLENNON, A.B.
Matron, Foster Hall

CAPTOLIA DENT NEWBERN, A.B., Mus.B.
Director of Community Extension Work

THERESA HELEN PARKER, R.N.
Head Nurse

ANNIE GRIFFIN PHILLIPS, A.B.
Secretary to Director of Public Relations

BERNICE ALLEN REEVES, B.S., A.M.
Secretary to Comptroller

JOSEPH WOODALL SAUNDERS, A.B.
Assistant Superintendent of Plant

JULIAN LICETTI SCOTT, A.B.
Secretary to Dean

MARGARET HELEN SCOTT, A.B.
Assistant Librarian

ALMA VICTORIA SMITH, A.B.
Assistant Librarian

ELEANOR ALICE THOMPSON, A.B.
Secretary to President

TESSIE EVERETTA THOMPSON
Secretary to Registrar

MARY VAN BLAKE, B.S.
Secretary to Director of Practice School and to Dean of Women

*LYNNETTE MARIE WIGGINS, A.B.
Secretary to Registrar

**Part of year.

*On leave of absence.

R. W. FOOTE
College Architect
New Haven, Connecticut

COLLEGE PASTORS, 1939-1940

MR. GEORGE W. THOMPSON
Akron, Ohio

THE REV. MERRILL F. CLARKE
New Canaan, Connecticut

THE REV. COLBERT H. PEARSON
Englewood, New Jersey

THE REV. RUSSELL CONWELL BARBOUR
Nashville, Tennessee

THE REV. RUSSELL J. HUMBERT
Akron, Ohio

THE REV. VICTOR M. RHEIN
Oak Park, Illinois

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 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 foothills 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 750,000 from which to draw its students.

Plant and Equipment

Grounds

The college grounds comprise three hundred acres of which fifty are used for the main campus, and two hundred are woodland.

The Silsby Athletic Field, about fifteen acres in size, is an enclosed field used for football, soccer, and track, both intramural and intercollegiate.

Tennis courts are located in the neighborhood of the Gymnasium and elsewhere on the campus.

Buildings

The college is housed in fourteen main buildings. All are substantial brick structures with modern equipment, heated by steam from a central plant and lighted by electricity.

Swayne Hall contains class rooms and the college offices. It was purchased in 1867 and named after General Swayne, then of the Freedman's Bureau, who interested himself in its purchase. This is the first building of the college.

The DeForest Chapel was 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. This building is used for religious services of the college as well as for a general auditorium.

The Savery Library, completed in 1939, is named in honor of William Savery, a carpenter who helped to build Swayne Hall and who became an original trustee and incorporator of the College. Savery is the gift of the General Education Board, the Harkness Foundation, and other friends of the College.

Sumner Hall, erected in 1904 for library purposes, is a gift of Andrew Carnegie. Remodeled in 1939 it now serves as the administration building.

Andrews Hall built in 1909-10 is the home of the music department which occupies the first floor of the building. The two upper

floors are used for dormitory purposes. It is named after Rev. George Whitfield Andrews, D.D., Dean of the Theological Department from 1875 to 1908.

The Callanan Gymnasium is the center of physical education for men. It was constructed in 1924 from a legacy left by Dr. Callanan of Des Moines, Iowa. The building contains a swimming pool and gymnasium floor with gallery, for intramural and intercollegiate indoor games.

The Silsby Science Hall contains the laboratory for the natural sciences and class rooms for sciences and mathematics. It is named after Dr. E. C. Silsby who was for thirty-seven years a member of the college faculty. The building is, in part, the gift of the General Education Board, and, in part, of friends and alumni of the college. It was completed in 1926.

The Sessions Practice School is the elementary laboratory school for the department of education. The kindergarten and first six grades are housed in this building. It was built in 1925 from a legacy left by Mrs. Mary Johnson Sessions.

The Drewry Practice School is the laboratory high school for the department of education. It houses both the junior and senior high schools with the class rooms and laboratories for these students. It was built in 1932.

Foster Hall was erected in 1869, enlarged in 1902, and again in 1929. It serves as a dormitory for women, and has on its basement floor a gymnasium for the college women. The Rev. Lemuel Foster of Blue Island, Illinois, was the principal donor to the original building.

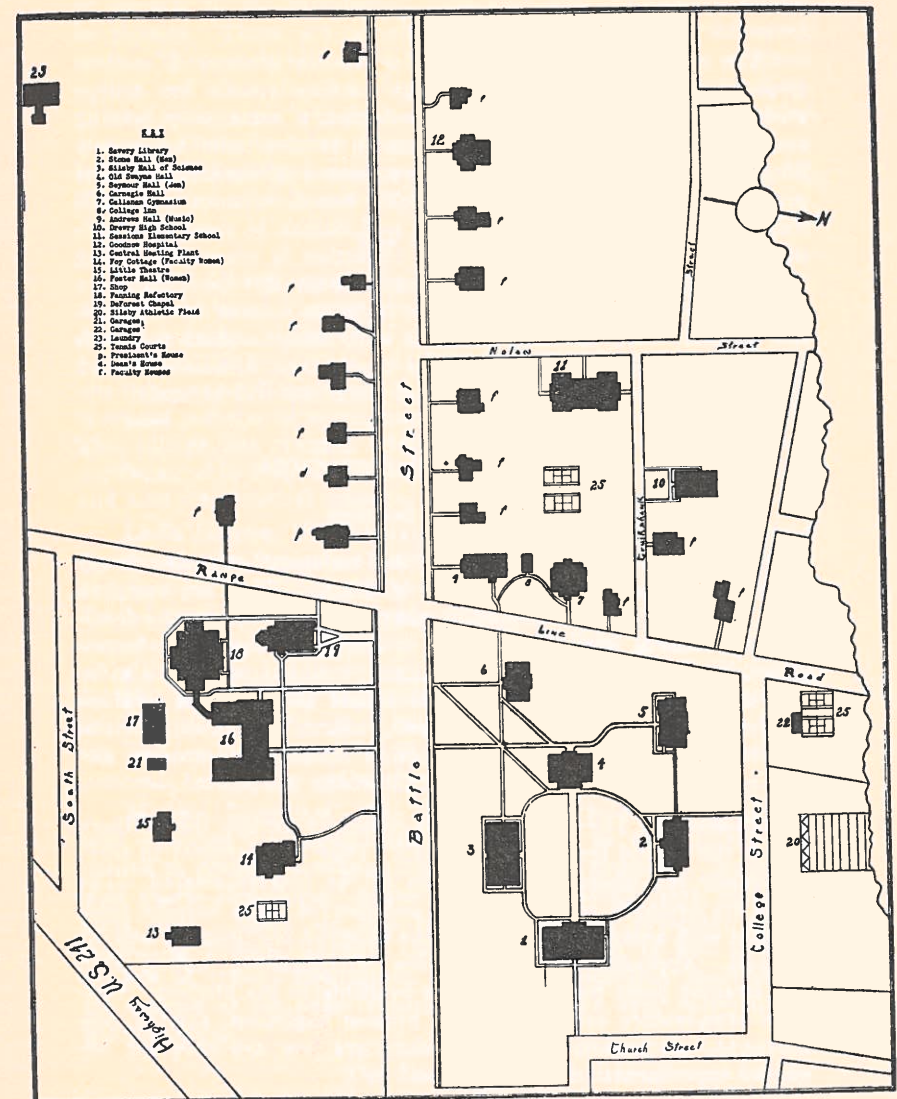
Stone Hall, built in 1881, is a gift of Mrs. Valerie C. Stone of Malden, Illinois. It houses the men of the General Division.

Seymour Hall was built in 1923, in part, from a legacy of Mr. Lyman Kay Seymour, of Payson, Illinois. It is the residence home of the men of the Major Division.

Foy Cottage, built in 1901, is the residence of many of the women instructors. The principal donors were Mr. and Mrs. J. H. Foy, of New Haven, Connecticut.

Fanning Hall, the College Refectory, was built in 1927-28 from a legacy of Mr. David H. Fanning, of Worcester, Massachusetts. In this building are found the dining rooms for all members of the college group who live in the residence halls.

Goodnow Hospital and College Infirmary was built in 1909-10 in part from a legacy of Mr. E. A. Goodnow. Here are found wards, private rooms, and clinics for the use of the whole college group.



Library

The main library is housed in a recently completed modern structure which contains three large reading rooms for college students, stacks for storing 60,000 volumes, a community reading room for the citizens of Talladega, and a service room for county library service, besides the usual storerooms and workrooms. The present collection contains about 25,000 bound volumes and 4,000 unbound pamphlets. The books are well chosen to meet the reading needs of the students and the collection is constantly being improved by addition and elimination. About 200 periodicals are available in the main library and the branches located in the practice schools. Five full-time librarians with many student assistants are in charge of this work. As the county and community work develops, an increase in the number of librarians will be made.

Laboratories and Apparatus

The Natural Sciences

Biology. The laboratories for the biological sciences occupy the northern half of the first floor of Silsby. They are equipped with fifty standard microscopes, a micro-projector, rotary and freezing microtomes, incubators, ovens, a sterilizer, myograph, kymograph, aquaria, inspissators, germinators, refrigeration and distillation equipment, etc. In the lecture rooms are found in addition dissected anatomical mounts, models, charts, manikins, skeletal mounts, life histories, daylight projection equipment, a moving picture machine and other miscellaneous teaching equipment.

Chemistry. The laboratories for chemistry occupy the northern half of the second floor of Silsby Hall. They are equipped to serve adequately the laboratory instruction in the courses offered. The desks are equipped with gas, water, and current. The balance room is fitted with analytical balances of the required precision for routine analysis. Apparatus for hydrogen ion determination, boiling point and freezing point measurement are available to the student. Constant temperature ovens, improved heating apparatus, stirrers, polariscopes, spectroscopes and potentiometers are available for advanced experimentation.

Physics. The laboratories for physics are located on the second floor of Silsby Hall. They are equipped with sufficient apparatus

to perform all the experiments connected with the courses offered in physics. There are several pieces of apparatus for advanced work. These include Kater's Pendulum for spectrometers, spectroscopes, and other pieces in electricity and heat. Apparatus for demonstration in each branch is adequate. A complete set of slides covering all the branches is kept up to date. The laboratory has a large number of the normal accessories of a laboratory. These include a direct current generator, wall galvanometers, etc.

The Humanities

Music. The equipment for work in music consists of two Steinway grand pianos, fourteen upright pianos, a Victor electrical reproducing machine, a library of records and piano rolls, two modern two-manual Moller organs, one Lyon and Healy two-manual organ, one two-manual Estey practice organ, two claviers, a library of two thousand volumes of music, and a number of orchestral instruments. The college has recently obtained also the Carnegie Music Set, consisting of a Federal reproducing machine, many scores, records, and books on musical subjects.

Little Theatre. The laboratory for dramatic work is a temporary frame structure known as the Workshop. It is equipped with stage and scenery and capable of seating one hundred and fifty people. Further equipment consists of a work table and the necessary tools for erecting scenery, fourteen screen-unit flats, dressing booths, make-up tables and materials, and over three hundred articles of costume and costume accessories. A small model stage equipped with stippled flats furnishes opportunity for experiments with lighting and stage effects. A library of two hundred plays makes materials for reading and study readily available.

Modern Language. The laboratory for modern languages is well equipped for taking care of the needs of the student who desires to obtain a speaking knowledge of the language. Maps and wall charts illustrating various useful terminology form bases for class work. There are also two Victrolas and numerous speech records of French, Spanish, German, and Italian, as well as some records of typical folk music. A modern recording machine for the making of individual records facilitates the easy correction of pronunciation.

The Social Sciences

Education. Two well-organized and equipped practice schools, Sessions and Drewry, serve as laboratories for students working in

education. Sessions includes the kindergarten and the first six elementary grades, while the six years of junior and senior high school are found at Drewry. The usual equipment of standard schools is provided in these educational laboratories.

Physical Education. The Callanan Gymnasium for men contains an upper floor for general gymnasium work, and courts for basket and volley ball. Standard gymnasium equipment is available for use. On the lower floor is found the swimming pool with lockers and showers. The pool is open for women at regular intervals. In Foster Hall is provided a gymnasium for women with adequate equipment for work, including courts for basket ball and volley ball and lockers and showers.

Residence Facilities

Dormitories

The college has three modern dormitories for students, Foster, Stone, and Seymour Halls.

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 "Expenses" page 22.

Foster Hall provides living accommodations for one hundred and sixty-six women. On the lower floor are well furnished living rooms serving as a social center for the college women, while in the basement are service rooms and a gymnasium. The equipment is modern throughout.

Stone Hall accommodates sixty men of the General Division. A social room with magazines and newspapers is located on the ground floor.

Seymour Hall has accommodations for sixty-two men of the Major Division with social and recreational facilities on the lower floor.

Foy Cottage affords living accommodations for many of the women of the faculty. Rooms are also available for instructors on the upper floors of Andrews Hall and in two suites in Stone Hall.

The College Refectory

Fanning Hall is a modern building of recent construction. The dining room is large and attractive, amply able to care for the whole college group. The kitchen equipment is of the latest design. The

service is under the supervision of trained and experienced dietitians. The excellent equipment makes possible the serving of wholesome meals at economical prices and in pleasant surroundings.

Faculty Homes

In addition to dormitory facilities the college owns fifteen houses which serve as homes for members of the faculty and staff and their families.

Health

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.

GENERAL COLLEGE ACTIVITIES

Publications

"*The Talladegan*" is published by the College under the supervision of a faculty committee. It deals with matters of general interest to alumni and friends of the college. One of its four issues is the catalog of the institution.

"*The Talladega Student*" is a monthly paper published by the students and devoted to student interests. The editorial staff consists of students elected by the student body.

Musical

The college choir with a normal membership of sixty voices receives careful training in voice production as well as in general choral technique.

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

Debating and Dramatic Art

Debating is one of the major activities at the college. Both intramural and intercollegiate debates are held throughout the year. A debating society composed of students motivates these activities on the campus.

The Little Theatre, devoted to dramatic study, presents several productions during the year. It promotes a playwriting contest in which the winning play is produced by the members.

Athletics

Intercollegiate athletics are conducted as a part of the physical education program. Football, track, and basket ball 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.

Religious

An interdenominational faculty and student body make the religious life of the College inclusive and stimulating. A group of outstanding ministers and religious workers from various sections of the nation serve as college pastors during the year. Daily chapel services and Sunday services of worship are supplemented by the voluntary religious activities of student groups, including the Young Women's and Young Men's Christian Associations, with their joint agency, Christian World Education.

Social

The social activities of the college are under the supervision of a committee of faculty members and students. A program designed to provide wholesome recreation with desirable social experience is provided. The chapters of two national fraternities and two sororities contribute to the social life of the college.

The College Council

The local policy-forming body of the College is the College Council composed of six members of the student body elected by the students of the three upper classes, six instructors elected by the college faculty, and six administrative officers serving ex officio.

Student Aid and Self-help

Four kinds of financial assistance are available: Scholarships, Grants in Aid, Loans, and Part-time Employment. Applications for Scholarships, for Grants in Aid, or Loans are made to the Committee on Student Financial Aid at a designated time during the spring term. 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. A competitive examination for a scholarship varying from \$120 to \$306 for women and \$318 for men is held in the spring of each year. 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 of the various fields of concentration, on the basis of a competitive examination, receive a stipend not exceeding \$120, if financial aid is needed. Candidates for examination must have completed all their previous work with an acceptably high record.

(b) Students who maintain a high standard of academic work and who show definite development in acquiring useful habits and attitudes may receive scholarships with stipends listed below, if financial aid is needed. A student must have carried a normal load for three terms preceding an award. Awards are as follows:

| | |
|--------------|----------|
| First | \$100.00 |
| Second | 75.00 |
| Third | 50.00 |

In addition to the foregoing awards, which are made solely on the basis of scholarship, there are limited funds available for student grants in aid, and loans, made on the basis of academic record, adaptation to college life, and individual need. Scholarship holders are eligible to apply for this assistance. Students receiving grants in aid may be asked to do some work on the campus.

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 Personnel Office.

Scholarship Funds

*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.

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

*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.

The Lucius H. and Helen R. Thayer Scholarship Fund of \$2,000, given in 1934 as a part of the Endowment Funds of the College in memory of the two persons named, of Portsmouth, N. H.

The James Thomas Morrow Scholarship of \$1500, given by Mrs. Eleonora Maxwell Morrow of Lexington, Kentucky, in memory of her husband, for 60 years minister of the gospel in the African Methodist Episcopal Church, for the purpose of "encouraging Christian ideals, for which he stood; educating and training youth, which he greatly advocated; and furthering the service of God and man, which he so willingly rendered."

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.

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

ment 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.

Admission of Students

Application for admission should be made as soon as possible 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.

Requirements for Admission

The work of the College is divided into two periods—the General Division, and 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.

Candidates for admission into the General Division 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. (See p. 27)

Students planning to study for the Bachelor of Music degree should have had, in addition, the advantage of private lessons in some branch of music. If the lessons do not include piano, some knowledge of that instrument must be possessed by applicants. Upon entering the college, the student will be examined and advised as to the length of time probably necessary for completing requirements

for graduation. The Kwalwasser-Dykema tests are used to determine musical aptitude.

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 | | Sewing | 2 |
| Freehand | 1 | Woodworking | 2 |
| Greek or Spanish..... | 2 | | |

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

Graduation

The College confers two degrees in course: Bachelor of Arts and Bachelor of Music. The requirements for the Bachelor of Arts degree are given below. The requirements for the Bachelor of Music degree will be found on page 32.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

Requirements for the Degree of Bachelor of Arts

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 addition a student will complete a specific piece of work called his project. This project will be chosen in consultation with the student's adviser and must receive the approval of the faculty in his field of concentration and the Dean of the college. This work may, upon recommendation of adviser and approval of the Dean, be used as a substitute for a part of the student's course requirements.

(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.

tration 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 are handed in. The work is graded H, S, U. Grade H indicates work of exceptional merit; Grade S of good average quality; Grade U 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 is the passing of comprehensive examinations normally taken at the end of the year, though available for students at other periods of the year listed in the academic calendar.

Students who fail to pass a comprehensive examination after three attempts are not eligible to take the examination again until they have reentered the course and secured the recommendation of the instructors in charge.

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

Graduation Honors

For distinctive work in courses and in the examination in the field of concentration, the bachelor's degree with honors is conferred upon a candidate by vote of the faculty.

Classification

Until a student has qualified for admission into his field of concentration, he is classified as a general student. After he has been accepted into his field he is called a major student.

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 in him any interest for the work.

COURSE OF STUDY

Work Leading to Study in a Field of Concentration

(Normally the first two years)

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

The comprehensive examinations 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 carry the normal load of four courses meeting four times a week.

Courses for General Requirements

English—English 101 and 102 are taken according to the needs of the student.

Mathematics—Mathematics 100 required of those who show need.

Foreign Languages—Courses in French, Spanish, and German 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—Course 102M is 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

(Normally the third and fourth years)

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 THE DEGREE OF BACHELOR OF MUSIC

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, 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.

While it is always the fundamental purpose of the department to develop genuine musical intelligence, taste, and style, no attempt is made in the first two years to grade musical maturity, and grades are confined to technical accomplishment because the former qualities are largely intangibles, and progress in a set technical pattern may be rated more easily.

It is not desired to produce students all of the same pattern or in any way to interfere with the development of the student's individuality, but there are certain fundamental mechanics, all resting on well-known and accepted physical principles, and control of these techniques must be developed initially by all students. (Students whose previous opportunity for study has been limited or who make meagre progress in these initial studies may be obliged to consider the first year as a sub-freshman year, thereby extending the course to five years)

The course of study to be pursued for the degree is made out for each individual student upon entrance. However, all students, regardless of their applied music emphasis, are required to pursue the course in piano numbered 130M. If the student's applied music emphasis is piano, this course must be satisfactorily completed in the first two years; otherwise, it may be completed the year previous to graduation.

The course in voice numbered 140M is required of all students expecting to take courses in school music.

The Combination Course Leading to Bachelor of Arts and Bachelor of Music Degrees

Increasing numbers of students are finding it advisable to take more than four years and earn both the Bachelor of Arts and Bachelor of Music degrees, thereby broadening their education and their opportunities. Five to six years are required, and the combining of the courses is arranged according to preferential needs of the student.

Classification

Classification in applied music courses leading to the B. Mus. degree is obtained by examination before the faculty of the Department except in the senior year when the public Recital is offered in lieu of private examination. The candidate may be required to present his program before the faculty in advance of the public Recital. The examinations should be taken on the Saturday preceding the last Saturday of the school 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.

Advanced classification will depend upon the results of the faculty examination, the grades given by private teachers in applied music (piano, organ, and voice) being not determinative but merely indicative.

Organization of Courses of Study

The course offerings of the College are organized in three fields: Humanities, Natural Sciences and Mathematics, and Social Sciences. Each field includes the subject area indicated in the chart below.

Humanities

| | |
|--|----------------------------------|
| Modern Languages and their Literatures | Journalism |
| English | Music |
| French | Philosophy |
| German | Public Speaking and Dramatic Art |
| Spanish | Religion |

Natural Sciences and Mathematics

| | |
|-------------|------------|
| Botany | Physics |
| Chemistry | Psychology |
| Health | Zoology |
| Mathematics | |

Social Sciences

| | |
|-----------|--------------------|
| Economics | Political Science |
| Education | Physical Education |
| History | Sociology |

Description of Courses for the General Division

HUMANITIES

PROFESSOR SAUNDERS, *Chairman*

PROFESSORS COOPER, DEBOSE, GIBSON, HARRISON, HENNINGER, LEE, MABRA, MONTGOMERY, NICHOLSON, VOORHEES, AND MISS THOMAS, AND MR. WOODRUFF.

Survey Courses

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 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 as they function in various cultures.
Year Course. 9:00 o'clock.

Supplementary Courses

English Composition and Speech

- 101E. Elementary Composition and Fundamentals of Speech.**—
- (a) A course adapted to the particular needs of different groups of students, and providing thorough practice in fundamentals: spelling, good usage in grammar and diction, sentence and paragraph arrangement; ease, clearness, and correctness in expression. Training in tool skills: letter-writing, note taking, making of digests and outlines. Reading from selected models of style. Much individual conference work.
- (b) A study of healthful habits of speaking, ways and means of overcoming individual difficulties in speech, and of producing effective speech in everyday discourse. Practice in getting and giving the thoughts of others as expressed in prose and verse. In the second and third terms, practice in Speech Composition and Delivery. Training in selecting, organizing, and presenting material for the public. Training in Expression which includes coordination of mind, body, and voice.
- Year Course. 9:00, 11:00, and 2:30 o'clock.
- 102E. Advanced Composition.**—Work in grammar and in the structure of themes, to be adapted to the needs of the students. Open to all who have acquired proficiency in composition sufficient to satisfy the requirements of 101E.
- First and Second Terms. Hours to be arranged.
- 102S. Advanced Speaking.**—For students wishing to continue work in Speech in the general division.
- First and Second Terms. Hours to be arranged.
- 106E. Public Discussion.**—A study of parliamentary usage and of the principles of Argumentation and Public Discussion as found in the various types of formal and informal debate. Frequent practice in preparing for and participating in the various types.
- First Term. 11:00 o'clock.
- 111E. Debating.**—An advanced course in Argumentation and Debating, open to all classes and required of all candidates for the Intercollegiate Debating Team.
- Second Term. 11:00 o'clock.

- 126E. Phonetics.**—A study of speech sounds in the English Language, of the speech mechanism and its manipulation, with emphasis upon ear training. International Phonetic alphabet used in representing sounds and making transcriptions. Suggested as valuable to students planning to take the course in the History of the English Language, or the course in Dramatic Interpretation.

First Term. 1:30 o'clock.

Foreign Languages

- 101F. Elementary French.**—The aim of this course is to insure the formation of such habits as are essential in the acquisition of a living language. Attention is given to the understanding of easy French, written and spoken, dictation and resumes. Particular stress is laid on the development of reading ability and recognition grammar. Rapid reading of 300-400 pages of relatively difficult French is done towards the close of the course.
- Year Course. 9:00 and 2:30 o'clock.
- 102F. Intermediate French.**—This course is designed to continue the work begun in the first year and as such will begin with the reading of plays, novels, and short stories. A study of grammar and idioms is stressed. Part of the year's work will be devoted to intensive work on the development of conversational ability and as such, wall charts and a work on French history and civilization will augment the texts. The latter part of the year will be devoted to an introduction to nineteenth and twentieth century literature. Readings of easy classics, collateral reading and reports.
- Year Course. 10:00 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 reading 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. Special attention is given to recognition grammar and vocabulary building.
- Year Course. 11:00 o'clock.

102G. Intermediate German.—Intensive reading in class of a number of German works. A portion of the time is devoted to the development of the reading of scientific and technical material and includes a thorough review of grammar and stress of the acquisition of the translation skill. The latter portion of the course is a brief introduction to nineteenth century and contemporary German literature.

Year Course. 8:00 o'clock.

101S. Elementary Spanish.—The aim of this course is to aid the student in acquiring a reading knowledge of Spanish as rapidly as possible. Vocabulary building, recognition grammar, ability to comprehend spoken Spanish are stressed. Toward the end of the course emphasis is laid on a more formal knowledge of Spanish syntax and composition.

Year Course. 1:30 o'clock.

Music

101M. Harmony, Sight Singing and Ear Training, Dictation, and Keyboard Harmony.—A year course treating these topics on various days of the week. Simple acoustical principles, scales, triads and their connection chords of the sixth, and sixth and fourth. All dominant chords. Drill in scale and interval singing, time subdivisions, and part singing. Singing in various rhythms, all triads, and major and minor keys. Drill in intervals and rhythms, dictation and memorization of selected thematic materials. Playing scales, consonant and dissonant intervals and their resolutions, primary and secondary chords, improvising chord phrases, transposing major and minor melodies up and down a major and minor second and a major and minor triad. Required of all students in music.

First, Second, and Third Terms. 9:00.

104M. Harmony, Sight Singing, Harmonic Dictation, and Keyboard Harmony.—A year course organized on the lines of the preceding course. From dominant chords through second, third, and fourth class discords to altered and mixed chords. Constant exercises in harmonizing sopranos and figured basses. Continued drill in recognition of more difficult intervals and chords; recognition and singing in various rhythms of all primary and secondary seventh chords with inversions; advanced sight singing in two and three parts. Continued drill in in-

tervals and rhythms; dictation of melodies in major and minor keys; dictation of chord phrases containing primary and secondary chords and their first inversions. Playing chord drills containing all chords and their inversions in major and minor keys; improving phrases on a given motif; transposing two parts of chord phrases and simple two-part folk tunes; supplying a simple accompaniment to given melodies.

Year Course. 10:00

107M. History of Music.—A year course. First Term: Primitive music—The cultures of early civilization: Ancient Egypt, Assyrian, Hebrew, India, China, Greek, and Roman; early Christian music; development of musical notation. Second Term: The beginning of part writing—the English, Netherlandish, and Italian schools; development of the secular style—the troubadours, minnesingers and meistersingers; the evolution of dramatic music in Italy, France, and Germany. Third Term: The development of instrumental music—the organ and other keyboard instruments; evolution of the orchestra; culmination of the polyphonic style in Bach and Handel; other eighteenth century influences in Italy, France, and Germany; the opening of new paths in music; brief survey of the Classic, Romantic, Impressionist, and modern schools.

Year Course. 11:00

130M. First Year in Piano.—A year course. Touch, including finger technique; arm touches; (1) melody, (2) chord, (3) initial tone in the phrase; wrist technique, including the staccato; the octave; the scale and arpeggio with special reference to thumb technique. In addition, Czerny, Op. 299, and the Little Preludes of Bach are used in application of the technical approaches. Three to five selected preludes of Bach and four to six selected studies of Czerny to be mastered. How to study a composition, (a) principles of psychology in piano practice, and (b) interpretation and style. A complete sonata or variations, Haydn, Mozart, or early Beethoven. Five compositions of the difficulty of Jensen's Galatea, Debussy's Clair de lune, Macdowell's Shadow Dance, Seeboeck's Minuet, or Blumenfeld's Prelude, Op. 17, No. 8.

Year Course. Hours arranged.

131M. Second Year in Piano.—Review of technical principles of the first year and then applications to scales and arpeggios; scales developed with regard for a beautiful legato; study of all major scales in thirds, sixths, octaves, and tenths; development of speed to a sixteenth note rhythm, a quarter note equalling M.M.92, simple triads in arpeggio form and diminished sevenths with regard for the form producing an artistic arpeggio; continuation of wrist development through study of legato and staccato octaves; scale preparation exercises; finger and thumb technique; performance of Bach's Prelude and Fugue, Beethoven's Sonata (in the first third in difficulty), and five pieces of such difficulty as Schumann's Whims, Chopin-Liszt's Maiden Wish, Saint-saens' Minuet, Op. 56, Debussy's Prelude, Suite Burgomasque, and Niemann's Fountain.

Year Course. Hours arranged.

140M. First Year Voice.—Correct position and poise of the body; a proper and definite breath control; a knowledge of vowels and consonants in their relation to the singing and speaking voice; drill in tone production resulting in a sustained and resonant tone of satisfactory quality and quantity; a demonstrable knowledge of a system of vocalisers involving all major and minor scales, simple arpeggios, and phrasing; songs of moderate difficulty sung with correct intonation, time, tone quality, and interpretation. Use of Concone, Seiber, and Panofka. Twice a week for major study; once a week for minor study. Required of all School Music Majors.

Year Course. Hours arranged.

141M. Second Year Voice.—Continued drill in the technique of breathing, tone placing, and phrasing; art songs from the standard classics; selections from the opera and oratorio; language elective; use of Panofka, Concone, and Marchesi. Two lessons a week for major study; one a week for minor study.

Year Course. Hours arranged.

150M. First Year Organ.—Becoming acquainted with the key board for the feet; acquiring an organ legato touch for hands and feet; developing greater accuracy for note values and rhythms and coordination between hands and feet through materials taken from "School of Organ Playing" by Barnes and "Graded

Material for Organ" by Rogers. Small Preludes and Fugues of Bach and material from classical and modern composers. Appearances in class recitals.

Year Course. Hours arranged.

151M. Second Year Organ.—Scales for Pedals in major and minor keys; trios by Rhenberger and Alberchtsberger; hymn tunes; Chorales, Preludes, and Fugues of Bach; sonatas and pieces suitable to the individual's ability chosen from classical and modern composers. Appearances in class recitals.

Year Course. Hours arranged.

NATURAL SCIENCES AND MATHEMATICS

PROFESSOR KELLY, *Chairman*

PROFESSORS COOPER, HARRIS, HAYDEN, HORVAY, KNOX, O'HARA, AND
THORNTON AND MR. BROTHERS

Survey Courses

101. First-Year Survey.—This course 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. In the beginning a survey of general principles, concepts, and applications will be made to enable the student to secure a comprehensive view of the world as interpreted by the physical sciences. Following this a survey of the essential theories, facts, and principles of the entire field of biology is presented. Discussions, laboratory demonstrations including a display of living specimens, typical life-histories, preserved specimens, anatomical mounts, models, charts, manikins, and representative photomicro-projections. Conferences and quizzes are used to supplement the student's reading which will be directed by a syllabus accompanying this course.

Year Course. 9:00 o'clock.

102B. Second-Year Survey in the Biological Sciences.—A sequence of study embracing in the first term a study of botany including lecture-discussions, demonstrations, and laboratory procedures inviting first-hand contact with a variety of meaningful plant experience; in the second term, a study of zoology administered in a manner similar to the work in botany, with emphasis equally divided between invertebrates and vertebrates, in each case using the type of preparation which seems best suited to the demonstration of that specific activity which experience has proven to be best adapted for use by beginners; in the third term, a study of animal and plant physiology which completes the year's work and includes the functions, processes, and activities which go on in living plant and animal organisms.

A syllabus accompanies each sequence. Breakage deposit, \$2.00.

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

102P. Second-Year Survey in Physical Sciences.—A survey of the basic principles of chemistry and physics. Breakage deposit, \$2.00.

Year Course. 10:00 o'clock.

Supplementary Courses

100M. 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.

102M. College Algebra, Trigonometry, and Analytics.—A study of quadratics, graphs, progressions, logarithms, with an introduction to complex numbers, theory of equations, and determinants; the trigonometric functions and their applications to the solution of triangles; coordinate systems, the straight line, and conic sections.

Year Course. 2:30 o'clock.

101Ps. General Psychology.—An introductory course presented from the modern point of view. Recitations, experiments, and collateral reading.

First Term. 10:00 o'clock.

Third Term. 9:00 o'clock.

SOCIAL SCIENCES

PROFESSOR KRANOLD, *Chairman*

PROFESSORS COOPER, GAY, HAYNES, JACKSON, KINDLE, KITCHEN, PHILLIPS,
SAYLER, AND MRS. ADAMS

SURVEY COURSES

101. **First-Year Survey.**—The first year social science survey studies economic, political, and social institutions in the perspective of the industrial revolution and of the economic development leading to the wars of 1914 and 1939. The study contrasts the social order that preceded the industrial revolution with contemporary society and traces the processes of transformation by which these changes were brought about. This gives the student a suitable background for the understanding of present social problems. A syllabus directs the reading of the student, and the instructors supplement this work with lectures, conferences, and quizzes.

Year Course. 10:00

102. **Second-Year Survey.**—The second year survey is a more extensive study of contemporary society, with an attempt to see its problems as "wholes" and interrelated forces. It further stresses the problem of freedom and control in a competitive society; a) as exercised by the state, with its various forms of political organization; b) as applied in urbanization, with its insecurity and disorganization as by-products of competitive specialization; and c) as used in the present economic system, with its problems of business cycles, over-production, marketing, mass unemployment, international economic interdependence, and the economic implications of armaments, war, and peace. The survey then shifts to an analysis of freedom and control in the light of three contemporary social systems: capitalist democracy, fascist authoritarianism, and socialism. It concludes with an emphasis on the relation between means and ends and knowledge and action.

Year Course. 8:00

Supplementary Courses

- 101P, 102P. **Physical Education.**—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) achievement tests at stated intervals in the various activities of the program.

Description of Courses for the Major Division

HUMANITIES

PROFESSOR SAUNDERS, *Chairman*PROFESSORS COOPER, DEBOSE, GIBSON, HARRISON, HENNINGER, LEE,
MABRA, MONTGOMERY, NICHOLSON, VOORHEES, AND MISS
THOMAS, AND MR. WOODRUFF

English

201E, 202E, 203E. The Drama.—First Term. A study of the history of the drama including the beginning of the drama, the Elizabethan drama, with the exception of Shakespeare's Restoration drama, and later drama to 1850.

Second Term. Intensive study of six of Shakespeare's plays, Rolfe edition, and a more general study of eighteen others, the plays being treated as dramatic literature.

Third Term. A study of the nineteenth and twentieth century drama from Ibsen to the present day, including continental, English, and American Dramatists.

First, Second, and Third Terms. 11:00 o'clock.

240E, 241E, 242E. Contemporary Literature and Creative Writing.—A combination course for students wishing to study twentieth century English and American literature, or to engage in creative writing, or both. More extensive reading will be required of students not interested in writing, than of those engaged in creative work. Students may register for any quarter of the work.

First, Second, and Third Terms. 8:00 o'clock.

253E, 255E, 257E. History of the English Language.—First Term. Brief and simple presentation of major facts concerning (1) place of English among the languages of the world; (2) chief trends in the growth of English, from earliest period to present time, in: sounds, word forms, grammatical arrangement, and vocabulary; (3) special developments in English in America. Recommended for those planning (1) to teach English; (2) to do graduate work in English. Major students from any department may register for the course or be admitted as visitors.

Chaucer and His Age. Second Term.—A study of the major writings of Chaucer in their relation to the coming of the Renaissance in England; the author's indebtedness to earlier writers; his influence upon literary and linguistic developments in later times.

Milton and his Contemporaries. Third Term.—A study of the writings of Milton, emphasizing the poetical works, with some attention to the more important political and literary figures of his time. Alternates with 253E, 256E, 257E. Offered 1938-39. - 139-40, 40-41

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

253E, 256E, 257E.—Identical with the above except for the work of the second term.

Literature from 1550-1650. Second Term.—A study of the non-dramatic literature, in poetry and prose, of the period of Elizabeth and James I. Emphasis upon development of lyric poetry; works of Sidney, Spenser; English Bible and other great translations.

Alternates with 253E, 255E, 257E. Not offered 1940-41.

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

263E, 264E, 267E. Literature of the Eighteenth Century. First Term.—A study of the chief neo-classic writers of poetry and prose, in their relation to the social trends of their time.

The Romantic Movement in Poetry. Second Term.—A study of the beginning of the Romantic Movement, and of the important poets in their relation to their time, and their influence upon later poets.

History of the English Novel. Third Term.—The genesis of the novel, contributions from foreign writers, eighteenth century, nineteenth century romanticists and realists, contemporary novel. Alternates with 263E, 265E, 266E. Not given 1940-41.

First, Second, and Third Terms. 8:00 o'clock.

263E, 265E, 266E. First Term. Identical with above.

Victorian Poetry. Second Term.—A study of the work of Tennyson and Browning and of a representative group of the minor poets, in relation to the political, intellectual, and social trends of the Victorian era.

Victorian Prose Writers. Third Term.—A study of non-fictional prose of the nineteenth century, including examples

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of writing in fields of ethics, social theory, literary criticism, educational theory, natural sciences, light essay, history and biography, as seen in the work of: Carlyle, Ruskin, Arnold, Newman, Huxley, Lamb, Macaulay, DeQuincey, and Pater. Alternates with 263E, 264E, 267E. Offered 1940-41.

First, Second, and Third Terms. 8:00 o'clock.

252E, 254E. American Literature.—A critical and appreciative study of major American writers, with attention to backgrounds, tendencies, and movements in political and literary life in America.

Second and Third Terms. 1:30 o'clock.

French

220F, 221F, 222F. French Literature and Pronunciations.—This course is a survey of seventeenth and eighteenth century literature. The literature of the early seventeenth century is treated in the first term. The second term continues the seventeenth century and introduces the early portion of the eighteenth century, and the third term studies the latter portion of the eighteenth century. Special attention is given to the works of Corneille, Moliere, Racine, Montesquieu, Voltaire, Rousseau, and Diderot. Anthologies and histories of French literature are basic and are augmented by collateral readings, reports and explication de textes. Throughout the year, two days a week are devoted to an intensive study of French phonetics and the development of a correct French pronunciation. Analysis of each student's difficulties will be made.

First, Second, and Third Terms. 8:00 o'clock.

223F, 224F, 225F. French Composition and Literature.—The first term deals with a development of French romanticism and stresses particularly the great lyric poets of this period. The winter quarter is devoted to the realistic and naturalistic movements of the latter half of the nineteenth century with emphasis on the development of the novel. In the final term a study is made of present day trends in French literature. Anthologies, collateral readings, reports and explication de textes. Special work in composition and thorough review of French grammar parallels the course throughout the year. The literary works are used for analytical study from the standpoint of style and translation. In the final term the

composition stresses subject matter dealing with present day institutions in France.

First, Second, and Third Terms. 8:00 o'clock.

226F, 227F, 228F. French Composition and Literature.—Special problems in French to meet the interest of the individual student. Readings in a particular field of literature such as classical drama, lyric poetry, French philosophy, etc., or may involve a study of syntax, composition or any of the allied fields.

Terms and Hours to be arranged.

German

201G, 202G, 203G. Readings in advanced German.—Varied reading in German literature to meet the interest of the individual student. The offerings will stress the general development of German literature or readings in special fields such as German classical drama, nineteenth century drama, nineteenth century narrative prose, etc.

First, Second, and Third Terms. Hours Arranged.

Spanish

201S, 202S, 203S. Spanish Composition and Literature.—Intensive readings in texts alternating with composition and conversation based on Spanish life and customs. The texts vary but include a range designed to give the student a brief survey of the most important trends in Spanish literature from the Poema del Cid to the present day.

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

Dramatic Art

223D. Dramatic Composition and Dramatic Interpretation.—A combined course designed to meet the needs of students interested in learning to make the printed page live in voice and action or of those interested in experimentation with the various processes of play composition. Students electing this course will choose which line they wish to follow and be guided according to individual needs in conference and class appointments.

First Term. 1:30 o'clock.

225D. Dramatic Production.—Brief history 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 the 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. Students planning to take this course are advised to take the courses in Drama and the courses in Dramatic Interpretation and Dramatic Composition.

Second Term. 1:30 o'clock.

227D. Advanced Speaking.—An advanced course in the practice of reading and speaking of various types of material suited for various occasions; designed for majors in English and others who anticipate that special proficiency in Speech will be expected of them in their chosen field of work after college. The materials of the course will be chosen from the various Speech Arts, including both formal and informal experiences in Discussion and Public Address. The aims of the course will be focused upon the needs of the individual for command of mind, body, and voice in speaking.

Third Term 1:30 o'clock.

Music

201M. Harmony and Counterpoint, Sight Singing and Ear Training. Harmonic Dictation, and Keyboard Harmony.—A year course reviewing the work of 101M with the use of exercises of greater complexity and including a study of non-harmonic tones; analysis of standard works; introduction to theories underlying the modern school; contrapuntal principles and analysis; drill in recognition of difficult intervals and chords—seventh, ninth, and altered; modulation; three and four part singing; study of the soprano, alto, and tenor clefs; drill in intervals and rhythms; dictation of melodies of increasing difficulty with the student supplying harmonic background; dictation of phrases, periods, and larger forms containing all chords and their inversions, altered chords and modulations; chord drills of increasing difficulty; improvisation of periods and large forms on a given motif; transposition of hymn tunes and more

difficult pieces up and down a major and minor second and a major and minor third; supplying accompaniment of increasing difficulty to given melodies, both major and minor.

Year Course. 3:30

213M. Elementary School Music Methods.—A course giving the most recent and approved methods of teaching music from Kindergarten through sixth grade, including methods of introducing song-singing, notation, intelligent listening, rhythmic, creative, and instrumental work. Emphasis is placed on developing effective personal attributes within the prospective teacher. Library assignments supplement the text. Text: Music in the Grade School—Gehrrens. Prerequisite or Parallel: 241E.

Term Course. Hours arranged.

214M. Secondary School Music Methods.—A course designed to give correct procedure for teaching a general music course in junior high school and electives in junior and senior high school. Attention is given to the adolescent voice, elementary theory, and increased "appreciation through participation" in vocal and instrumental ensembles. Stress is placed on the knowledge and understanding of adolescent characteristics and on music integration through the unit method. Library assignments are an important part of the course. Text: Music in the Junior High School—Gehrrens Prerequisites: 241E and 213M.

Term Course. Hours arranged.

215M. Practice in the Elementary School.—The student teaches in the first six grades under the supervision of the critic teacher and makes plans which adhere to the principles taught in Elementary School Music Methods. Prerequisite: 213M.

Term Course. Hours arranged.

216M. Conducting and Orchestration.—This course teaches the technique of the baton and emphasizes the use of conducting for school music purposes. Acquaintance is made with the symphony orchestra: its instruments, seating plan, instrumentation, etc.; and with procedures for writing and arranging music for these instruments. Practice in score-reading from orchestral scores is an important part of the course. Texts:

Stoessel's Technique of the Baton, Heacox's Project Lessons in Orchestration, and Bernstein's Score-Reading. Prerequisite: 212M.

Term Course. Hours arranged.

217M. Comparative Methods.—A comparison of the various methods of teaching in elementary schools as shown in six text-series for grade schools and in writings of outstanding music educators; a detailed study of materials to be used for singing, listening, instrumental activities, and public performances for use in elementary and secondary schools, devising therefrom suitable criteria for judging and selecting appropriate music materials. Prerequisite or Parallel: 214M.

Term Course. Hours arranged.

218M. Student Teaching in Secondary School.—This course covers two quarters of bi-weekly teaching in the high school under careful supervision of the critic teacher.

Term Course. Hours arranged.

219M, 220M, 221M, Musical Form and Analysis.—A study of the structure and aesthetic content of music; review of harmonic material with its functional and practical application; study of cadences and modulations in relation to form; two and three part form with analysis of compositions by Bach, Handel, Beethoven, Haydn, Mozart, Schubert, Schumann, Brahms; classic and romantic suites; the sonata form with analysis of its employment in sonatas, symphonies, and chamber music; variation and rondo forms.

Year Course. 11:00

230M. Third Year in Piano.—Continuation of development of scale and arpeggio and finger and thumb technique; technical study generally confined to materials of repertoire; development of a tempo of M.M.120 for a quarter in a sixteenth note rhythm for scales in all form; two studies from Czerny, Op. 740, or Clementi required; performance of six to ten pieces from standard repertoire.

Year Course. Hours arranged.

231M. Fourth Year in Piano.—A public recital exhibiting the music of the important periods and styles and containing important works of the masters of piano required. The following suggest more directly the nature of the work.

Bach—Larger Work

Beethoven—Sonata

Chopin—Larger Composition

Liszt—Selected Composition

A Modern Composition

Mozart—Variations in F, or C Minor Fantasia

Schumann—Noveletten, Pappillon, or Fantasia Stucke

Year Course. Hours arranged.

240M. Third Year Voice.—Further drill in vocal technique; songs of advanced grade from classic and modern composers; appearances in public recitals; language elective. Two lessons a week for major study; one a week for minor study.

Year Course. Hours arranged.

241M. Fourth Year Voice.—An extensive repertoire from the best song literature; senior recital including an aria, a group of classic and a group of modern songs. Two lessons a week for major study; one a week for minor study.

Year Course. Hours arranged.

250M. Third Year Organ.—Scales for Pedals and Manuals together; hymn tunes and anthems; Chorales, Sonatas, and Preludes and Fugues of Bach; sonatas and pieces suitable to the individual's ability chosen from classical and modern composers. Appearances in student public recitals.

Year Course. Hours arranged.

251M. Fourth Year Organ.—Larger Preludes and Fugues and Sonatas of Bach; anthems; choruses and solos from oratorios and Motet's Compositions of Classical and Modern Composers. Public recital.

Year Course. Hours arranged.

Philosophy

202P. 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, Burt.

Second Term. 10:00 o'clock.

- 203P. 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.
Second Term. 9:00 o'clock.
- 204P. Ethics.**—The origin and development of moral ideals. Discussion of these in relation to civilization and social welfare. Textbook Lectures, and assigned readings.
Second Term. 11:00 o'clock.
- 209P, 210P, 211P. Readings in Philosophy.**—In the first term a reading course in Ancient and Medieval philosophy is offered; in the second term, Modern Philosophy; and in the third term, Present Philosophical Tendencies. Admission by consent of instructor.
First, Second, and Third Terms. Hours arranged.

Religion

- 210R. Religions of the World.**—The purpose of this course is to acquaint the student with the history of the various living religions of the world with emphasis upon those aspects which are particularly important for their adherents.
Second Term. 10:00
- 213R. The Philosophy of Religion.**—This course is designed to help the student interpret contemporary religious thought. The material of the course treats of the nature of religion and provides a survey of types of religious philosophy. Not offered 1940-41.
First Term. 10:00
- 214R, 215R. Christianity and Social Movements.**—A study of the contemporary field of religion with particular attention to Christian religious movements of the non-denominational and denominational classes and to the manner in which present day Christian practices influence and reflect social trends. Prerequisite: Consent of instructor.
Second and Third Terms. 11:00
- 216R. Psychology of Religion.**—This course is a study of the way in which the mind works in religion, the elements of man's religious consciousness, with respect to actual life or conduct.
First Term. 10:00

- 217R. Problem Solving in Religion.**—This course seeks to develop the everyday uses of religion in vital experiences and personal problems.
Third Term. 10:00
- 222R. Introduction to the Study of the Bible.**—This course is planned to give the student a foundation for intelligent understanding of the Bible in the English language through an appreciation of the life which produced the Bible and is reflected in it. Not offered 1940-41.
Second Term. 10:00
- 223R. Life and Teachings of Jesus.**—This course seeks to develop an appreciation of Jesus as he actually appeared to the people of his own time in his native land of Palestine. It is an historical character which the course seeks to depict.
Third Term. 10:00
- 238R, 242R. Reading Courses.**—Courses dealing with the following topics: Introduction to the study of religious education, organization and administration of religious education, methods of teaching religion, nature and content of the curriculum of religious education. Prerequisite: Consent of instructor.

NATURAL SCIENCES AND MATHEMATICS

PROFESSOR KELLY, *Chairman*

PROFESSORS COOPER, HARRIS, HAYDEN, HORVAY, KNOX, O'HARA, AND THORNTON, AND MR. BROTHERS

Biology

220B, 221B, 222B. Zoology I.—This series constitutes the first sequence in an integrated program in Zoology. Prerequisites: Natural Sciences 101, 102B, 102P, or the equivalent.

Invertebrate Zoology. First Term.—A sequence consisting of laboratory work, supplemented by lecture—demonstrations and recitations dealing with the comparative anatomy, development, and phylogeny of the lower and higher invertebrate groups. Texts: Hefner, *Invertebrate Anatomy*; Drew, *Invertebrate Anatomy*. 8:00-10:00 o'clock.

Human Anatomy, Gross. Second Term.—Administered in a manner similar to the above, and designed to lay a broad foundation in the knowledge of the structure of the human body, human physiology, and personal hygiene, as well as 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*, Bigelow, *Dissections of the Cat*, Gray's *Anatomy*, Williams' *Physiology and Anatomy*. 10:00-12:00 o'clock.

Comparative Anatomy of Vertebrates. Third Term.—A sequence involving the structure, 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*. 10:00-12:00 o'clock. Laboratory fee for each sequence, \$5.00.

223B, 224B, 225B. Zoology II.—A second sequence in an integrated program in Zoology. Prerequisite: Zoology I, or the equivalent.

Genetics. First Term.—A sequence consisting of lectures, laboratory work, and recitations on the laws of heredity, effects of 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: Castle, *Genetics and Eugenics*. 8:00-10:00 o'clock.

Embryology. Second Term.—Administered in a manner similar to the above, but dealing with germinal 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*. 8:00-10:00 o'clock.

Histology. Third Term.—Conducted in a manner similar to the above, but with emphasis upon 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 histological technique of microscopic preparations. Texts: Bremer, *Textbook of Histology*; Guyer, *Animal Micrology*. 10:00-12:00 o'clock. Laboratory fee for each sequence, \$5.00.

226B, 227B, 228B. Plants.—A sequence in an integrated program of Botany. Prerequisite: Zoology I, or the equivalent.

Anatomy and Comparative Morphology of Green Plants. First Term.—A sequence dealing with the basic facts and principles of plant life; their anatomy with special reference to vascular tissues from the evolutionary point of view; and their morphology covering life histories and relationships of groups of green plants from algae to seed plants. 10:00-12:00 o'clock.

Plant Physiology. Third Term.—Administered in a manner similar to the above, but comprising a general survey of the physiological activities of plants, with emphasis upon the fundamental physiology of cell life, constructive metabolism, and related processes. 8:00-10:00 o'clock.

General Bacteriology. Third Term.—Conducted in a manner similar to the above, but with emphasis 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: Levine, Manual of Bacteriology and Immunology, and Jordan, Bacteriology. 1:30-3:30 o'clock. Laboratory fee for each sequence. \$5.00.

230B, 231B, 232B. Physiology.—A sequence in an integrated program in Physiology. Prerequisite: Zoology I, or the equivalent.

Physiology I. First Term.—Lecture demonstrations, recitations, and laboratory work comprising the essentials of the physiology of the blood, circulation, respiration, animal heat. Text: Best and Taylor, Physiological Basis of Medical Practice. 10:00-12:00 o'clock.

Physiology II. First Term.—Physiology of digestion, absorption, metabolism, secretion, excretion, muscle. Text: Starling, Human Physiology. 1:30-3:30 o'clock.

Physiology III. Second Term.—Physiology of the Nervous System and the Senses. Text: A syllabus accompanies each sequence. 10:00-12:00 o'clock. Laboratory fee for each sequence, \$5.00.

241B, 242B, 243B. Coordinating Course.—Required of majors. Hours arranged.

Chemistry

203C. General Chemistry and Qualitative Analysis.—A sequence course designed to follow Natural Sciences 102P. A further study of chemical principles is pursued. The laboratory practice consists chiefly of the systematic detection of the more common cations and anions. A student completing this course and its prerequisites will have covered the subject matter usually included in a year course in General Chemistry. Lectures and recitations three hours per week, laboratory practice six hours per week. Laboratory fee, \$3.00. Breakage, balance to be returned, \$2.00. Prerequisite: Natural Sciences 102P or the equivalent.

First Term. 8:00-10:00 o'clock.

204C, 205C. Analytical Chemistry, Qualitative and Quantitative.—A continuation of the study of qualitative analysis is made during the first half of the term. Quantitative analysis is begun during the second half of the term and continued throughout

the next term. The principles of acidimetry, solubility product, oxidation and electrolysis are emphasized. In the laboratory the simpler quantitative determinations are begun, the more difficult separations coming the next term. Lectures, and recitations three hours per week, laboratory practice, at least six hours per week. Laboratory fee, \$6.00. Breakage, balance to be returned, \$4.00. Prerequisite: Chemistry 203C or the equivalent.

Second and Third Terms. 8:00 o'clock.

206C, 207C, 208C. Organic Chemistry, General.—The principles underlying the nomenclature, classification and synthesis of the more common classes of carbon compounds. Lectures and recitations, three hours per week, laboratory practice at least six hours per week. Laboratory fee, \$9.00. Breakage and key deposit, balance to be returned, \$4.50. Prerequisite: Natural Sciences 203C or the equivalent.

First, Second, and Third Terms. 1:30-4:30 o'clock.

209C, 210C, 211C. Physical Chemistry.—The fundamental principles of theoretical chemistry with laboratory work in physio-chemical measurements. Lectures and conferences, four hours a week; laboratory work, four hours a week. Fee, \$9.00. Breakage and key deposit, \$4.50. Prerequisite, Consent of Instructor.

First, Second, and Third Terms. 2:30 o'clock.

250C, 251C, 252C. Chemical Principles.—An introductory course in the fundamental principles of chemistry. Recitations. Four hours a week. Prerequisites: Consent of instructor.

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

Health

212H. Hygiene (School and Community).—An introductory course dealing with the hygiene of the school, the school child and the community in which the child lives. The course is designed to emphasize physical inspections, growth disorders and defects, and aims to stimulate the formation of good health habits. In addition, water supply, sewerage disposal, food supply, infectious diseases and disease prevention are studied. The elements of vital statistics are presented.

Second Term. 10:00 o'clock.

Mathematics

201M-202M-203M. Analysis A.—A study of the fundamental concepts and processes of the differential and integral calculus with introduction to differential equations. Numerous problems are used to develop the essential ideas. Prerequisite: Courses 101-2-3.

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

204M-205M-206M. Analysis B.—A study of advanced topics of the calculus, including systematic work in differential equations and a brief introduction to the theory of functions. Prerequisite: Courses 201-2-3.

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

207M-208M-209M. Modern Geometry and Higher Algebra.—This course begins with a synthetic treatment of a selected set of topics in modern geometry. This is followed by a brief survey of the theory of equations and a thorough study of such topics in higher algebra as determinants and matrices, systems of linear equations, linear transformations, and quadratic forms. These ideas of algebra are developed in conjunction with their applications in modern analytic geometry. Prerequisite: Courses 201-2-3.

Hours arranged.

220M. Selected Topics in Mathematics.—This course is designed to treat in detail certain topics which do not receive adequate attention in other courses. The topics selected in any year may vary with the needs of the students.

Terms and Hours to be arranged.

Physics

204P, 205P, 206P. Physical Problems and Measurements.—Two-thirds of this course is a supplement to Natural Science 102P. It consists of two two-hour laboratory periods per week and theory three times a week. The last third will be concerned with the theory of Advanced Electricity and Magnetism and the theory of the Radio paralleled with appropriate experiments and demonstrations. A knowledge of Calculus is a prerequisite of the last third.

First, Second, and Third Terms. 10:00-12:00 o'clock.

207P, 208P, 209P. Introduction to Theoretical Physics.—This course consists of Elementary Vector Analysis, Dynamics of a Particle, Dynamics of a Rigid Body, Dynamics of a Deformable Body, Thermodynamics, Hydrodynamics, Kinetic Theory of Gases, Electromagnetism and Electromagnetic Theory. Prerequisite: 206P and a full year course of the Calculus.

First, Second, and Third Terms. 8:00-9:00 o'clock.

210P, 211P, 212P. Coordinating Course and Modern Physics.—This course serves as a general review of work taken in previous courses and some extension of the matter covered. The chief aim of the course is to give the student a better understanding of the field of Physics as a whole and of the philosophy of the subject. Emphasis will be placed upon methodology and systematic construction. It is manifest that many historical references will be included along with a detailed study of important experiments and theories in the various branches. The first two terms will be concerned with recent developments in atomic physics.

Third Term. Hours arranged.

Psychology

207Ps. Applied Psychology.—Application of psychology in medicine, law, industry, etc. Also phases of abnormal psychology. Text, lectures, experiments. Prerequisite: Natural Science 101Ps.

Second Term. 11:00 o'clock.

208Ps. Experimental Psychology.—Experiments in sensory processes, work and fatigue, learning. Laboratory, lectures, reports. Prerequisites: Natural Sciences 101Ps.

Second Term. 10:00 o'clock.

209Ps. Advanced General Psychology.

Second Term. Hours to be arranged.

210Ps. Child Psychology.

Third Term. Hours to be arranged.

SOCIAL SCIENCES

PROFESSOR KRANOLD, *Chairman*

PROFESSORS COOPER, GAY, JACKSON, KINDLE, KITCHEN, PHILLIPS, SAYLER,
AND MRS. ADAMS

ECONOMICS

230Ec. *Introduction to American Economic Life.*—This course covers basic features of population, mining, forestry, agriculture, manufacturing, transportation and trade, money and banking, labor, combinations, government interference with economic life, foreign commerce.

First Term. 1:30 o'clock.

231Ec., 232Ec. *Elementary Stastictics.*—This course covers central tendencies, dispersion, time series, index numbers, simple correlation and gives the student acquaintance with statistical technique. Prerequisite: Natural Sciences 102M or equivalent knowledge of mathematics.

First and Second Terms. 11:00 o'clock.

233Ec., 234Ec., 235Ec., 236Ec. *Economic Theory.*—Open only to students whose field of concentration is in Economics. Prerequisites: 102M, 230-232Ec., Social Sciences 101 and 102, and 238Ec., and a reading knowledge of either French or German.

First, Second, and Third Terms. 1:30 and 2:30.

237Ec. *Topical Problems of Economic Policy.*—This course will discuss economic problems of the day for students of the Major Division. Offered upon sufficient demand.

Third Term. Hours arranged.

238Ec. *Introduction to Business Economics.*—This course gives the student a first acquaintance with certain basic methods and facts; e.g. reading of balance sheets and profit-and-loss accounts; compound interest, annuities, mathematics of insurance, calculation of yields and prices of securities; bonds, stocks, warrants; banking; brokerage; trading on margin and in futures; short selling of securities; arbitrage.

Second Term. 1:30 o'clock.

History

202H. *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. Recitations and collateral readings.

First Term. 9:00 o'clock.

210H, 212H, 240H. *Topics in European History.*—During the second term this course studies in detail the period of the French Revolution and Napoleon. In the third term the course alternates each year between a study of the Russian Revolution and International Relations of Post-War Europe.

Second Term. 9:00 o'clock.

Third Term. 9:00 o'clock.

214H, 215H, 216H. *United States History.*—A careful study of the political and social growth of the United States. In the first term the period since 1861. During the third term a seminar is held on the Negro in the Reconstruction Period.

First Term. 8:00 o'clock.

Second Term. 8:00 o'clock.

Third Term. 8:00 o'clock.

228H. *History of England.*—A detailed study of the political, industrial, and social development of England and its Empire.

First Term. 11:00 o'clock.

230H. *History of the Far East.*—A study of the civilization of Asia as the source and complement of western civilization.

Second Term. 11:00

245H. *History of Latin America.*—A study of the Latin American people; the history and characteristics of the individual countries; the economic, political, and social aspects of Latin America in general.

Third Term. 11:00

Political Science

205Sc. *Introduction to Political Science.*—A critical analysis of the Origin, Form, Structure, and Jurisdiction of the State.

First Term. 3:30 o'clock.

206Sc. History of Political Thought.—A study of Political Thought in the light of the City, State, the Universal Community, and the National State.

Second Term. 3:30 o'clock.

207Sc. Seminar.—Selected Problems of Citizenship in Contemporary Life.

Third Term. 3:30 o'clock.

Physical Education

221P, 222P, 223P. Athletic Coaching and Officiating.—The work of this course considers the fundamentals in coaching and officiating the various sports for men. Theoretical work in the classroom will be clarified by observation and supervised practical experience in connection with intercollegiate and intramural athletics. In the first term football is studied, the second term, basket ball, and in the third term, track and tennis. Prerequisite: Consent of instructor.

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

224P. Athletic Coaching and Officiating.—This is a one-term course similar to the above and designed for women.

Third Term. 9:00 o'clock.

225P, 226P. Teaching and Learning Motor Skills.—This course deals with the essentials, principals, and factors underlying motor learning. In addition attempts are made to help the student objectively and subjectively in getting the best results. Prerequisite: Consent of instructor.

First and Second Terms. 1:30 o'clock.

231P, 232P, 233P. Methods and Administration of Health and Physical Education.—This course is designed to acquaint the student with the various philosophies, aims, objectives, programs and methods in the historical development of health and physical education. In this treatment leaders and movements will be given prominence. This will also include a consideration of the fundamental elements in building up a program of health and physical education together with problems of supervision and evaluation. Prerequisite: Consent of instructor.

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

234P, 235P, 236P. Survey of Rhythmics.—This course is designed to develop practical ability and knowledge in the field of rhythmic expression. Various types of the dance with specific patterns will be taught. The creative element will be stressed. Prerequisite: Consent of instructor.

First, Second, and Third Terms. 8:00 o'clock.

241P, 242P, 243P. Supervision and Service in Health.—The course has several aims in view. First, to develop in the student the ability to interpret health needs and situations as regards the personal and environmental factors. Second, to train the student in various forms of health services and techniques, with emphasis on the school and community phase of hygiene. And third, to provide a minimum of practical experience under supervision and guidance. The work of the second term is identical with Natural Sciences 212H. Prerequisite: Consent of instructor.

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

244P, 245P. Student Teaching and Life Saving.—The first part of this course is designed to furnish seniors with more supervised practical experience in the conduct of the various activities on the basis of their previous training; thus giving an opportunity for a definite check-up and guidance before the student enters upon his professional career. The second phase of this unit will present methods and techniques in teaching swimming, diving, and water sports. As an extra award for the successful completion of this course individuals may receive the American Red Cross Life Saving Certificate. Open only to majors in physical education.

First, Second, and Third Terms. Hours arranged.

Sociology

201S. Social Psychology.—Psychological factors in group behavior. Emphasis upon modern problems. Text, lectures, special reports. Prerequisite: Natural Sciences 101Ps.

First Term. 9:00 o'clock.

202S. Introductory Sociology.—Designed to present a systematic view of sociology in terms of such concepts as, human nature, society and the group, isolation, social contacts, social interaction, social forces, competition and conflict, accommodation and assimilation, social control, collective behavior, and progress.

Second Term. 2:30 o'clock

- 203S. Social Origins.**—Designed to acquaint the student with the evolution of social groups. A survey of the sentiments, moral attitudes, customs, and mental traits of primitive man; a consideration of culture stages attained, and the processes involved in the transition from primary to secondary groups.
Third Term. 2:30 o'clock.
- 204S. 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 adjustments. Prerequisite: Social Sciences 203S.
First Term. 2:30 o'clock.
- 205S. Rural Sociology.**—Historical development of the rural community in England and the United States; rural culture forms, rural urban contrasts; the rural home; the country church; rural education, recreation and standards of living.
Third Term. 9:00 o'clock.
- 206S. 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.
First Term. 10:00 o'clock.
- 250S. Seminar on Minority Group Strategy.**—Designed to study important tactics of minority groups to the end that members of the seminar might more effectively combat handicaps and injustices imposed by racial segregation and racial discrimination of the present social order.
Second Term. 3:30-4:30 o'clock. Tuesday and Thursday.

Secondary Education

- 240E, 241E, 242E. History and Methods of Education.**—A study of the background and the development of education in the United States with comparison of that of progressive foreign countries. Special attention will be devoted to the study of psychological contributions to problems of education. Applications to problems of teaching and learning, a critical analysis of the theories of traditional and contemporary methods of teaching as they are applied to different subjects of the curriculum.
First, Second, and Third Terms. 2:30 o'clock.

- 243E, 244E, 245E. Principles and Practices of Secondary Education.**—This course is designed to give a general understanding of the objectives and practices of secondary education with special reference to social situations. An evaluation and study of various types of tests with practices in application.
First, Second, and Third Terms. 11:00 o'clock.
- 246E, 247E. Specific Methods and Student Teaching.**—Courses of teaching on the secondary level of English, Social Sciences, Foreign Languages, Mathematics, and Natural Sciences are offered. Student teaching is carried on under supervision of instructor in charge of the course. Both methods and practice will be given each quarter.
Hours announced on the course schedule for courses in specific methods. Hours arranged for student teachers.

Elementary Education

- 240E, 241E, 252E, 253E. Introduction to Education, Psychology and Measurements in Education.**—A study of the background and development of education in the United States, with a comparison of that of progressive foreign countries. A special study of psychological contributions to the problems of education; instincts, emotions, sensations, perception, habit, memory, imagination, reasoning, will, personality, and a brief study of structure of the nervous system. Special reference to the study of the elementary child. Methods and practice in testing and measurement will be included.
Year Course. 2:30 o'clock.
- 255E, 256E, 257E, 258E. Methods and Teaching in the Elementary School.**—A background study of the elementary curriculum as it relates to the pupil and his social needs. A presentation of modern methods of teaching Reading, Literature, and Spelling. Principles and Practice Teaching are integrated within the course.
Year Course. Hours to be arranged.
- 259E, 260E, 261E. Methods in the Kindergarten and Special Subjects.**—A detailed study of the work of the Kindergarten. A survey of the literature on the content and methods of teaching social studies and elementary mathematics, with emphasis on teaching.
Year Course. Hours to be arranged.

262E, 263E, 264E, 265E. **Geography.**—An intensive study of principles of human geography, geography of North and South America, and geography of Europe. A study of man and his interrelationship with the physical and political forces.
Year Course. 10:00 o'clock.

Drewry Practice High School

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 may prepare 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— | |
| Senior High School..... | 3.00 |
| Junior High School..... | 2.00 |

Special Fees

| | |
|---|------|
| For special examinations..... | .50 |
| For exceeding vacation dates, per day..... | 1.00 |
| For registration after opening 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.

Sessions Practice School

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..... | \$ 0.50 |
| Grades 1 and 2..... | 1.25 |
| Grades 3 and 4..... | 1.50 |
| Grades 5 and 6..... | 1.75 |

Pressing Needs of the College

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 aid to a single student in one single year should range from \$5 to \$150. Permanent scholarships for a single student should be endowed with from \$1,000 to \$3,000. A list of present scholarship funds is found on pages 24-25.

2. **For Current Expenses.**—A carefully built and carefully administered budget shows that the efficient conduct of the college requires about \$27,000 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, many of whom are annual contributors.

3. For Buildings—

a) **Faculty Housing**—This is an increasingly acute problem. Three houses now occupied by faculty families are a menace to health, and in common decency ought to be replaced at once. Several married couples are now occupying improvised apartments in dormitories, which not only are unsatisfactory from their point of

view, but which also rob the college of needed space for student housing. There is imperative need for at least five modest but comfortable teachers' homes, built to withstand the ravages of southern sun and rain at a cost of \$5,000 each. A college gets no better faculty than it can house.

b) **Music Hall**—The Department of Music is "temporarily" housed in the old Theological Building, Andrews Hall. Partitions which were calculated to soften the voices of lecturer and student are hardly adequate to muffle the reverberations of pianos, organs, trumpets and singing voices. Moreover, with the necessity of having the windows open several months of the year, the present location is undesirable. A new building, designed specifically for musical purposes, providing the various facilities essential to the work, and located where it will least disturb other academic processes, should be provided. Andrews Hall can readily be adapted either as a faculty residential building or for academic purposes.

c) **Gymnasium and Playing Field**—The gymnasium with its swimming pool and fine playing floor still waits for the \$18,000 addition to provide adequate galleries for spectators and much-needed storage space. A minimum plan for athletic field and equipment calls for an expenditure of \$30,000 to provide a quarter-mile track, a well-graded playing field, and modest stands for spectators.

d) **Shop**—Much of the regular work of maintenance and repairs, not to mention construction work, could be done at a saving if \$4,800 for a new service shop could be found. For years, since the old Slater Shop burned, the superintendent of buildings and grounds has temporized with inadequate facilities. Now that machinery for equipping a new shop is actually on the campus, it is uneconomical to postpone erection of a permanent service shop.

e) **Chapel**—The present all-purpose auditorium-chapel building can be retained as an auditorium to serve general and special needs of dramatics, lectures, concerts, and convocations; but a building designed to symbolize and express the deeper and finer meanings of religion should be erected as a chapel. The cost of erecting the building and endowing its upkeep ought not to exceed \$200,000.

f) **Dormitory Furnishings**—The quality of student life depends to an important degree upon the surroundings the college provides. \$35,000 ought to be spent on new furniture and interior decorations but the budget can provide none of this. Special gifts are needed.

g) **Laboratory and Musical Equipment**—The needs for laboratory equipment, musical materials and instruments (including the renovating of the old tracker-action pipe organ) have not diminished. Somewhat over \$50,000 could well be invested in modern materials for instruction.

4. **Endowment**—The college urgently needs an endowment fund of at least \$2,500,000, hardly one-half of which is now in hand.

5. **Memorials**—Thirteen of the major buildings and several blocks of the endowment and scholarship funds bear the names of donors and friends of donors. Persons wishing to establish permanent memorials by making provisions in wills, through conditional gifts paying life annuities to the donor, or through direct cash gifts, are informed that the corporate name of the institution is "Talladega College."

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, Recitals, Etc.

1939-1940

October 25—The Jitney Players present "Smilin' Through".

November 26—Don Cossack Choir.

December 2—The Little Theatre presents "With the Help of Pierrette", "A Hospitable Fancy", and "Table D'Hotes and A La Cartes".

December 17—College Choir presents a Program of Christmas Music.

January 25—Recital by Lola Hayes, Soprano and William Lawrence, Pianist.

February 10—The Class in Dramatic Production presents "The Echo", "Civilized", "Remember the Dawn", and "All Were Invited".

February 12—Address by Mr. George N. White, Secretary of the Home Missionary Board of the Congregational and Christian Churches.

March 15—Lecture on "Democracy and the Darker Races" by Dr. W. E. B. DuBois of Atlanta University.

March 24—College Choir presents a Program of Easter Music.

March 29—The Little Theatre presents "The Tempest".

April 20—The Little Theatre presents a group of plays.

May—Music Festival.

College Scholars for 1939-1940

Education.....Dorothy E. Palmer
 English.....Marcella C. White
 Mathematics.....Annie Ruth Smith

Presser Foundation Scholar for 1939-1940

Music.....Flossie Thompson

Prize Winners 1938-1939

Armstrong Prize for Creative Activity.....Luther Wideman
 John T. Avery Oratorical Prizes
 First.....Howard Savage
 Second.....George Brothers
 J. M. Whiton Essay Prizes
 First.....George Brothers
 Second.....Lamar Minatee

Graduating Class of 1939

Bachelor of Arts

Florence Lynette Britton
 Margaret Marie Brown
 William Harrison Bryan
 Jerome Benjamin Bryant, Jr.
 Celeste Marie Burnett
 Dorothy Lillian Butler
 Emily Malvenia Carruthers
 Cyril Louis Crocker
 Dorothy Elease Dillard
 Bessie Boyd Drewry
 Geraldine Elizabeth Dubisson
 Regina Antoinette Edwards
 Altamese Childs Gilbert
 Edwina Augusta Harleston
 Andrew Jackson Harris
 Laura Elizabeth Heyward
 G. W. Stanley Ish, Jr.
 Dorothea Elizabeth Jamerson

Josephine Carolyn Johnson
 Rose Elizabeth Johnson
 Edward Isaiah Long
 Vivian McCotta Merrick
 Wallace Thirfield Moore
 Marjorie Agatha Morris
 Brazola Homer Morris
 Mary Louise Parker
 Ella Muriel Pearson
 Herbert Pegues
 William Henry Peters, Jr.
 Isaiah Joel Terry
 Ellis Edwin Toney, Jr.
 Marguerite Julia Walker
 Julian William Walton
 Luther Linnel Wideman
 Prince Edward Wilson

With Honors

Fannie Ella Frazier
 Edythe Mae Lively

Alexander Pitts
 Paul Toliver

Bachelor of Music

Carol Lovette Hawkins Brice

Enrollment 1939-40

Major Division

| | |
|------------------------------|-----------------------|
| Margaret Lee Anderson | Shreveport, La. |
| Charles Snead Ashe | South Bend, Ind. |
| Vashti Myrtle Ashley | Macon, Ga. |
| Vernice Vertelle Bacote | Timmons ville, S. C. |
| Harriette Vesta Bailey | Indianapolis, Ind. |
| Augusta Inettie Banks | Newport News, Va. |
| Daphne Lovalice Bennett | Chicago, Ill. |
| Eddie Laura Black | Opelika |
| Rebecca Lenita Bonner | Macon, Ga. |
| Marie Elizabeth Bridgeforth | Athens |
| Ruthie Mae Bronson | Macon, Ga. |
| Virginia Alma Brooks | Birmingham |
| George Bennett Brothers | Talladega |
| Albert Malone Brown | Talladega |
| Angeline Lucile Brown | Savannah, Ga. |
| Eleanor Beatrice Brown | Augusta, Ga. |
| Juanita Pauline Brown | Indianapolis, Ind. |
| Constance Bernice Bryan | Augusta, Ga. |
| Thomas Nathaniel Burbridge | New Orleans, La. |
| Bernard Ernest Burke | Chattanooga, Tenn. |
| Broadus Nathaniel Butler | Mobile |
| Willis Edward Byrd | Athens, Ga. |
| Frank Herman Cloud | Birmingham |
| Hamilton Strawbridge Cloud | Birmingham |
| George Roberts Coker | South Bend, Ind. |
| Vernida Ellamae Dean | Memphis, Tenn. |
| Gladys Anathenia DeBerry | High Point, N. C. |
| Vivian Marian Dejoie | New Orleans, La. |
| Edwina Gloria Dickson | Sparta, Ga. |
| Erman Wilfred Edgecombe | West Palm Beach, Fla. |
| Evelyn Martha Bryant Edwards | Tuscaloosa |
| Marion Gartine English | Atlanta, Ga. |
| Margaret Evelyn Evans | Salisbury, N. C. |
| Charles Benjamin Fancher | Roanoke, Va. |
| Anne Elizabeth Gilliam | West Palm Beach, Fla. |
| Purnell Edwin L. Goodenough | Talladega |

| | |
|----------------------------|-----------------------|
| Jessmona Hatcher Graham | Chicago, Ill. |
| Gertrude LeVerne Gross | Cincinnati, Ohio |
| Velna Bernice Guster | Dallas, Texas |
| Gwendolyn Priscilla Hall | Buffalo, N. Y. |
| Sidney Salurds Harris, Jr. | Lexington, Ky. |
| Emmett Scott Harrison | Birmingham |
| Vera Louise Horne | West Palm Beach, Fla. |
| Eugene Clayton Hunt | Charleston, S. C. |
| William Andrew Jackson | Talladega |
| Emma Gertrude Johnson | Macon, Ga. |
| Hubert Spencer Johnson | Birmingham |
| Hyder Gloria Johnson | Oklahoma City, Okla. |
| Sydney Lucius Johnson | Buffalo, N. Y. |
| Charlotte Alicia Kennedy | Durham, N. C. |
| Mildred Lofton Kennedy | Jacksonville, Fla. |
| Virginia Lee Kimbrough | Winston-Salem, N. C. |
| Birvin Samuel Kirk | Talladega |
| Candida Anna Kranold | Talladega |
| William Ernest Lacy, Jr. | Birmingham |
| Hattie McDonald | Jacksonville, Fla. |
| Gladys Fannie Marbury | Talladega |
| Ida Rachel Martin | Savannah, Ga. |
| Lyda Constance Merrick | Durham, N. C. |
| Evelyn Merriwether | Dayton, Ohio |
| Ernest Edward Miller | Charleston, S. C. |
| Willie Creagh Miller | Mobile |
| Lamar David Minatee | Atlanta, Ga. |
| George William Moore | Lexington, Ky. |
| Janis O'Neal Murphy | Montgomery |
| Eloise Letha Murrell | Gainesville, Fla. |
| Mary Eloise Norcom | Portsmouth, Va. |
| Dorothy Elizabeth Palmer | Newport News, Va. |
| Bessie Lopez Patrick | Lafayette |
| Jane Jones Parker | Savannah, Ga. |
| Levesta Vivian Pearson | Glenwood, Ga. |
| William Oscar Powell | Talladega |
| Mary Elizabeth Range | Macon, Ga. |
| Blanche Elnora Rann | Charlotte, N. C. |
| Pauline Marie Redd | Columbia, Mo. |
| Harry Stanley Reese | Munford |
| Robert Maxwell Richardson | Jacksonville, Fla. |
| Andrew Erwin Robinson | Savannah, Ga. |

| | |
|-----------------------------|--------------------|
| Ophelia Elizabeth Robinson | Chattanooga, Tenn. |
| Harriett Anna Salter | Atlanta, Ga. |
| Leon Samples, Jr. | Birmingham |
| Margaret Anne Samples | Birmingham |
| Nimrod Meredith Sherman | Monroe, La. |
| Lillian Elizabeth Sims | Columbus, Ga. |
| Joseph Tyson Singleton, Jr. | Talladega |
| Annie Ruth Smith | Jackson, Miss. |
| Lucile Willietta Smith | Great Falls, Mont. |
| Portia Earle Smith | Houston, Texas |
| Etta Cecelia Stanton | St. Louis, Mo. |
| Manona Lurienne Taylor | Indianapolis, Ind. |
| Flossie Earl Thompson | Chickasha, Okla. |
| Rosa Inez Thornhill | Dayton, Ohio |
| Daniel P. Tyler | Chicago, Ill. |
| Daniel Morris Walker | Macon, Ga. |
| Ruth Levender Walker | Marion |
| Jocille Caterina Warren | Mims, Fla. |
| Carrie Mae Washington | Atlanta, Ga. |
| Thomas Gene Weaver | Little Rock, Ark. |
| Marcella Katherine White | Birmingham |
| Lena Elizabeth Williams | Lexington, Ky. |
| Richard Alphonso Wilson | Osceolo, Ark. |
| Nettie Jane Wright | Sylacauga |

General Division

| | |
|-----------------------------|---------------------|
| Robert Walter Alexander | Knoxville, Tenn. |
| Griffin Marion Allen | Cleveland, Ohio |
| Kenneth Vivien Anderson | Handover, Va. |
| Hortense Christine Armstead | Columbus, Ga. |
| Frances Feraldene Avery | Miami, Fla. |
| Christopher Maxwell Bacote | Timmonsville, S. C. |
| Ella Louise Baldwin | Prichard |
| Sue Mae Barnett | Chicago, Ill. |
| Hattie Victoria Bazelle | Athens, Ga. |
| Doyle Edward Bell | Tulsa, Okla. |
| Mildred Orailia Biggs | Albion, Mich. |
| Willa Valeria Black | Newport, Ark. |
| Lenore Aggie Blackshear | Savannah, Ga. |
| Robert Brendall Blackwell | Meridian, Miss. |
| Benzena Agolda Blocker | Columbia, S. C. |

| | |
|---------------------------------|---------------------|
| Justyne Olivia Bonner | Macon, Ga. |
| Fanette Susan Bradley | Knoxville, Tenn. |
| Rosemary Parker Braziel | Mobile |
| Clyde Richard Broadus | New York, N. Y. |
| John Hill Bromlett | Bonifay, Fla. |
| Ruth Annette Brothers | Talladega |
| Gloria Natalie Brown | Chicago, Ill. |
| Margaret Browne | Cleveland, Ohio |
| Rose Marie Bush | Prichard |
| Herbert Charles Butler | Bessemer |
| Robert Augustus Cain | Detroit, Mich. |
| Theophilus Preston Campbell | Ponce DeLeon, Fla. |
| Walter Sage Cannon | Detroit, Mich. |
| Rena Thomas Carr | Indianapolis, Ind. |
| Frances Amanda Cason | Birmingham |
| Theodore Roosevelt Chavis, Jr. | W. Asheville, N. C. |
| Arthur James Claiborne, Jr. | Charleston, S. C. |
| Earl Ramsey Claiborne | Charleston, S. C. |
| William Freeman Clarke | Baumont, Texas |
| Clarence Cokely, Jr. | Talladega |
| Emma Elizabeth Cole | Tulsa, Okla. |
| Annie Ruth Cornelius | Macon, Ga. |
| Lawrence Dorsemond Crocker, Jr. | New Orleans, La. |
| Andrew Emanuel Curus, Jr. | New Orleans, La. |
| Gerald Granderson Cyrus | New Orleans, La. |
| Oliver Junius Dabney | Lackawanna, N. Y. |
| Frankie Sue Dallas | Toledo, Ohio |
| Laura Gyrnese Davis | Talladega |
| Grayce Willette DeBerry | High Point, N. C. |
| Annie Lucy Dillard | Vicksburg, Miss. |
| Harold Fanning Drake | Normal |
| Richard McKnight Durham | Toledo, Ohio |
| Roberta Parker Eastland | Mobile |
| Mary Eloise Elmore | Lexington, Ky. |
| Charles Peters Forde | Columbus, Ga. |
| Carl Matthew Franklin | New Orleans, La. |
| Ora Mae Frazier | Augusta, Ga. |
| Isaac T. Gardner, Jr. | Tampa, Fla. |
| John Hersel Gladney | Little Rock, Ark. |
| James Monroe Goode | Cleveland, Ohio |
| Plesent William Goode, III | Mobile |
| Quentin Jones Goodwin | New York, N. Y. |

| | |
|-------------------------------|----------------------|
| Ethelyn Ray Grace | Birmingham |
| Susie Vienna Green | Plateau |
| Frankie Earnestine Hardwick | Talladega |
| Juanita Gloria Hailman | Hartford, Conn. |
| Samuel Edward Haith | Reidsville, N. C. |
| Ivan Clarence Harper, Jr. | Englewood, N. J. |
| Frances Carolyn Harris | Chicago, Ill. |
| Gloria Angela Harris | Athens, Ga. |
| Llewellyn Chapman Harris | Birmingham |
| Rufus Edwin Harris, Jr. | Greenville, Miss. |
| Warren Harris | Birmingham |
| Charlotte Eugenia Hawkins | Sedalia, N. C. |
| Fern Agatha Haynes | Jacksonville, Fla. |
| Lillie Murriell Heath | Chattanooga, Tenn. |
| Christine Henderson | Oklahoma City, Okla. |
| Bertha Elizabeth Hicks | Vicksburg, Miss. |
| Hugh Morgan Hill | Cleveland, Ohio |
| Monroe Ellis Hill, Jr. | Lakewood, Fla. |
| Marie E. Hoard | Denver, Colorado |
| Robbia Felicia Holmes | Oklahoma City, Okla. |
| Sherma Evelyn Hough | Cincinnati, Ohio |
| Joyce Helen Houston | Houston, Texas |
| Felder Cook Hutchinson | Charleston, S. C. |
| Effie Bertha Johnson | Oberlin, Ohio |
| Evelyn Jeannette Johnson | Columbia, S. C. |
| Laura Frances Johnson | Columbia, S. C. |
| Muriel Darling Imelda Johnson | Lawrence, Kans. |
| Catherinn Eudora Jones | Minden, La. |
| Spencer Snell Jones | Talladega |
| Nettye George Kent | Gadsden |
| Margaret Elizabeth Kindle | Talladega |
| Lillie Smith King | Birmingham |
| Elizabeth Sherrod Lacy | Birmingham |
| Gwendolyn Claryce Leapheart | Jacksonville, Fla. |
| George Ernest Lee, Jr. | Baltimore, Md. |
| Virginia Belle Levi | Talladega |
| William Kingsley Lindsay | Mobile |
| Benjamin Sparkman Lowe | Durham, N. C. |
| Gladys Cleo Lyons | Buffalo, N. Y. |
| Eva Martin McBroom | Detroit, Mich. |
| Carl Milton McClellan | Talladega |
| Myrtle Jean McCoy | Atlanta, Ga. |

| | |
|------------------------------------|-----------------------|
| Silas McGuire | Chicago, Ill. |
| Thomas Jefferson Wilensky McKinney | Talladega |
| Nettie Henry Marbury | Talladega |
| Eleanor Clara Martin | Indianapolis, Ind. |
| Lillian Margarette Martin | Kearny, N. J. |
| Jesse Marcus Miller | Charleston, S. C. |
| Lee Otus Miller | Asheville, N. C. |
| James Lofton Mitchell | New York, N. Y. |
| Walter Henry Moon | Talladega |
| Evelyn Wynona Moore | LaGrange, Ga. |
| Lillian Marie Moore | Talladega |
| James Clifton Morris | Talladega |
| Jeanne Claire Moses | New Orleans, La. |
| George William Musgrove | New Haven, Conn. |
| Lloyd Garrison Noyes | New Haven, Conn. |
| Leon Pulaski Pemington O'Hara | Talladega |
| Juanita Louise Overbey | Indianapolis, Ind. |
| Geraldine Louise Overton | New York, N. Y. |
| Martha Murrell Parker | Gainesville, Fla. |
| Benjamin Francis Peasant | Mobile |
| Ruth Alice Pendergrass | Springfield, Ill. |
| Geraldine Farrar Pittman | West Palm Beach, Fla. |
| Dorothy Louise Porter | El Paso, Texas |
| Hercules Maltravis Porter | Cleveland, Ohio |
| James Otis Powell | Mobile |
| Wallace Pritchett | Ensley |
| Velma Claudia Quick | Rockingham, N. C. |
| Andrew Barry Randall | Pittsburgh, Pa. |
| Gladys Pocahontas Reynolds | Childersburg |
| Ramon Eriberto Rivera | Jacksonville, Fla. |
| Herbert Dill Rivers | Bessemer |
| Blanche Alicia Roberts | Oklahoma City, Okla. |
| Leven Abercrombie Robinson, Jr. | Phenix City |
| Anita Lloyd Rodgers | Chicago, Ill. |
| Lucy Esther Rose | Luther, Okla. |
| Howard Thornton Savage | Talladega |
| Ann Elizabeth Schermack | Houston, Texas |
| Marion Allison Seaborough | Selma |
| Claude Benjamin Shaifer | Chicago, Ill. |
| Lillian Viola Showell | Buffalo, N. Y. |
| Paul Carroll Simmons, Jr. | Detroit, Mich. |
| Jacquelyn Hazel Slaughter | Fort Smith, Ark. |

| | |
|--------------------------------|--------------------|
| Basil Etta Spears | Tulsa, Okla. |
| Charles Jemison Stanley, Jr. | Anniston |
| Salithiel Katherine Starks | Dayton, Ohio |
| Weldon Russell Sugarmon | Memphis, Tenn. |
| Martha Ellen Summers | Chicago, Ill. |
| Helen Dawn Talbert | Cleveland, Ohio |
| Gloria Virginia Taylor | Cleveland, Ohio |
| Velma Alyce Thomas | Talladega |
| Theresa Eris Thorpe | Miami, Fla. |
| Eddie Mae Thomas | Chattanooga, Tenn. |
| Hollace Tillman | Buffalo, N. Y. |
| Inez Doris Marie Tucker | Wilmington, N. C. |
| Lela Juliet Turner | Talladega |
| Mildred Marie Turrentine | Athens |
| Emmett Adger Twine | Miami, Fla. |
| Modesta Elizabeth Tyus | Mobile |
| Ruth Permelia Walton | Augusta, Ga. |
| Marolyn Camille Warner | LaGrange, Ga. |
| Ida Elizabeth Washington | Talladega |
| Evelyn Bradford Watkins | Tuscumbia |
| Ellis Whatley | Montgomery |
| Forrestine Evangeline Williams | Mobile |
| William Franklyn Williams, Jr. | Cleveland, Ohio |
| Mary Elizabeth Willis | Monroe, La. |
| Dolores Elaine Winkfield | Asheville, N. C. |
| Thelma Saxon Woodbury | Columbia, S. C. |
| Robert Daniel Woody | Cincinnati, Ohio |
| Henri Mae Woolridge | Gary, Ind. |
| Jane Elizabeth Young | Athens, Ga. |
| Lamar Henry Zeigler | West Point, Ga. |

Summary

The College Department:

| | Male | Female | Total |
|--------------------------|------|--------|---------|
| Major Division | 36 | 66 | 102 |
| General Division | 70 | 101 | 171 |
| Special | | 2 | 2—275 |
| The Department of Music: | | | |
| Piano | 1 | 21 | 22 |
| Voice | 2 | 8 | 10 |
| Organ | 1 | 11 | 12 |
| Theory | 1 | 19 | 20 |
| The Practice Schools: | | | |
| High School | 44 | 59 | 103 |
| Elementary School | 54 | 65 | 119—222 |
| Recapitulation: | | | |
| Total in All Departments | 209 | 352 | 561 |
| Total Attendance | 204 | 293 | 497 |

Enrollment by States

| | | | |
|-------------|----|----------------|----|
| Alabama | 74 | Missouri | 2 |
| Arkansas | 5 | Mississippi | 5 |
| Colorado | 1 | Montana | 1 |
| Connecticut | 3 | New Jersey | 2 |
| Florida | 20 | New York | 10 |
| Georgia | 34 | North Carolina | 16 |
| Illinois | 12 | Ohio | 17 |
| Indiana | 9 | Oklahoma | 9 |
| Kansas | 1 | Pennsylvania | 1 |
| Kentucky | 4 | South Carolina | 11 |
| Louisiana | 11 | Tennessee | 8 |
| Maryland | 1 | Texas | 6 |
| Michigan | 5 | Virginia | 5 |

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FROM APPLICANT—

PRELIMINARY BLANK

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

Date of Application.....

Name.....

Age.....

Postoffice address.....

School last attended.....

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

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

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

Make a cross to indicate your interest in one:

Course leading to Bachelor of Arts Degree

Course leading to Bachelor of Music Degree

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