

Office of the Dean
of Women

TALLADEGA COLLEGE

CATALOG

MARCH 1945

TALLADEGA, ALABAMA

The Talladegan, Published by Talladega College four times a year, November, January, March, May. Entered as second-class matter at the postoffice at Talladega, Alabama, under the Act of August 24th, 1912.

CATALOG
and
ANNOUNCEMENTS
of
TALLADEGA COLLEGE

Talladega, Alabama

MARCH

1945



A Record of 1944-45

With Announcements for 1945-46

Founded in 1867 by the American Missionary Association

Chartered as a College in 1869

Charter Confirmed by the Legislature in 1889

Published by Talladega College four times a year: November, January, March, and May. Entered as second-class matter at the postoffice of Talladega, Alabama, under the Act of August 24th, 1912.

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 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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1945

JANUARY grid with days of the week S M T W T F S

FEBRUARY grid with days of the week S M T W T F S

MARCH grid with days of the week S M T W T F S

APRIL grid with days of the week S M T W T F S

MAY grid with days of the week S M T W T F S

JUNE grid with days of the week S M T W T F S

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AUGUST grid with days of the week S M T W T F S

SEPTEMBER grid with days of the week S M T W T F S

OCTOBER grid with days of the week S M T W T F S

NOVEMBER grid with days of the week S M T W T F S

DECEMBER grid with days of the week S M T W T F S

1946

JANUARY grid with days of the week S M T W T F S

FEBRUARY grid with days of the week S M T W T F S

MARCH grid with days of the week S M T W T F S

APRIL grid with days of the week S M T W T F S

MAY grid with days of the week S M T W T F S

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AUGUST grid with days of the week S M T W T F S

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NOVEMBER grid with days of the week S M T W T F S

DECEMBER grid with days of the week S M T W T F S

ACADEMIC CALENDAR 1945-46

1945

- September 20, Thursday—Classes for first year students begin at 9:00 a.m.
September 22, Saturday—Registration. Late fee charged for registration after 5:00 p.m.
September 24, Monday—Seventy-ninth academic year begins.
September 27-September 29, Thursday to Saturday—Comprehensive Examinations for General Division students wishing to take them at this time.
November 22-23, Thursday and Friday—Thanksgiving Holidays.
December 19, Wednesday—Fall Term ends.
December 20-January 2 inclusive—Christmas Vacation.

1946

- January 3, ~~Monday~~ ^{Thursday}—Winter Term begins.
February 12, Tuesday—Lincoln's Birthday. Afternoon classes suspended.
March 14, Thursday—Winter Term ends.
March 15-18 inclusive—Spring Vacation.
March 19, Tuesday—Spring Term begins.
June 1, Saturday—Class Day and Alumni Class Reunions.
June 2, Sunday—Baccalaureate Sunday.
June 3, Monday—Commencement Day.
September 23, Monday—Eightieth academic year begins.

BOARD OF TRUSTEES**Term of Office Expires in 1945**

Donald P. Cottrell, Ph.D. New York City
 Joseph Fanning Drake, Ph.D. Normal, Ala.
 Recording Secretary
 Rev. Oscar E. Maurer, D.D., Chairman

..... New Haven, Conn.

Term of Office Expires in 1946

Charles Mitchell Bliss, Esq. New York City
 Rev. Allan Knight Chalmers, D.D., LL.D. New York City
 George W. Crawford, A.B., LL.B. New Haven, Conn.
 Stanton W. Mead, A.B. Wisconsin Rapids, Wis.
 Loren H. Rockwell, Esq. New York City

Term of Office Expires in 1947

Fred L. Brownlee, B.D., A.M. New York City
 Executive Secretary of the American Missionary Association
 and Secretary of the Board
 Hon. Hubert T. Delany New York City
 Samuel B. Wilson, Esq. Talladega, Ala.
 Rev. William F. Frazier, D.D., Treasurer New York City
 Jane Ellen McAllister, Ph.D. Washington, D. C.

Executive Committee

George W. Crawford Chairman
 Fred L. Brownlee Secretary
 Allan Knight Chalmers Oscar Maurer

Investment Committee

Charles Mitchell Bliss
 William F. Frazier
 Stanton W. Mead
 Loren H. Rockwell

FACULTY AND STAFF

James Tate Cater, A.M.
 Dean and Director of Personnel
 Administrator Ad Interim
 Edward Cramer Myers
 Comptroller

Julian Licetti Scott, A.B.
 Registrar

Warren Hill Brothers, Jr., Ph.D.
 Professor of Mathematics and Physics

Alfred Stafford Clayton, Ph.D.
 Professor of Philosophy and Psychology

Hilda Andrea Davis, A.M.
 Dean of Women and Professor of English

Tourgee Albion DeBose, Mus.B.
 Professor of Music

Wolsey Duden Gay, A.M.
 Professor of Education
 Director of Practice Schools

Martha Jane Gibson, Ph.D.
 Professor of English

Frank Goodall Harrison, Mus.B.
 Professor of Voice

Charles Henry Haynes, B.D., A.M.
 Professor of History

Gustav Ichheiser, Ph.D.
 Professor of Sociology and Economics

Butler Alphonso Jones, A.M.
 Professor of Social Sciences

Joseph Paul Kelly, A.B., M.D.
 College Physician and Professor of Health

Leon Pulaski O'Hara, M.S.
 Professor of Biology

Fritz Pappenheim, Ph.D.
 Professor of Modern Languages

*Donald Edwin Rasmussen, A.M.
 Professor of Sociology and Economics

*On Leave of Absence

Robert Stone Burgess, B.S. in L.S., A.M.
Librarian

William Ashton Harris, A.M.
Associate Professor of Natural Sciences

Taylor Sylvester Jackson, A.M.
Associate Professor of Education

**Beulah Lucile Mabra, Mus.B.
Associate Professor of Music

Margaret Montgomery, A.M.
Associate Professor of English

Edwin Lawrence Phillips, A.M.
Associate Professor of Education
Director of Public Relations

**Walter Dawson Smith, B.M., A.M.
Associate Professor of Music

James Richard Edward Hayden, A.M.
Assistant Professor of Biology

James Oliver Hopson, A.M.
Assistant Professor of English

**William Armstrong Hunter, III, A.B., B.D.
Assistant Professor of Religion

Ernestine Burghes Saunders, A.M.
Assistant Professor of Modern Languages

Jean Betty Jennifer, M.S.
Instructor in Physical Education for Women

Johnnie Marie Parker, A.M.
Instructor in Public School Music

James Russell Robinson, A.M.
Instructor in English

Marolyn Camille Warner, A.B.
Instructor in Physical Education for Women

**Mae Shivers Johnson, A.B., B.L.S.
Assistant Librarian

Alma Victoria Smith, A.B., B.S. in L.S.
Assistant Librarian

Lucile Willietta Smith, A.B., B.S. in L.S.
Assistant Librarian

**Part of Year

Instructors in Practice High School

Jeanne Barbour, A.M.
Instructor in Social Studies and School Librarian

Eleanor Septima Bell, A.B.
Instructor in French and Social Studies

Betty Hall Drayton, A.B., B.Ed.
Instructor in English

Lily Belle Frost, A.B.
Instructor in Mathematics and English

Sara Jane Grigsby, B.S.
Instructor in Household Economics

Helen Inez Lowery, A.B.
Secretary to Director of Practice School

Burtis Nathaniel Mabra, S.B.
Instructor in Mathematics and Science

Joseph Woodall Saunders, A.B.
Instructor in Manual Arts and Science

Instructors in Elementary Practice School

Ruth Elisabeth Sloane, B.S., B.Ed.
Sixth and Fifth Grades

Evelyn Eudora Ashburn, B.S.
Fourth and Third Grades

Mary Jordan Watson, A.M.
Second and First Grades

Mae Elizabeth Addison
Kindergarten

Other Administrative Officers

Annie Whittington Bacote
Stewardess

Minnie Lee Bowden, A.B.
Matron, Foster Hall

Hattie Cater Haynes
Matron, Foy Cottage

- Rose Horvay
Matron, Derricotte House
- Lola Grace Jenkins, B.S.
Matron, Foster Hall
- Evelyn Johnson, A.B.
Secretary to Registrar
- Laura Johnson, A.B.
Secretary to Dean of Women and Librarian
- Clara Stanley Lowe, B.R.E.
Secretary to Comptroller
- Minaurd Bishop Miller, A.B.
Superintendent of Plant
- Theresa Helena Parker, R.N.
Head Nurse
- Annie Griffin Phillips, A.B.
Secretary to Director of Public Relations
- Catherine Louise Swanson, A.M.
Secretary to Dean
- Frankie Althalyn Williams, B.S.
Secretary to Comptroller
- R. W. Foote
College Architect

College Pastors, 1944-45

- The Rev. Fred L. Brownlee
New York City
- Miss Ione Catton
New York City
- The Rev. Arthur D. Gray
Chicago, Illinois
- The Rev. Dr. J. H. Jackson
Chicago, Illinois
- The Rev. Charles M. Jones
Chapel Hill, N. C.
- The Rev. William J. King
Athens, Alabama
- The Rev. Carleton L. Lee
Atlanta, Ga.
- The Rev. Dr. H. C. McDowell
New Haven, Conn.
- The Rev. A. J. Muste
New York City
- The Rev. Allyn P. Robinson, Jr.
Raleigh, N. C.
- The Rev. George N. Sewell
Memphis, Tenn.
- The Rev. Earnest A. Smith
Marion, Ala.
- Dr. W. Harry Snyder
Montclair, N. J.
- Rabbi Herbert S. Waller
Columbus, Ga.

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 sixteen 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. Talladega College is recognized both nationally and regionally. It is accredited nationally by the Association of American Universities and the Southern Association of Colleges and Secondary Schools rates the College "Class A." Graduates are thereby entitled to admission in any of the Northern Universities on a par with 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 sixteen 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. Valeria G. Stone, of Malden, Massachusetts. 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.

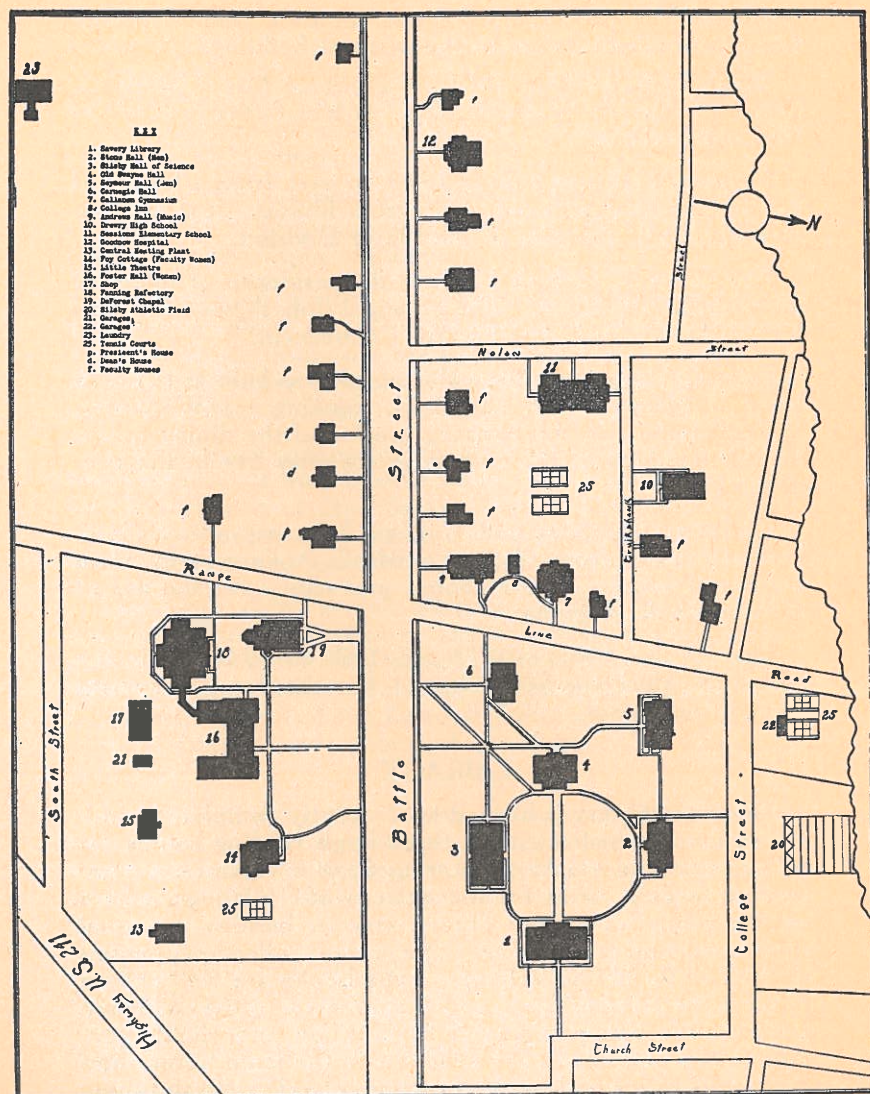
Fanning Hall, the College Refectory, was built in 1927-28 from a legacy of Mr. David H. Fanning, of Worcester, Massachusetts. In this building are found the dining rooms for all members of the college group who live in the residence halls.

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.

The Juliette Derricotte House, built in 1940-41, is the gift of the Harkness Foundation. It is the home of several women instructors.

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. 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. Six full-time librarians with many student assistants are in charge of this work.



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, 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 measurements are available to the student. Constant temperature ovens, improved heating apparatus, stirrers, polariscopes, spectroscope 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 pi-

ano 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, a number of orchestral instruments, and 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, and a napkin ring. For charges and room deposits, see "Expenses" page 23.

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. A social room with magazines and newspapers is located on the ground floor.

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

Foy Cottage and the Juliette Derricotte House afford living accommodations for many of the women of the faculty. Rooms are also available for instructors on the upper floors of Andrews 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 sixteen 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.

Dramatic Art

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

Sports

While intercollegiate athletics have been suspended for the duration, the students and teachers participate in the intramural sports of basketball, volleyball, and tennis.

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. Chapel services twice a week 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 Association, 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. Questions of policy are discussed in the council, and when a consensus is reached, the policy agreed upon goes into effect.

Regulations

The program of the College is administered with the purpose of securing the fullest realization possible of the aims of the College published on page 2. Students participate with faculty members in practically all the college procedures. When a student finds it impossible to adjust himself satisfactorily to the life of the College, he loses his membership in the college family.

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

Student Attendance in General Division—Regular attendance upon all class exercises is expected of students in this division unless excused by the instructor for an extra-class project.

Regular attendance upon Sunday services and week day chapel services is required.

EXPENSES

Payment for tuition, board, room, and laundry is to be made in advance, at the beginning of each term for which a student registers. For men students, this charge includes laundry service, while for women, it permits free use of laundering facilities in Foster Hall. The expenses to the student are:

(1) For tuition, each term.....	\$40.00
(1) For board, room, and laundry, each term—	
For men.....	\$81.00
For women.....	77.00

For certain courses, special laboratory fees are charged, as indicated in the listing of the course. These fees are payable in advance by the term.

Students desiring to arrange installment payments of the foregoing charges will use the following schedule:

Fall Term:

First half on registration
Second half, November first

Winter Term:

First half, December fifth
Second half, January fifteenth

Spring Term:

First half, February twenty-eighth
Second half, April first

Summer Term:

First half, May eighteenth
Second half, June fifteenth

In no case will a student be permitted to continue in residence when his payments are past due.

In addition to the above mentioned charges, certain deposits are to be made once each academic year, due at the time of initial registration in that year; and any unused balance of these deposited sums is to be refunded when the student completes his residence for the academic year.

Library deposit.....	\$3.00
Room key deposit for dormitory residents.....	.50

Also by vote of the student body, an annual subscription fee of 75c is required of all students for the student paper, except in the case of students who register for the summer term only. This fee is payable at the time of initial registration in any academic year, and is not refundable.

In extended illness a charge is made for hospital service at the rate of one dollar a day, and the student pays for the necessary medicines.

Except for books, stationery, and fees for rental of sheet music for music students, the college makes no other charges for a regular student, until he qualifies for a degree, whereupon a diploma fee of five dollars becomes due.

While the college does not make any further charges, students who are irregular in their attendance or work incur the following:

Special Fees—

Late registration (after opening day of term)	\$5.00
Exceeding vacation dates, first day \$5.00, thereafter per day.....	1.00

Registration includes the assignment of courses and the payment of fees. Exceeding vacation dates is determined by last class attended before vacation and first class attended after vacation.

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

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

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

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 six 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.

Each year an incoming freshman is chosen through competitive examination for either the Savery, Headen, White, or Tarrant Scholarship. The holder of either one of these scholarships receives a grant covering tuition, room, and board which amounts, for a male student, to \$363 and, for a female student, \$351. Each one of these scholarships may be renewed each year for the four-year college period, provided the quality of the work and of the development of the holder justifies it. For full information concerning the competitive examination, prospective students are asked to consult the principal of their high school or

write to the Chairman of the Committee on Financial Aid at Talladega College.

Students who rank high in this competitive examination but who do not take first place may receive scholarship awards ranging from \$75 to \$120 to aid in their first year at college.

SCHOLARSHIPS FOR UPPER CLASSMEN

Students who maintain a high standard of academic work and who show definite development in acquiring useful habits and attitudes are chosen to be DeForest Scholars, Andrews Scholars, or Sumner Scholars depending upon the quality of their work. Students eligible for such distinction who need financial aid and who apply for it may receive stipends as follows: DeForest Scholars, \$120; Andrews Scholars, \$100; and Sumner Scholars, \$75.

In addition to the foregoing awards, 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 loans. 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. Applications for part-time employment are made through the Public Relations 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

*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 \$1,500, 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."

The Alyn Loeb Scholarship Fund of \$250, given by T. K. Lawless, M.D. (Talladega, Class of 1914) and Mrs. Allen M. Loeb of Chicago, in honor of Mrs. Loeb's infant son, a patient of Dr. Lawless.

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.

*Held by the American Missionary Association, for Talladega College

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

The G. E. M. Prize—A prize of five dollars, established by Dr. Ira M. Mason of Chicago, Ill., in honor of his mother, Mrs. Gertrude Emma Mason, which is to be awarded each year to the student doing the best work in modern languages during the year.

The Little Theatre Prize—A first prize of ten dollars and a second prize of five dollars, sponsored by the Little Theatre, for the best one act plays written by students.

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.

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 have been graduated from an approved high school where his record of performance has been a creditable one. In special cases admission may be secured through examination.

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.

GRADUATION

The College confers two degrees: 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 33.

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.

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

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

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

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

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

Time

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

Scholarship

As students in the survey courses devote the major portion of their time to reading, checks are made by short quizzes throughout the term and term grades 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 faculty 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.

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.

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 offering of the College are organized in three fields Humanities, Natural Sciences and Mathematics, and Social Sciences. Each field includes the subject area indicated 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

HUMANITIES

PROFESSOR DAVIS, CHAIRMAN

PROFESSORS CLAYTON, DeBOSE, GIBSON, HARRISON, HOPSON, HUNTER, MABRA, MONTGOMERY, PAPPENHEIM, PARKER, ROBINSON AND SAUNDERS

Survey Courses

101. First-Year Survey.

A course designed to acquaint the student with man's attempts to interpret his world in philosophy, religion, the visual arts, music, and literature; to introduce him to some basic principles of judgment in these fields; and to encourage him to broader understanding and appreciation in developing his own philosophy of life.

Fall, Winter, and Spring Terms. 1:30

102. Second-Year Course.

A course designed to deepen and extend the explorations of the first year survey. First Term—a development of the student's needs in the areas of philosophy and religion through

use of discussions and readings. Second Term—study and an analysis of musical compositions designed to deepen student's appreciation in listening to music. Third Term—a study of literature, its techniques and types, intended to develop literary appreciation and better comprehension of the relation of literature to all areas in the student's thinking.

Fall, Winter, and Spring Terms. 9:00

Supplementary Courses

English Composition and Speech

101E. Writing, Speaking, Reading

A course in skills of communication designed to correlate with all other first-year courses, and to prepare for adequate expression in succeeding courses.

WRITING: Needs of entering students determined by diagnostic tests; development of acceptable habits of writing, skillful use of library, comprehension of varied reading materials; and improvement in organization and content of research papers.

SPEAKING: A study of effective speaking and listening, including everyday conversational habits as well as public speaking; the vocal mechanism briefly studied; practice in oral interpretation of prose and verse; correction of faults in speaking through making records of student's voice and playing them back.

READING: Lectures and discussions on reading problems and effective study habits; a series of three short, intensive courses in reading development, each operated in two small sections with added opportunity for individual work.

Year Course. 8:00, 11:00, and 2:30

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.

Fall. Hour to be arranged.

Foreign Languages

101F. Elementary French.

A course intended to insure a formation of habits essential in the acquisition of a living language; attention given to the understanding of easy French, written and spoken, dictation

and resumes. Primary emphasis on development of reading ability and recognition grammar. Students entering with some language skills will be placed in a special section of this course. Such students are usually prepared for the reading examination before the end of the year.

Fall, Winter, and Spring Terms. 9:00

102F. Intermediate French.

Work begun in the first year is continued with the reading of plays, novels, and short stories; a more active knowledge of grammar and idioms is stressed; conversation is developed; use of wall charts and contemporary periodical material. This course attempts to integrate the acquisition of the language skills with information on present day France in its cultural, socio-political and literary aspects.

Fall, Winter, and Spring Terms. 10:00

101G. Elementary German.

A year course organized to enable the student to read elementary stories and publications related to his field of specialization. Emphasis on the understanding of and participation in early conversation, the materials of which are designed to give insights into basic elements and modern trends of German society and literature.

Year Course. 11:00

102G.

Continues work begun in the first year emphasizing methods of free composition and conversation. Reading of selected works of classical, romantic, and modern literature.

Year Course. Hours Arranged

101Sa. Elementary Spanish.

Planned to aid the student in acquiring a reading knowledge of Spanish; stress upon easy conversations, the topics of which are designed to promote understanding of cultural backgrounds of Spain and Latin American countries.

Year Course. 1:30

102Sa. Intermediate Spanish.

Development of reading at a more advanced stage. Special work given in conversation and writing. Stress on contemporary Latin culture and life as well as that of Spain.

Fall, Winter, and Spring Terms. Arranged

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.

Year 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 intervals 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 equaling 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.

151-M. Second Year Organ.

Scale 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.

Major Division**English****201E, 202E, 203E. The Drama.**

Fall Term. A study of the history of drama including the beginning of the drama, the Elizabethan drama, except Shakespeare, Restoration drama, and later drama to 1850.

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

Spring 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

240E, 241E. 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.

Fall and Spring Terms. Hours Arranged

253E, 255E, 257E.

History of the English Language. Fall 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. Offered each year.

Chaucer and His Age. Winter 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. Alternate with 256E.

Milton and his Contemporaries. Spring 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. Alternate years. Given 1945-6.

Fall, Winter, and Spring Terms. 9:00

253E, 256E, 357E.

Identical with the above except for the work of the winter term.

Literature from 1550-1650. Winter 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.

Fall, Winter and Spring Terms. 9:00

263E, 264E, 267E.

Literature of the Eighteenth Century. Fall 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. Winter 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. Omitted 1945-46.

History of the English Novel. Spring Term. The genesis of the novel, contributions from foreign writers, eighteenth century, nineteenth century romanticists and realists, contemporary novel. Alternates with 263E, 265E, 266E. Given

Fall, Winter and Spring Terms. 8:00

263E, 265E, 266E.

Fall Term. Identical with above.

Victorian Poetry. Winter 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. Omitted 1945-46.

Victorian Prose Writers. Spring Term. A study of non-fictional prose of the nineteenth century, including examples 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. Given 1945-46.

Winter and Spring Terms. 8:00

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.

Fall and Spring Terms. 1:30

270E. Literary Criticism.

A study of the principles of literary criticism with special emphasis on the writing of criticism of contemporary works.

Winter Term. Hours Arranged

French

226F, 227F, 228F. French Composition and Literature.

Special problems in French to meet the interest of the individual student. Readings in a field of literature or a specialized area, such as classical drama, lyric poetry, French philosophy, contemporary affairs, etc., or 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 in a specialized field to meet the interest of the individual student; general development of German literature or a specific area such as classical drama, narrative prose, etc., or the study may be restricted to a purely technical field.

Fall, Winter, and Spring Terms. Hours Arranged.

Spanish

201Sa, 202Sa, 203Sa. Spanish Composition and Literature.

Intensive readings in texts alternating with composition and conversation based on Spanish life and customs; a brief survey of the most important trends in Spanish literature from the Poema del Cid to the present day.

Fall, Winter, and Spring Terms. 9:00.

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—Gehrkens. 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—Gehrkens. Prerequisites: 241E and 213M.

Term Course. Hours arranged.

215M. Student Teaching 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. Reflective Thinking.

An introduction to the study of rational belief as it functions in the activities and experiences of men today. The relations of logic and language and some of the fallacies in communication. Logical and psychological factors in reflection. The logic of propositions and the fallacies pertaining to propositions. The study of observation, causal relation, experimentation, sampling, probability.

Winter Term. 9:00

203P. Introduction to Philosophy.

A course designed to encourage the student to philosophize for himself as well as to appreciate the product of philosophic thinkers. An examination of certain philosophic problems that are of crucial importance in our times.

Winter Term. 10:00

204P. Ethics.

A study of what is involved in choosing what is good, right, or conducive to the public welfare. Ethical problems in such areas as the family, politics, economics, education, religion. Applications to our own moral problems.

Spring Term. 9:00

209P, 210P, 211P. Readings in Philosophy.

Seminar and conference courses arranged with the instructor to provide for extended and guided readings in the history of philosophy, contemporary philosophy, social philosophy, or other areas.

Fall, Winter, and Spring Terms. Hours arranged.

Religion

210R. The Non-Christian Religions.

An attempt to understand and evaluate the great religions and ethical teachers and their systems, with special emphasis upon the important living religions.

Spring Term. 11:00

215R. Christianity and Social Problems.

The teaching of the Bible and the church in relation to such problems and movements as the individual and society; the ideal commonwealth; democracy versus totalitarianism; racial and other minority groups; etc. The aim will be to encourage the student to work out his own social philosophy.

Spring Term. 8:00.

216R. Psychology of Religion.

The scientific analysis and interpretation of religious experience; consideration of such problems as prayer and other forms of mysticism; conversion; revival phenomena, etc.; discussion of the values and limitations of psychology as applied to religion.

Winter Term. 10:00.

217R. Problems in Religious Thinking.

An introduction to philosophy of religion, considering such practical questions as may be important to the members of the class. (May be continued beyond one term upon demand.)

Fall Term. 10:00.

223R. Biblical Life and Religion.

The story of the Hebrew people, of Jesus and the beginnings of the Christian church, as presented by the Bible, surveyed for the purpose of enabling the student to become historically informed about our religious tradition, and also appreciative of the cultural and religious development revealed in the Scriptures.

Winter Term. 8:00.

225R. Biblical Literature and Its Backgrounds.

After brief consideration of the Semitic background, in the light of modern archeological and critical research, chief attention will be given to the appreciation of the types of literature in the English Bible, through discussion and extensive readings.

Fall Term. 8:00.

238-242R. Reading Courses.

Oral and written reports based upon directed readings in a selected subject within the fields of religion and religious education. Prerequisite: Consent of instructor.

NATURAL SCIENCES AND MATHEMATICS

PROFESSOR HARRIS, CHAIRMAN
PROFESSORS BROTHERS, HAYDEN, KELLY, O'HARA

General Division

Survey Courses

101. First-Year Survey.

A course designed to acquaint the student with the world of nature in which he lives, and the methods of science by which an understanding of this world has been attained; a survey of general principles, concepts, and applications intended to enable the student to secure a comprehensive view of the world as interpreted by the physical sciences, followed by 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 to supplement the student's reading directed by a syllabus accompanying this course.

Year Course. 9:00

102B. Second-Year Course in the Biological Sciences.

A presentation of a broad survey of the fundamental principles of biology. A sequence consisting of laboratory work, supplemented by lecture-demonstrations and recitations. Laboratory fee for each term, \$3.00.

Fall, Winter, Spring Terms. 1:30 and 2:30

102P. Second-Year Course in Physical Sciences.

A survey of the basic principles of chemistry covering three terms for students entering the course in the fall term. Laboratory fee, \$3.00. Breakage, \$2.00, balance to be returned.

Fall, Winter and Spring Terms. 10:00

Supplementary Courses

100M. General Mathematics.

A course designed for students who have not met the mathematical requirements of the general division; the fundamental concepts of arithmetic, algebra, and geometry.

101M. College Algebra, Trigonometry, and Elementary Statistics.

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 elementary statistics.

Year Course. 8:00

102M. College Algebra, Trigonometry, and Analytics.

Same as 101M except that an intensive study of the conic sections replaces the treatment of elementary statistics.

Year Course. Arranged.

101Ps. General Psychology.

An introductory course giving upper and lower division students an opportunity to become acquainted with some of the important principles, facts, and methods of modern psychology. Emphasis is upon the practical applications of psychology to the affairs of the college student. Basic text and workbook, discussions, readings, demonstrations, and individual and group experiments.

Fall Term. 10:00

106C, 107C, 108C. 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 102P or the equivalent.

Fall, Winter, and Spring Terms. 1:30-4:30.

Major Division

Biology

220B, 221B, 222B. Zoology I.—This series constitutes the first sequence in an integrated program in Zoology.

Invertebrate Zoology.—A unit 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.

Mammalian Anatomy.—A second unit consisting of laboratory work, supplemented by lecture-demonstrations and recitations dealing with the gross anatomy of the cat. The advantages of this course grow out of the fact that the anatomy of the cat resembles human anatomy so closely as to be almost identical in many respects.

Comparative Anatomy of Vertebrates.—A third unit involving the structure, physiology, and relationships of vertebrate animals. In the laboratory a number of representative types are dissected as a pre-medical requisite.

Prerequisite for sequence: Natural Sciences 101, 102B, 102P, or the equivalent. Laboratory fee for each term, \$5.00.

Fall, Winter, Spring Terms. 8:00-10:00

224B, 225B, 228B.

Vertebrate Embryology. A unit devoted to the study of the developmental stages of the frog, chick, and mammal.

Vertebrate Histology. A second unit devoted to the study of the structural arrangement of tissues and organs in vertebrate animals.

General Bacteriology. The third unit of the series devoted to the study of bacteria, including their application to modern industrial and hygiene problems.

Prerequisite for sequence: Natural Sciences 221B, 222B, 223B. Laboratory fee for each term, \$5.00.

Fall, Winter, Spring Terms. 8:00-10:00

241B, 242B, 243B.

Coordinating Course. A sequence consisting of an individual or a group problem (project) course in beginning research for advanced students prepared to pursue independent laboratory or library problems in special phases of biology—experimental animal nutrition, animal breeding, animal behavior, botany, bacteriology, ecology, embryology, genetics, endocrinology, physiology, etc.

Required of majors.

Terms and Hours arranged.

Chemistry

203C, 204C, 205C. Analytical Chemistry, Qualitative and Quantitative.

Systematic detection of the more common cations and anions; principles of acidimetry, solubility product, oxidation and electrolysis; quantitative determinations. Lectures and recitations, three hours per week; laboratory practice, at least six hours per week. Laboratory fee, \$9.00. Breakage, balance to be returned, \$4.50. Prerequisite: Natural Sciences 102P or the equivalent.

Fall, Winter and Spring Terms. 1:30

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; emphasis upon physical inspections, growth disorders and defects, the formation of good health habits; study of water supply, sewerage disposal, food supply, infectious diseases and disease prevention, and vital statistics.

Second Term. 10:00

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. Prerequisite: Courses 101-2-3.

Fall, Winter and Spring Terms. 9:00

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.

Fall, Winter and Spring Terms. 10:00

207M, 208M, 209M. Modern Geometry and Higher Algebra.

Synthetic treatment of a selected set of topics in modern geometry followed by a brief survey of the theory of equations and a study of such topics in higher algebra as determinants and matrices, systems of linear equations, linear transformations, and quadratic forms, and the application of these ideas to modern analytic geometry. Prerequisite: Courses 201-2-3.

Hours arranged.

220M. Selected Topics in Mathematics.

Study in detail of certain topics which do not receive adequate attention in other courses, and which may vary with the needs of the students.

Terms and Hours to be arranged.

250M. Advanced Geometry.

Primarily for prospective high school teachers. Geometric constructions; properties and recent geometry of the triangle; treatment of transversals, the Simson line and inversion; harmonic section and the harmonic properties of circles. Open to Major II students.

Arranged.

Physics**204P, 205P, 206P. Physical Problems and Measurements.**

Introductory course in physics covering mechanics, heat, light, sound, and magnetism and electricity with special reference to basic radio theory and practice. Recitation three hours per week, laboratory four hours. Prerequisite: Natural Sciences 102M with a knowledge of calculus desirable for work of third term. Laboratory fee for each term, \$2.00.

Fall, Winter, and Spring Terms. 10:00-12:00.

207P, 208P, 209P. Introduction to Theoretical Physics.

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 with special reference to radio waves and adjacent problems. Prerequisite: 206P and a full year course of the calculus.

Fall, Winter, and Spring Terms. 8:00

SOCIAL SCIENCES

MISS JENNIFER, CHAIRMAN
PROFESSORS CLAYTON, GAY, HAYNES, ICHHEISER
JACKSON, PHILLIPS, RASMUSSEN, AND WARNER

101. First-Year Survey

A presentation of selected materials organized and analyzed toward the dual end of understanding the modern social order as a going concern and the individual's role and responsibility in that order.

Year Course. 10:00

102. Second-Year Survey.

A more definitive study of contemporary society, with an attempt to see its problems as "wholes" and interrelated forces, stressing insights from each of three major divisions of social science, namely: (a) a study of political development of Modern Europe with a careful analysis of the intellectual, moral, and political conditions which give rise to the Renaissance, the Reformation, absolute monarchy, revolutions, establishment of democracies, and World War I and its aftermath; (b) sociology, with emphasis upon man's cultural heritage and social nature, forms of group behavior, community and social organization, social interaction and social change; and (c) introduction to American economic life, describing the recent trends and the present state of things in regard to population, agriculture and gardening, fisheries, forestry; mining; manufacturing, transportation and public utilities; trade, money and banking; foreign trade; labor; combinations of capital and of labor; government control of economic life; special problems generated or increased by the war.

Fall, Winter and Spring Terms. 8:00

Supplementary Courses**101P, 102P. Physical Education.**

A survey of sports, games, rhythmic, and stunts selected on the basis of student interests and needs, providing for individual interests and abilities.

Fall, Winter, Spring

Major Division**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.

Fall Term. 8:00.

210H, 212H, 240H. Topics in European History.

During the second term a study in detail of the period of the French Revolution and Napoleon; in the third term a study of the Russian Revolution in alternate years with International Relations of Post-War Europe.

Winter and Spring Terms. 8:00

214H, 215H, 216H. United States History.

A careful study of the political and social growth of the United States. The first term covers the period: 1492-1865. The second term covers the period: 1865 to the present. During the third term a seminar is held on the Negro in the Reconstruction Period.

Fall, Winter and Spring Terms. 9:00

228H. History of England.

A detailed study of the political, industrial, and social development of England and its Empire.

Fall Term. 11:00

230H. History of the Far East.

A study of the civilization of Asia as the source and complement of western civilization.

Winter 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.

Spring Term. 11:00

Political Science

205Sc. Introduction to Political Science.

A critical analysis of the Origin, Form, Structure, and Jurisdiction of the State. Not offered 1945-46.

Fall Term. 3:30

Physical Education

200P, 210P, 202P. Activities.

A combined course in athletic coaching and officiating, the theoretical and practical aspects of learning and teaching motor skills, designed to give all major students in physical

education an active practical and theoretical knowledge of as many sports as the department can present with a reading knowledge of others.

Fall, Winter, Spring. 1:30

203P, 204P, 205P. Activities.

Continuation of activities above in senior year; actual experience in officiating and coaching.

Fall, Winter, Spring. 1:30

210P. Human Anatomy.

A foundation course for the study of kinesiology and physiology, with special emphasis on osteology, syndesmology, myology and the nervous system to aid the teacher of corrective gymnastics and the physiotherapist in muscle examination and muscle reeducation.

Fall. 9:00

211P. Physiology.

A course designed to introduce the students of physical education to the machinery that regulates the animal body, with definite coordination between this course and physical education in its practical and theoretical aspects.

Winter. 9:00

212P. Kinesiology.

A course designed to develop in students an understanding of the action of individual muscles; individual and group activity.

Spring Term. 9:00

231P, 232P, 233P. Methods and Administration of Health, Physical Education, and Recreation.

A threefold course to acquaint the student with various philosophies, aims, objectives, programs, and methods in the above fields; and to help the student choose and develop his own method and philosophy as a prospective teacher and leader in the field.

Fall, Winter, Spring. Arranged

241P, 242P, 243P. Supervision and Service in Health.

A course having a threefold purpose; first, to develop student ability to interpret health needs and situations; second, to train students in forms of health services and techniques, emphasizing school and community hygiene; third, to provide a minimum of practical experience under supervision and guidance. Second term identical with Natural Sciences 212H.

Fall, Winter, Spring. 9:00

Psychology

102Ps. Psychology of Personality.

Problems of adjustment; the origin and growth of the self; introduction to mental hygiene. Designed to meet the needs of upper and lower division students who are interested in understanding and developing their own personality adjustments.

Winter Term. 11:00

213Ps. Social Psychology.

The study of human behavior in terms of the social and cultural matrix within which the individual develops; the emergence of reflective intelligence and selfhood with the social process; significance of attitudes, habits, forms of communication, prejudices, group and community patterns. Basic texts, readings, and discussions.

Fall Term. 11:00

207Ps. Applied Psychology.

Applications of psychology to vocational fields—medicine, law, teaching, industry, salesmanship. Alternates with 214Ps. Omitted 1945-46.

Spring Term. 11:00

214Ps. Systems of Psychology.

Study of the leading psychological points of view; structuralism, functionalism, behaviorism, dynamic psychology, Gestalt psychology, psychoanalysis. Alternates with 207Ps.

Spring Term. 11:00

208Ps. Experimental Psychology.

Reading and laboratory work in selected areas of psychology; methods and techniques of psychological research; experimental evidence in such fields as learning, memory, perception. Alternates with 215Ps. Omitted 1945-46.

Spring Term. 10:00

215Ps. Readings in Psychology.

Designed to enable students to read extensively in those areas where his interests or needs lead him. Alternates with 208Ps.

Spring Term. 10:00

Sociology and Economics

204S. The Family.

Designed to provide (1) a sociological analysis of the history, structure, functions, and contemporary problems of

the family, and (2) practical help to young people in the necessary adjustments of marriage and family life.

Fall Term. 2:30

220S. Human Ecology.

The spatial patterns of social life. Review of principles of regionalism, urban sociology, and rural sociology. Will lead from an analysis of the forces now patterning our social life to the problems of how these forces might be better controlled in the interest of mental and physical hygiene. Special attention to the problems of segregation.

Fall Term. Hours arranged.

221S. Social Disorganization.

Designed to analyze the relations between social and personal disorganization, with reference to such problems as criminal behavior, alcoholism, unemployment, suicide, family tensions, political corruption, revolution.

Spring Term. 11:00

222S. Concepts and Problems of Sociology.

Clarification of fundamental sociological concepts and discussion of basic problems such as "individual and society", "environment and personality", "city and country", "class and caste", "evolution and progress".

Winter Term. 2:30

223S. Labor Problems.

The role of workers in our economic organization. Examination of scientific management and personnel administration, trade unionism, state protection and state ownership for solutions to workers problems of unemployment, industrial accidents, occupational disease, industrial old age, low wages, long hours and industrial autocracy.

Winter Term. 11:00

224S. Consumer Economics.

The role of consumers in our economic organization. Problems of purchasing with limited incomes and limited information; will lead to discussions of wealth distribution and standards of living, sources of market information, consumer cooperation, government protection of consumers, and more general social and economic reform. Attention to the special problems of consumers in a wartime economy.

Fall Term. Hours arranged.

250S. Seminar on Sociology and Psychology of Minorities.

Understanding of basic factors which produce and perpetuate prejudice in intergroup relations. Problems of unity

and moral of minorities. Philosophy of action with regard to both immediate and long term goals, especially with regard to segregation and discrimination.

Spring Term. 3:30

Secondary Education

240E, 241E, 242E. History Psychology, 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 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. A critical study of current theories and practices in operation.

Fall, Winter and Spring Terms. 2:30

243E, 244E, 245E. Principles and Practices of Secondary Education.

Designed to give a general understanding of the objectives and practices of secondary education with special reference to social situations. A study of high school supervision and administration in the democratic school. An evaluation study of various types of tests with practices in application.

Fall, Winter and Spring Terms. 11:00

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 under the supervision of instructor in charge of the course. Both methods and practice each term.

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, Methods, 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, his individual differences, and techniques for assistance in helping him make educational adjustments. Methods and practice in testing and measurement included.

Year Course. 2:30

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.

258E, 259E, 260E, 261E. Methods in the Kindergarten and Special Subjects.

A detailed study of the curriculum and 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. Integration of principles and practice teaching within the course.

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

266E, 267E, 268E, 269E. Learning and Application of Skills.

Development of abilities and application of skills in drawing and constructions appropriate for the activity programs in the Kindergarten and elementary grades. A study of methods of handwriting, development of skill necessary for effective teaching of accepted form. Evaluation and measurement of handwriting by use of scales and criteria. The study and integration of theory with actual practice in classroom situations.

Terms and Hours to be arranged.

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.....	\$5.50
Student activities fee for all students.....	\$5.00
For book rental per subject.....	.75
(Workbooks and notebooks to be purchased by students when needed).	
Library Deposit	\$1.00
Locker Deposit50
Student Publication50
Home Economics Courses.....	1.00
Junior High School Sciences.....	1.00
Senior High School Sciences.....	2.00

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.....	\$2.00
Book Rental Fees:	
Grades 1 and 2.....	\$1.00
Grades 3 and 4.....	\$1.50
Grades 5 and 6.....	\$2.00
Tuition per month:	
Kindergarten.....	.50
Grades 1 and 2.....	\$1.25
Grades 3 and 4.....	\$1.50
Grades 5 and 6.....	\$1.75

LECTURES, RECITALS, ETC.**1944-45**

- October 28—"The Old Maid" by the Little Theatre.
 December 5—Lecture by Judge William H. Hastie.
 December 10—Recital by Tourgee DeBose, Pianist.
 December 17—Christmas Music by the College Choir.
 January 14—Recital by the Tuskegee Army Air Force Choir.
 January 28—Voice Recital by Ellabelle Davis, Soprano.
 February 10—"Jabberwock" by Student Organizations.
 February 17—"Don't You Want To Be Free?" by the Little Theatre.
 March 25—Easter Music by the College Choir.
 March 28—Recital by Carol Blanton, Pianist.
 April 7—Lecture by Langston Hughes on "Color Around the World".
 April 14—"Stage Door" by the Little Theatre.

SCHOLARS AND PRIZE WINNERS**1944-45****Hilliard White Scholar**

Walter Bingham

Thomas Tarrant Scholar

Oliver Brown, Jr.

William Savery Scholar

Ralph Cummings

Ambrose Headon Scholar

Levi Biggs

DeForest Scholars

Myrtle Coleman
 Inez Gibbs
 Dorthola Grant

Ouida Harrison
 Eloise Hines
 Harriett White

Andrews Scholars

Rose Marie Ellington

Marion Olive

Sumner Scholars

Mildred Delaney
 Victoria Foster

Frances Grundy
 Roberta Townsend

Prize Winners 1943-44

Armstrong Prize for Creative Activity.....Theodore Stent
 G.E.M. Prize in Modern Languages.....Mildred Delaney

GRADUATING CLASS OF 1944

Bachelor of Arts

Oscar William Adams, Jr.	Elizabeth Barnes Johnson
Clark Russell Arrington	Jewell Isadora Plumer
Etta Viola Barnett	Frank Oliver Richards
Cornell Geraldine Bell	Anita Lloyd Rodgers
John Toney Brunson	Muriel Ruth Simmons
Arthur James Claiborne	Oliver Bassett Spellman
Florence Gertrude Cooley	Theodore Robert Stent
Ruth Allen Gordon	Agnes Clarice Taylor
Fern Agatha Haynes	Lillian Elizabeth Taylor
Helen Minerva Houghton	Josephine Viola Walker
Julien Dabney Jackson	William Joseph Washington

With Honors

James Edward Caple	Laura Elizabeth Mitchell
Helen Inez Lowery	Margaret Pearl Smith
Olivia Addison Turrentine	

ENROLLMENT 1944-45

Major Division

Lois Jeanne Baird	Indianapolis, Indiana
Orzell Billingsley, Jr.	Birmingham
Walter Bingham	Memphis, Tennessee
Gloria Navarro Blanton	Oklahoma City, Oklahoma
Carmel Amenthia Brown	Macon, Georgia
Oliver Alexander Brown, Jr.	Winston-Salem, North Carolina
Moses Alexander Buie, Jr.	Winston-Salem, North Carolina
Dolores Geneva Burney	Dayton, Ohio
Rose Marie Bush	Decatur
Florence Veraldine Carter	Natchitoches, Louisiana
Carlotta Doyle Cody	Birmingham
LaVerne Eleanor Craghead	Roanoke, Virginia
Charles Frederick Curry	Anniston
Mildred Elizabeth Delaney	Roselle, New Jersey
Maud Valeria Dillard	Vicksburg, Mississippi
Jane Bernice Foster	Detroit, Michigan
Jeanette Mae Foster	Dowagiac, Michigan
Leah Maria Foster	Birmingham
Victoria Foster	Birmingham
William Estus Foster	Detroit, Michigan
Inez Louise Gibbs	Buffalo, New York
Nannie Beatrice Goode	Mobile
Dorthola Frances Grant	Oklahoma City, Oklahoma
Susy Vienne Greene	Plateau
Frances Marie Grundy	El Paso, Texas
Doris Enix Guster	Dallas, Texas
David Kingsley Hall, Jr.	Asheville, North Carolina
Emily Marion Hall	Owensboro, Kentucky
Wilmur Marie Hardy	Houston, Texas
Wilma Singletary Harris	Birmingham
Ouida Eleanor Harrison	Detroit, Michigan
Margaret Beatrice Henderson	Portsmouth, Virginia
Eloise Juanita Hines	Chicago, Illinois
Josephine Elizabeth Hobbly	Pensacola, Florida
Clementine Verdelle Holland	Tampa, Florida
Valeria Supearl Howard	Georgetown, South Carolina
Minnie Lorraine Hughley	Talladega
Mary Christine Johnson	Holly Grove, Arkansas
Jean Elizabeth Jones	Indianapolis, Indiana
Gloria Florida Kennedy	Jacksonville, Florida
Dolores Elaine King	Albany, Georgia
Arvada Lacefield	Wichita, Kansas
Hattie Bennetta Lewis	Buffalo, New York
Yvonne Katherine Lewis	Tuskegee
Carolyn Helen McDew	New Britain, Connecticut
Furman Edward Miller, Jr.	Asheville, North Carolina
Eloise Adelaide Moore	LaGrange, Georgia
Ophelia Estelle Morris	Louisville, Kentucky

Gloria Frances Morton	Louisville, Kentucky
William Marcheta Moses	Columbus, Georgia
Henry Clay Moss	Talladega
Hill Mose Myles	Plateau
Clarence Joseph Neal, Jr.	Pittsburgh, Pennsylvania
Freda Undine Norris	Gaffney, South Carolina
Juanita Louise Overbey	Indianapolis, Indiana
Laurena Elizabeth Pollard	Florence
Frances Elizabeth Porter	Indianapolis, Indiana
Mary Elizabeth Powell	Indianapolis, Indiana
Henrietta Alma Quarles	Winston-Salem, North Carolina
Frances Belle Randall	Anniston
Doris Jean Ray	Pittsburgh, Pennsylvania
Julia Bess Reid	Jacksonville
Fred Peter Richardson, Jr.	Marion, South Carolina
Evelyn Mildred Robinson	Abbeville, Louisiana
Leon Giddings Robinson	Roanoke, Virginia
Durecia Rowe	Talladega
Babetta Irene Rutledge	Little Rock, Arkansas
Wilson Eugene Sharpe	Chester, Pennsylvania
Elsie Neal Shaw	St. Albans, New York
Esther Snype	Mt. Pleasant, South Carolina
Gloria Virginia Taylor	Chicago, Illinois
Frances-Carol Anita Thomas	Winston-Salem, North Carolina
Franklin Whitaker Thomas	Winston-Salem, North Carolina
Meriel Beatriz Toney	Oxford, North Carolina
Roberta Arlena Townsend	Harlan, Kentucky
Winifred Rae Turner	Norfolk, Virginia
James Charles Walker, Jr.	Asheville, North Carolina
Harriett Irene White	Birmingham
Jametta Isadora White	Charleston, South Carolina
Juliette Mabel Whittaker	Houston, Texas
Leonard Harris Williams, Jr.	Cincinnati, Ohio
Nannette Beatrice Young	Demopolis

General Division

Benjamin Luke Alexander	Birmingham
Amy Virginia Anderson	Ocala, Florida
Louise Vernell Ash	Portsmouth, Virginia
Wilma Rosalind Averhart	Bessemer
Dorothy Elizabeth Bacot	Charleston, South Carolina
Gwendolyn Maudestine Ball	Aiken, South Carolina
William Mims Ball, Jr.	Aiken, South Carolina
Jessie Jewel Bates	Dublin, Georgia
Birdie Moore Beatty	Charlotte, North Carolina
Louis Bell	Talladega
Marian Josephine Bennett	Bessemer
Callie Cecelia Anne Biggerstaff	Lexington, Kentucky
Levi Biggs, Jr.	Nogales, Arizona
Loreatha Ardelle Black	Newport, Arkansas
Margarete LaMurell Blackwell	Pensacola, Florida
Fannie Irene Blanton	Oklahoma City, Oklahoma
Gwendolyn Marie Bradfield	Detroit, Michigan
Earnestine Jeanette Branch	West Palm Beach, Florida
Lorene Lillian Braxter	Beloit
Mary Santa Broaddus	Dayton, Ohio
Gloria Mae Broussard	Shreveport, Louisiana
Verda ReHettalou Burkett	Dothan
Philander Lionel Butler	Bessemer
Maryon Edwina Calloway	Birmingham
Evelyn Elizabeth Cantey	Augusta, Georgia
Theodore Roosevelt Canzater	Columbia, South Carolina
James Tate Cater, Jr.	Talladega
Wilhelmina Olivia Clark	Tuskegee
Nina Grace Clarke	Florence
Ethelyn Joan Coleman	Columbus, Georgia
Myrtle Esterbelle Coleman	Ocala, Florida
Anna Louise Collins	Cleveland, Ohio
Alice Carey Crawford	Dadeville
Med David Cullins	Little Rock, Arkansas
Ralph Cummings	Little Rock, Arkansas
Ellioult Louis Cunningham, Jr.	Rome, Georgia
Idus Jerome Daniel	Columbus, Georgia
Vivian Evelyn Davis	Baltimore, Maryland
Lenora Dean	Portsmouth, Virginia
Clementina Deleveaux	Miami, Florida
Geraldine Jacquelyn Dickerson	Clarksville, Tennessee
Mary Agatha Dingle	Miami, Florida
Dorothy Lee Dixon	Jerseyville, Illinois
Carmen LaJeune Drayton	Augusta, Georgia
William Benjamin Edwards	Fairfield
Rose Marie Ellington	Birmingham
Annie Laurie Ervin	Columbus, Mississippi
Arthur Berl Fox, Jr.	Little Rock, Arkansas
Douglas Beecher Fullwood, II	Chicago, Illinois
Martha Ann Furgerson	Waterloo, Iowa

Houstine Allura Gibson	Chicago, Illinois
Earmerteene Quovadous Glaze	Knoxville, Tennessee
Ellen Mae Gleason	Cleveland, Ohio
Helen Ellon Glover	Washington, D. C.
Annie Lee Goode	Mobile
Pauline Teresa Grant	Miami, Florida
Bernard Green, Jr.	Birmingham
Margaret Grimstead	Houston, Texas
James Harold Hall, Jr.	Miami, Florida
Alvin Julian Hannon	Tryon, North Carolina
Jacquelyn Eloise Harris	Jersey City, New Jersey
Emily Arlene Harrison	Chicago, Illinois
William Leonard Hawkins	Winston-Salem, North Carolina
Lottie Lucille Hill	Cleveland, Ohio
Rosetta Jeris Hines	Sandersville, Georgia
D'jaris Ellen Hinton	Columbia, South Carolina
Mildred Constance Holley	Thomasville, North Carolina
Ida Belle Horton	Rome, Georgia
Willie Pearl Horton	Huntsville
Espanola Howard	Lisman
Horace Fisher Howard	Lisman
Vivian Beatrice Hudson	Detroit, Michigan
Edith Washington Hughes	Tuskegee
Amy Louvenia Hughley	Columbus, Georgia
Lily Lucile Ish	Little Rock, Arkansas
Addiebelle Rachel Jackson	Hot Springs, Arkansas
Fannie Isabel Jefferson	Fort Worth, Texas
Beecher Whisenant Johnson	Lakeland, Florida
Betty Jewell Johnson	Oberlin, Ohio
Dorothy Ergotine Johnson	Chicago, Illinois
Thomas Andrew Jones	Houston, Texas
Willie Arthur Jones	Naranja, Florida
Irma Geraldine Josey	Maywood, Illinois
Rose Marie King	Los Angeles, California
Felma Joan Kitchens	Cincinnati, Ohio
Levernon Langster	Mobile
Mary Lucretia Lewis	Lexington, Kentucky
Louise Elvira Liferiedge	Summerville, South Carolina
Esther Mae Lockett	Beaumont, Texas
Dorothy Eleanor McCrae	Elizabeth, New Jersey
Donald Pitts McCullum	Little Rock, Arkansas
James Thomas McCullum	Little Rock, Arkansas
Catharyn Marie McGill	Waynesville, North Carolina
Ruth Helen McHoney	Charleston, South Carolina
Marie Elizabeth McKenny	Jamaica, New York
Ethel Louise McLeod	Miami, Florida
Mary Elizabeth McWilliams	Birmingham
Juliette Evangeline Mack	Charleston, South Carolina
Sheba Edna Major	Miami, Florida
Marcelle Loretta Meacham	Aiken, South Carolina
Corinne Mae Miles	Detroit, Michigan
Frances Marion Miller	Detroit, Michigan

Lettie Lenora Miller	Tampa, Florida
Sara Eugene Moore	Tuscaloosa
Mamie Lucille Morris	Louisville, Kentucky
Julia Catherine Myles	Dermott, Arkansas
Shepherd Herman Napier	Little Rock, Arkansas
Dorothy Calhoun Nash	Atlanta, Georgia
Audrie Mann Neal	Oklahoma City, Oklahoma
Mattie Lucille Norris	Nashville, Tennessee
Marion Olive	Chicago, Illinois
Juanita Thompson Osborne	Birmingham
Vivian Lucille Ovelton	Washington, D. C.
Eurcelle Flornzetta Peagler	Cleveland, Ohio
Alma Celestial Perkins	Talladega
Evelyn Lucille Perry	Albany, Georgia
Alice Ruth Peyton	Newport News, Virginia
Thelma Elizabeth Pickens	Chicago, Illinois
Carl Eubanks Powell	Mobile
Frances Nanette Ramsey	Augusta, Georgia
Gloria Christine Richter	Houston, Texas
Jamesetta Lucretia Ridley	Washington, D. C.
Emma Julia Risher	Charleston, South Carolina
Paula Hilda Robeson	Savannah, Georgia
Mary Elizabeth Robinson	Charleston, South Carolina
Rose Kathleen Samples	Birmingham
Gladys Marie Saunders	Birmingham
Doris Anne Shivers	Detroit, Michigan
Lucille Alethia Simmons	Charleston, South Carolina
Bernice Marie Smith	Los Angeles, California
Claudia Ann Smith	Gary, Indiana
Frances Willard Smith	Chicago, Illinois
Laura CeBell Smith	Eustis, Florida
Maxine Smith	Oklahoma City, Oklahoma
William Henry Smith	Cleveland, Ohio
Betty Jane Spears	Steubenville, Ohio
John Jasper Spurling	Bayside, New York
Gloria Anna Stanley	Tuscaloosa
Doris Elizabeth Stent	Charleston, South Carolina
Idella Darby Stinson	Cotton Plant, Arkansas
Zelpha Eddie Storey	Tuscaloosa
Ernestine Norman Street	Huntsville
Clivetta Lois Stuart	Memphis, Tennessee
Lillian Harriette Symonette	Key West, Florida
Fannie Katherine Taylor	Richmond, Kentucky
Julia Maxine Taylor	Houston, Texas
Melba Lenora Thomas	Jacksonville, Florida
Truman Bruce Tollette	Jonesboro, Arkansas
Ellen Louise Tucker	Miami, Florida
Vera Mae Turk	Andalusia
Frances Geraldine Tyson	Bronx, New York
Hazel LaVerne Upshaw	Dayton, Ohio
Gladys Louisea Varner	Birmingham
Mary Elizabeth Walton	Houston, Texas

Alma Carolyn Washington	Macon, Georgia
Floy Olivia Weathers	Memphis, Tennessee
Bufordyne Noel Westbrooks	Fayetteville, North Carolina
Mary Beatrice White	Rome, Georgia
Sadie Carolyn White	Jacksonville, Florida
Martha Evans Whittaker	Houston, Texas
Juanita Valderine Wiley	Miami, Florida
Archie Williams, Jr.	Birmingham
Dalton Debroe Williams	Memphis, Tennessee
Gloria Evan Williams	Chicago, Illinois
Myrtle Lee Wilson	Jackson, Mississippi
Beverly Audrey Eileen Worrell	Nassau, N. P., Bahamas
Dorothy Gwendolyn Wright	Fayetteville, North Carolina
Bobbie Blanche Yates	Cincinnati, Ohio

Special Students

Mittie Collins	Renfro
Jessie Millender	Renfro
Lucille Willietta Smith	Great Falls, Montana
Laura Strickland	Talladega
Daisy Terry	Talladega
Marie Isbell Thomas	Talladega
Percy Floyd Thomas, Sr.	Talladega

Summary

The College Department:

	Male	Female	Total
Major Division	18	64	82
General Division	30	138	168
Special Students	1	6	7—257

The Department of Music:

Piano	2	17	19
Voice	3	5	8
Organ	0	11	11
Theory	2	15	17— 55

The Practice Schools:

High School	51	78	129
Elementary	53	70	123—252

Recapitulation:

Total in All Departments	160	404	564
Total Attendance	153	356	509

Enrollment by States

Alabama	59	Mississippi	3
Arizona	1	Montana	1
Arkansas	15	New Jersey	3
California	2	New York	6
Connecticut	1	North Carolina	16
Florida	22	Ohio	12
Georgia	19	Oklahoma	5
Illinois	12	Pennsylvania	3
Indiana	6	South Carolina	18
Iowa	1	Tennessee	7
Kansas	1	Texas	12
Kentucky	8	Virginia	7
Louisiana	3		
Maryland	1	District of Columbia	3
Michigan	9	Bahamas	1