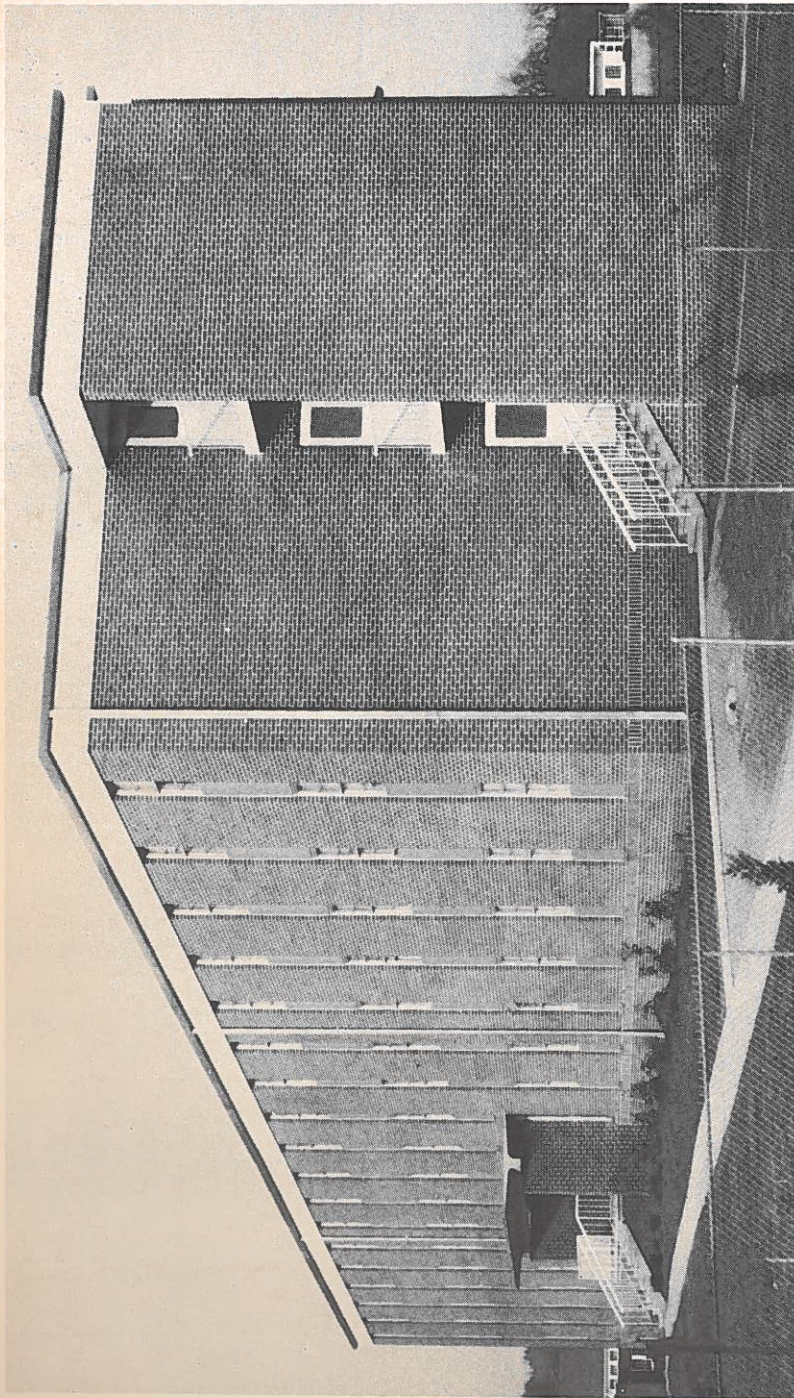


**TALLADEGA COLLEGE
TALLADEGA, ALABAMA**

**THE TALLADEGAN
1969-70 CATALOG**

**ONE HUNDRED SECOND
ANNIVERSARY ISSUE**



Crawford Hall

Published by Talladega College seven times a year, October, December, January, February, March, May, June.
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Catalog
AND
Announcements
OF
TALLADEGA COLLEGE
Talladega, Alabama

MARCH
1969



*Founded in 1867 by the American Missionary Association
Chartered as a College in 1869
Charter Amended by the Legislature in 1889*

AIMS OF THE COLLEGE

Talladega College is dedicated to the growing realization of the basic fundamentals of the Christian faith—the fatherhood of God and the brotherhood of man. It is nonsectarian and interracial in both faculty and student body. It believes that the training of literate, humane persons—willing and capable of assuming enlightened personal responsibility in citizenship—is the chief task of the liberal arts college.

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 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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1969 CALENDAR 1970

1969

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ACADEMIC CALENDAR

1969

- September 8, Monday—Faculty-Staff Orientation Conference, 10:00 a.m.
- September 10, Wednesday—Classes for first year students begin, 8:00 a.m.
- September 11, 12, 13, Thursday, Friday, Saturday—Registration for upperclassmen. Late fee charged after 12:00 noon Saturday, September 13.
- September 15, Monday—All classes of the one hundred and second academic year begin.
- September 27, Saturday—Last day to add a class.
- October 25, Saturday—Last day to drop a class without penalty.
- November 2, Sunday—Founders Day.
- November 27, 28, Thursday, Friday—Thanksgiving Recess.
- December 19, Friday—Christmas recess begins at 5:30 p.m.

1970

- January 5, Monday—Classes resume at 8:00 a.m.
- January 15, Thursday—Holiday: Birthday of Rev. Dr. Martin Luther King, Jr.
- January 16, Friday—First semester classes end.
- January 19-24, Monday through Saturday—Final examination period for the first semester.
- January 24, Saturday—Second semester break begins at 5:30 p.m.
- January 31, Saturday—Late registration fee charged after 12 noon.
- February 2, Monday—All second semester classes begin, 8:00 a.m.
- February 16, Monday—Last day to add a class.
- March 13, Friday—Last day to drop a class without penalty.
- March 27, Friday—Spring Recess begins at 5:30 p.m.
- April 6, Monday—Classes resume at 8:00 a.m.
- May 11-15, Monday through Friday—Week of Senior Comprehensives.
- May 23, May 25-29, Saturday, Monday through Friday—Final examination period for the second semester.
- May 30, Saturday—Class Day and Alumni Class Reunions.
- May 31, Sunday—Baccalaureate Sunday.
- June 1, Monday—Commencement Day.

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 elementary grades were normal courses for teachers. The College continues the important work of preparing teachers, using the public schools of the city and of other localities to give its students the opportunity for laboratory experience.

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 eighteen major buildings well placed in an attractively landscaped campus. Numerous dwellings for faculty and staff members cluster in the adjoining streets. The academic standards of the College have been kept high. Talladega College is recognized both nationally and regionally. It is on the last published list of accredited colleges of the Association of American Universities, and is an accredited member of the Southern Association of Colleges and Schools.

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 institution 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.



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, baseball, softball, and track.

Four all-weather tennis courts, surrounded by a ten-foot fence enclosure, provide easily accessible facilities for this popular form of recreation.

BUILDINGS

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

✓ Swayne Hall contains classrooms, a language laboratory, and two listening rooms. It was purchased in 1867 and named after General Wager B. Swayne, then of the Freedman's Bureau, who interested himself in its purchase. This is the first building of the College.

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.

✓ 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 a gift of the General Education Board, the Harkness Foundation, and other friends of the College.

✓ Andrews Hall, built in 1909-10, is the home of the music department. Some of its rooms are also used for housing purposes. It is named after the Rev. George Whitfield Andrews, D.D., Dean of the Theological Department from 1875 to 1908.

Callanan College Union Building is the center of health and recreational activities of the College Family. It was constructed in 1924 from a legacy left by Dr. Callanan of Des Moines, Iowa, and a new building was added to the original unit in 1955 with funds received from the United Negro College Fund. The building contains a swimming pool, gymnasium, canteen, lounges, locker and shower rooms, classrooms, offices, and game and listening rooms.

✓ Silsby Science Hall contains the laboratory for the natural sciences and classrooms 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.

✓ Sessions Hall contains the classrooms and the art studio. It was built in 1925 from a legacy left by Mrs. Mary Johnson Sessions.

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

Stone Hall, built in 1881, is a gift of Mrs. Valerie G. Stone, of Malden, Massachusetts.

Seymour Hall was built in 1923, in part from a legacy of Mr. Lyman Kay Seymour, of Payson, Illinois. It is an office building for the faculty-staff and students.

Drewry Hall was built in 1932 and remodeled in 1948. It is used for guests.

Foy Cottage, built in 1901, is a residence for faculty-staff members. 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 Dr. 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 Infirmary was built in 1909-10, in part from a legacy of Mrs. E. A. Goodnow. Here are found wards, private rooms, and clinics for the use of the whole college group.

Juliette Derricotte House, built in 1940-41, is the gift of the Harkness Foundation. It is a faculty-staff residence and guest house.

Ish Hall, constructed in 1963, was named in honor of an alumnus, Jefferson Ish, Class of 1907, who at the time of his death was a member of the Board of Trustees. It is a dormitory for women.

Sumner Hall was reconstructed in 1965 and contains the Administrative Offices. The building is named for Dr. Frederick A. Sumner who served as President of the College from 1916 to 1933.

Crawford Hall, constructed in 1968, houses men students. It is named for George W. Crawford, class of 1900, a very successful attorney in New Haven, Connecticut.

✓ LIBRARY

The main library is housed in a modern structure which contains three large reading rooms for college students, stacks for shelving 75,590 volumes, an Art and Listening Room, an Archives Room, a community reading room for citizens of Talladega, and a service room for the bookmobile collection, besides workrooms and offices. The present collection contains about 50,000 volumes, not

including books in the community, county, and school libraries. The books are well chosen to meet the reading needs of the students and the collection is constantly being improved by addition and elimination. Over 1,400 phonograph records are available for lending purposes, as well as nearly 237 framed pictures for use during the year in the dormitories. About 237 periodicals are currently received by the main library.

DORMITORIES

The college has four dormitories for students: Foster, Ish, Crawford, and Drewry Halls.

Students who will reside in the college dormitories are required to bring with them sufficient towels, four sheets, three pillow cases, two blankets or quilts and two bedspreads. No reductions will be made in the charge for Room, Board and Laundry because a student does not prefer to use available laundry service. For charges and room deposits, see "Expenses," page 22.

Foster Hall provides living accommodations for 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.

Drewry Hall accommodates men and guests.

Ish Hall, a new modern dormitory, accommodates 128 women and the head resident.

Crawford Hall, our newest dormitory, accommodates 205 men and a head resident.

THE COLLEGE REFECTORY

Fanning Hall is a modern building. The dining rooms are large and attractive, amply able to care for the whole college group. The service is under the supervision of trained and experienced dietitians. The excellent facility 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, three mobile homes, and an eight unit apartment building, which serve as homes for members of the faculty and staff and their families.

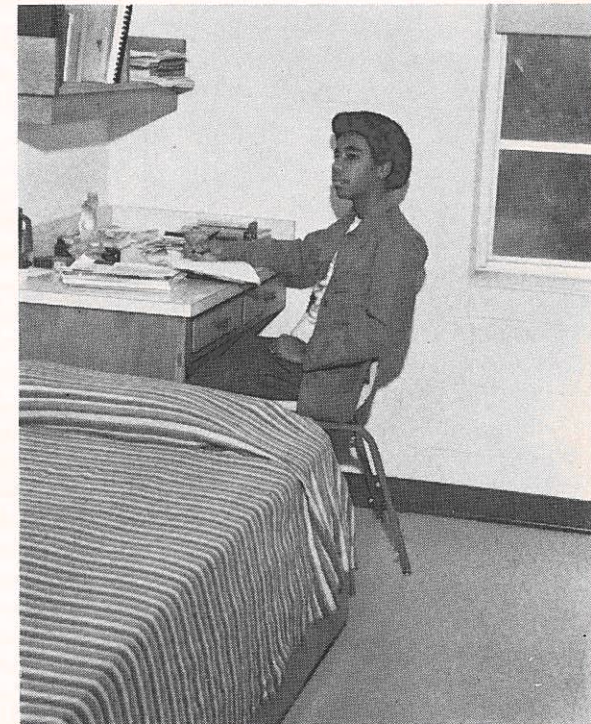
HEALTH

No student is admitted without a physical examination, and all applicants are accepted subject to the results of this examination.

A careful oversight of the health of the college family is observed. The College provides a part-time physician. A nurse is in charge of the Goodnow Infirmary.

SCHOLARSHIP SERVICE

Talladega College participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial aid granted a student should be based upon financial need. The CSS assists colleges and universities and other agencies in determining the student's need for financial assistance. Entering students seeking financial assistance are required to submit a copy of the Parents' Confidential Statement (PCS) form to the College Scholarship Service, designating Talladega College as one of the recipients, by July 1. The PCS form may be obtained from a secondary school or the College Scholarship Service, P. O. Box 176, Princeton, New Jersey 08540 or P. O. Box 1025, Berkeley, California 94704.



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 issues is the catalog of the institution.

The Talladega Student is published by the Press Club, an organization open to students interested in journalism. The editorial staff consists of students elected by the Press Club. Any member of the student body may contribute articles.

The Amistad. The college annual is done by the Amistad staff.

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.

SPORTS

Ample provisions are made for basketball, baseball, volleyball, tennis, swimming, track, and other activities under the direction of the Department of Physical Education. Emphasis is placed almost wholly upon a well-developed program of intramural sports. While the Callanan Gymnasium affords opportunities for indoor activities, the climate makes possible outdoor sports during a large part of the year.

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 service once 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 Associations with their joint agency, World Student Christian Federation.

SOCIAL

The social activities of the College are under the supervision of a committee of faculty-staff members and students. A program designed to provide wholesome recreation with desirable social experiences is provided. Chapters of national fraternities and 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 members of the student body elected by the students, instructors elected by the College faculty, and administrative officers, *ex officio*. Questions of policy are discussed in the Council, and when a consensus is reached, the policy agreed upon goes into effect.

THE STUDENT SENATE

The Student Senate is composed of representatives from each of the organizations on campus. It serves as a forum in which the students express their views and formulate the proposals on which they wish Council action.

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 of 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.

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.

Regular attendance upon all class exercises is expected of all general students unless excused by the instructor for an extra-class project.

Regular attendance at Wednesday Chapel is required. Unexcused absence from Wednesday Chapel in excess of four a semester will automatically place a student on probation, from which he can be removed only by the Dean or the President in conference with the student and his adviser. Wednesday Chapel may be held on another week-day when circumstances warrant.

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.

Upperclassmen without official duties during freshman orientation will be charged for meals.

Any student having a car on campus must register the vehicle with the Counselor of Men.

Students are not permitted to have weapons of any kind (guns, knives, etc.) on campus.

Advance room fee of \$15.00 is necessary to insure dormitory reservation for old students and must be paid by April first if room assignments are to be assured.

Advance registration fee of \$25.00 and room reservation fee of \$10.00 are necessary to complete application for admission.

The advance fees will be credited to the fees of the students. DEPOSITS ARE NOT RETURNABLE EXCEPT IN CASE OF APPLICANTS WHO ARE NOT ACCEPTED.

STUDENT AID AND SELF HELP

All financial assistance is granted primarily on the basis of need.

As a matter of policy in determining need, dormitory students with cars will not be eligible for aid unless they can show a reason, other than convenience, for the vehicle. It is the student's responsibility to give evidence to the Director of Financial Aid in any case where the student feels that having a car and receiving aid is justifiable. The Director of Financial Aid makes the decision.

Four kinds of financial assistance are available: Scholarships, Grants-in-Aid, Loans, and Part-time Employment. Applications for Scholarships, Grants-in-Aid, or Loans are made to the Director of Student Financial Aid at a designated time during the spring term. All financial help is available in two equal installments during the college year.

Special scholarships are offered to freshmen who stand very high scholastically in their high school graduating classes. The amounts vary from full tuition to part tuition.

Each year the incoming freshman who makes the highest score on the SAT test, and who has this score sent to us before April 15, is chosen for either the Headen, Savery, White, or Tarrant scholarship, depending on which is vacant. The holder of one of these scholarships receives a grant covering tuition, room, and board. Each one of these scholarships may be renewed each year for the four-year college period, provided the quality of the work and the development of the holder justify it. For full information concerning the SAT test, prospective students are asked to consult the counselor or the principal of their high school, or write to the Director of Financial Aid at Talladega College.

The next ten highest ranking freshmen in the competitive examination will be awarded Alumni Scholarships in the amount of \$800 each. The recipients will be designated as Alumni Scholars.

Students above freshman classification 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, \$400; Andrews Scholars, \$350; and Sumner Scholars, \$240.

The college also gives a *Catherine Waddell Award* each year, covering tuition, room, and board, to a student of the College who has achieved excellence in scholarship and the expression of the ideals of Christian living, and who shows evidence of developing into an effective adult citizen. This scholarship was created in memory of Catherine Hughes Waddell who for many years faithfully served the United Negro College Fund. (Not available to Headen, White, Savery or Tarrant Scholars.)

Employment and Loan Aid

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 without additional compensation.

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 Director of Student Aid.

Loan Funds

The Wilkie Carpenter Johnstone Student Loan Fund—A fund of ten thousand dollars—established in 1959 as a memorial.

The National Defense Student Loan Program

The college is authorized to make loans under the National Defense Education Act. Applications for loans from this source should be made to the Financial Aid Committee of the College.

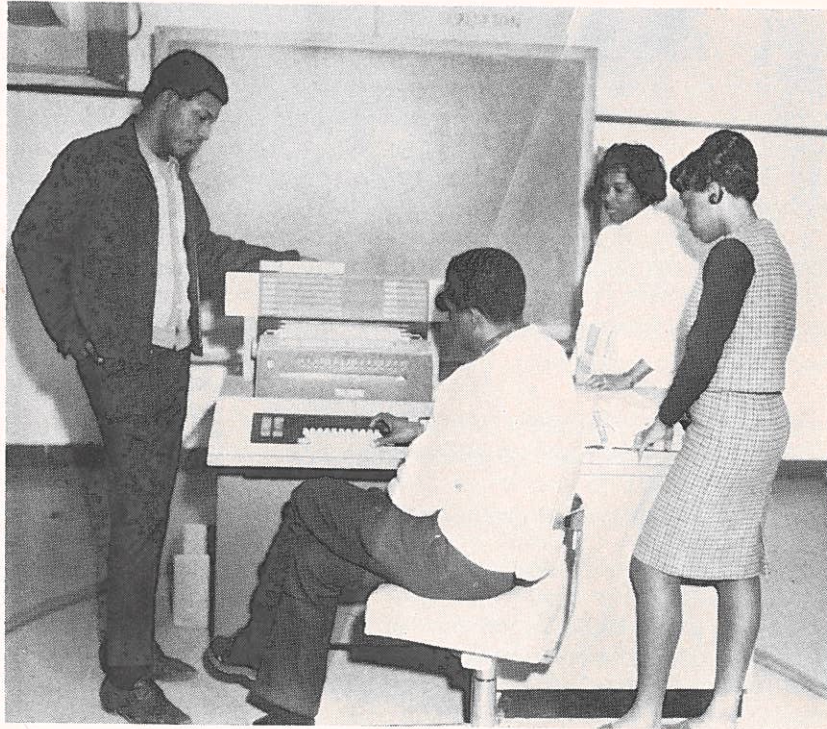
The Sally Welborn Senior Loan Fund of five hundred dollars is available to a senior who needs funds to graduate. It must be repaid without interest during the year after graduation. If held over after that year interest is to be charged.

Mrs. Van Dusen Kennedy Loan Fund. A fund of one thousand dollars established in 1967 as a loan fund for needy students.

The Work-Study Program

The college is authorized to grant work-aid to those who qualify under the federal Work Study Program. Applications for this program are also made to the Financial Aid Committee of the college.

The college reserves the right to apply student earnings, loans, and grants to the student's account where bills are not paid in full.



SCHOLARSHIP FUNDS

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

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

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

The C. B. Rice Memorial Scholarship of \$440, established by friends of the late C. B. Rice, of the Piedmont Congregational Church, Worcester, Massachusetts.

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

The Eunice M. Swift Trumbull Scholarship of \$500, established in 1895, by devise of Mrs. Trumbull, of Mansfield, Connecticut.

The Walter S. Hogg Scholarship of \$3,000, established in 1921, by Mrs. Hogg, of Providence, Rhode Island, 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.

The 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.

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

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

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

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. Carrol Cutler, in 1913.

The Lucius 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, New Hampshire.

The James Thomas Morrow Scholarship of \$1,500, given by Mrs. Elnora Maxwell Morrow of Lexington, Kentucky, in memory of her husband, for 60 years minister in the African Methodist Episcopal Church.

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.

The Robert Gover Scholarship Fund of \$2,500, established by devise of Robert Gover (Talladega, Class of 1904), of Tuskegee, Alabama, in 1945.

The Howard K. Beale Scholarship Fund of \$5,400, established in 1946.

The Andrew McEldron Rubel and Dr. Peter Rubel Scholarship Fund of \$2,402, established in 1952.

The Joseph J. Fletcher (Class of 1901) Scholarship Fund of \$1,004, established in 1952 by his wife and his daughter Elizabeth Fletcher Allen (Class of 1926).

The Marietta Hardwick Ish (Graduate Normal Department 1876) Scholarship of \$5,500, established in 1954 by her son, the late Jefferson G. Ish, Jr. (Class of 1907) of Chicago, Illinois.

The George W. Crawford Scholarship of \$3,500, established in 1957 by his friends in New Haven, Connecticut.

The Mrs. Jane Jones (former student) Scholarship of \$2,000, established in 1958 by her son, the late Elisha H. Jones (Class of 1904) of Talladega, Alabama.

The William F. Frazier Memorial Scholarship Fund in process of being established by friends of Mr. William F. Frazier, who served as Trustee of the College for twenty-one years. At present the fund amounts to \$1,405.00.

The Jefferson G. Ish, Jr. (Class of 1907) Memorial Scholarship Fund, at present amounting to \$1,473.50, established by friends of Mr. Jefferson G. Ish, Jr., who served as Trustee of the College for five years.

The Alumni Centennial Endowment Fund, established by the alumni in 1962, present amount invested, \$50,000.00.

The Winifred S. Mathers Legacy Fund of \$500.00, established in 1963 in memory of H. Porter Smith.

The Carlton L. Ellison Scholarship Fund of \$18,855.12, established in 1963.

The Florence M. Graves Scholarship Fund, established by Mr. Charles F. Gregg. At present the fund amounts to \$2,500.00.

The Samuel Edwards Jackson Memorial Scholarship Fund, established by his brother, Lee R. Jackson '51, and friends. At present the fund amounts to \$1,142.00.

The Margaret H. Scott Community Library Fund of \$1,510.00 established by the the Trustees in 1965 in honor of Miss Scott who served the college as librarian for many years. She was interested and successful in raising funds for the work of the College Community Library.

The Alice M. Holman Scholarship Fund of \$3,000, the interest from which is to be used as an award to a student in drama and a student in music, was established as a result of a bequest 1966.

The Fred L. Brownlee Scholarship Fund of \$250.00 established in 1967 by a friend, Mr. John Scottford.

The Henry C. McDowell Scholarship Fund, established in November, 1967, by members of the Miami, Florida Alumni Association and friends, at present amounts to \$470.00.

The Reader's Digest Foundation Scholarship Fund established by the Foundation's Directors in 1967. At present the fund amounts to \$5,000.00.

The John J. Johnson Scholarship established by the Saint Albans, New York United Church of Christ, in honor of the father of Reverend Robert J. Johnson, Minister, at present amounts to \$300.00.

AWARDS

The Armstrong Award for Creative Ability—An award of twenty-five dollars to the student who during the academic year has given the most significant evidence of creative ability in any field; subject to division at discretion of the committee. Awarded annually at Commencement, on behalf of the Rev. Robert G. Armstrong of Concord, New Hampshire.

The Whiton Writing Awards—Two awards, one of twenty-five dollars and one of ten dollars, established in 1888 by the Rev. J. W. Whiton, Ph.D., of New York, to students showing general excellence in writing.

The Buell Gordon Gallagher Award—An annual award of fifty dollars each, made to the man and woman who during their first three years at Talladega College have maintained a scholastic standing above the average, and who, in their personal living and association with their fellows, both students and staff members, have best expressed the ideals of Christian living.

The Avery Speech Awards—Two awards, one of ten and one of five dollars, endowed by Mrs. John T. Avery, of Galesburg, Illinois, in memory of her husband, for the two students showing best general ability in speaking in the classroom and on the platform.

The Marye Elizabeth Weaver Scholarship Award—An award of fifty dollars given by Chi Chapter of Alpha Kappa Alpha Sorority in memory of Marye Elizabeth Weaver '53 to a graduating woman mathematics major with a high scholastic average and high ethical ideals. If there is no one eligible to receive the award at the end of any one year, the amount is to be increased by fifty dollars each year until the next award is made.

The Thomasinia Hamilton Jeter Award—An award of fifty dollars established by Mrs. Olyve Jeter Haynes in memory of her mother, Mrs. Thomasinia Hamilton Jeter, to the music major who in the judgment of the Music Department, after a period of four years, has maintained the highest scholastic average and possesses the highest promise in the field of music.

The Hamilton and Weaver Award Fund, established by Dr. Homer Hamilton (Class of 1930) and Dr. George A. Weaver (Class of 1930) in 1962. This award goes to the student who maintains the highest academic record during his freshman year.

Catherine Waddell Award—An award covering tuition, room, and board to the student who has shown excellence in scholarship and the expression of the ideals of Christian living, and who shows evidence of developing into an effective citizen.

The Alpha Phi Alpha Award—An award of a Scholarship in the amount of one hundred dollars by the local graduate chapter of the Alpha Phi Alpha Fraternity, Inc. to the sophomore from Calhoun or Talladega County who during his freshman year made the highest scholastic average above 2.0. When not awarded the amount accumulates and can be given to two or more students from these counties when awarded. No award is to be for less than one hundred dollars.

The Gilbert Bottoms Award—An award of twenty-five dollars given by Gamma Psi Chapter of Omega Psi Phi fraternity in memory of Gilbert Bottoms, to a neophyte with the highest scholastic average at the end of a given year.

The Elva Constance Cross Award—An award established in 1968 by Mrs. Elva L. Foster, Class of 1968, in honor of her deceased daughter, Elva Constance Cross.



EXPENSES

The College spends \$2,865 a year on each student, but the annual standard cost to the student is only \$1,635. Contributions from the United Church of Christ and the American Missionary Association, along with gifts and endowments from generous donors, make this possible.

Breakdown of Total Annual Expenses:

Room	\$ 250.00	
Board	450.00	
Laundry	30.00	Plus laboratory
Tuition	800.00	and music fees
Health Fee	30.00	when applicable
*Activity Fee	75.00	
TOTAL	\$1,635.00	

Payments are to be made as follows:

First Semester—September 10-13	\$ 840.00	Plus laboratory
Second Semester—February 2	795.00	and music fees
TOTAL FOR YEAR	\$1,635.00	when applicable

Students or parents who for good cause cannot comply with the above schedule, may substitute the schedule below upon the approval of the business manager. A charge of \$5.00 will be made for this special privilege.

First Semester	
September 10-13	\$ 420.00
November 10	420.00
Second Semester	
February 2	397.50
April 6	397.50
TOTAL FOR YEAR	\$1,635.00

*Covers in part the cost of the following: Student Publications, Little Theatre, Athletics, Off Campus Contacts, College Union Building Services, Social Program, Lecture Recital, Arts Festival.

Laboratory fees will be charged as follows for:

All Art courses	\$5.00	per semester
All Biology courses	\$7.50	per semester
All Chemistry courses	\$7.50	per semester
All Physics courses	\$7.50	per semester
Advanced Ceramics	\$7.50	per semester

An additional breakage deposit of \$5 will be required for each Chemistry and Physics laboratory course. If the student breaks more than this amount, he pays the difference, if less, the difference will be refunded.

For special courses in music the following fees are charged, payable in advance:

Individual instruction in piano, organ, or voice, for students not majoring in music—	
Two lessons per week.....	\$30.00 per semester
One lesson per week.....	24.00 per semester
Use of practice piano or organ—	
One hour per day.....	\$ 7.50 per semester
More than one hour per day.....	15.00 per semester
Group instruction—	
In piano or voice, per student.....	\$ 9.00 per semester
Music library deposit—	
Required of all music students.....	\$ 2.50 per year

Room Key Deposit —	
Required of all dormitory students.....	\$ 2.00 per year
Mail Box Combination—Rental	
Required of all students.....	\$ 3.00 per year

The Music Library deposit and the Room Key deposit are refunded at the end of the school year or when a student withdraws and returns his room key and music to the proper person.

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.

<i>Special Fee:</i>	
Late Registration	\$5.00

When a student qualifies for a degree a fee of five dollars for the Graduate Record Examinations and a fee of ten dollars for diploma become due.

Registration includes the assignment of courses and the payment of fees.

Student fees must be paid in full or satisfactory terms of payment must be approved by the Business Manager before a student can take semester examinations or register for a new semester.

No academic record will be released until all fees are paid in full.

TUITION REFUND POLICY

When a student officially withdraws from any course or courses, refund of tuition will be made upon filing of a withdrawal notice with the Registrar's Office according to the following schedule:

<i>Time of Withdrawal</i>	<i>Fall or Spring Semester</i>
Before the beginning of the semester	Complete refund
During 1st week of class	90% refund
During 2nd week of class	80% refund
Withdrawal after end of 2nd week of class	No refund

It is important to note that all charges and refunds are based upon tuition commitments for the full semester. The effective date of withdrawal and refund, if any, will be the date when formal application is filed in the Registrar's Office, or, in case of withdrawal by mail, the official postmark date of the correspondence. Application, registration, and installment fees are not refundable.

Students who have elected to pay on the installment plan are responsible for completing all payments if they withdraw after the second week of class.

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. In the second year of the General Division, a student may take a limited number of courses leading to his field of concentration to be pursued in the Major Division. 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 professional plans and interest.

A candidate 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. The grades for at least fifteen units of work, together with the recommendation of the principal, and the scores which the applicant has made on the CEEB tests, must be submitted as evidence on which the Admissions Committee will determine the creditable performance of work in high school. The units must show sufficient breadth of training from the fields of English, Mathematics, Science, Social Science, and Modern Languages to give evidence of the possibility of success in a liberal arts college. In special cases admission may be secured through examination.

Students planning to study for the Bachelor of Arts degree in Music 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 the Bachelor of Arts degree. The requirements for the Bachelor of Arts degree in fields other than music are the completion of the general requirements and the requirements in a field of concentration as stated in the following paragraphs:

General Requirements Preceding 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 courses in the three fields of Social Sciences, Natural Sciences and Mathematics 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 communication.

(4) He must have a reading knowledge of at least one foreign language—French, German, or Spanish. 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 a thorough course in elementary college Mathematics.

(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.

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 above.)

(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 a minimum of sixty semester hours of work, 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 may 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 of the division in his field of concentration.

(3) He must take the Advanced Test in his major field of concentration and the Aptitude Test of the Graduate Record Examinations, and take an oral examination at which at least three faculty members are to be present. If his score on the Graduate Record Examinations is not satisfactory, he must complete successfully a written comprehensive examination of his major department.

TIME

The progress of the student is measured in terms of accomplishments 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.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS IN MUSIC

Classification in applied music courses leading to graduation 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 examinations. The candidate may be required to present his program before the faculty in advance of the public recital.

The examination 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, in addition to the increased academic requirements for music students, the period between entrance and graduation for such students will normally require 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. Provisions are made for college students in the study of applied music without academic credit.

All students, regardless of their applied music emphasis, are required to pursue the courses in piano numbered MUS. 130, 131, and 132. If the student's applied music emphasis is piano these courses must be satisfactorily completed in the first three years, otherwise the requirements must be completed the year prior to graduation.

The course in voice numbered MUS. 140 is required of all music majors.

Eligibility for a four year program will be determined by the following criteria:

- (1) The student shall have completed three semesters of study with an overall average of "B".
- (2) The student shall have attained a grade of "A" in his performing area by the third semester.
- (3) Permission will be granted only by unanimous agreement of the music faculty.
- (4) The student must maintain a "B" average throughout the four year period.
- (5) The music faculty reserves the right to revoke its decision during the third year, or before, should the student fail to maintain the standards outlined.

Throughout the total music program, musicianship is stressed.

SCHOLARSHIP

As students in the general courses devote the major portion of their time to reading, checks are made by short quizzes throughout the semester and semester grades are handed in. The work is graded A, B, C, D, F, I. Grade A indicates work of exceptional merit; Grade B of good average; Grade C of average; Grade D poor but passing and Grade F unsatisfactory. For work that has not been completed a grade of I may be given. A student must make up I work by the end of the next semester except in cases where equipment and materials are involved, in which cases the grade must be made up by the close of the semester in which the course is repeated.

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 success-

ful completion of general 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 may be allowed to retake the examination if so recommended by the instructor in charge, otherwise they must repeat the course.

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

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.

Voluntary withdrawal is determined on the basis of request from parent or guardian of student with approval by the Dean of Instruction.

A student may be dropped by vote of the Discipline Committee when his conduct is such as to reflect upon the good name of the institution.

RESIDENCE

At least two full years of matriculation are required before the College will award the baccalaureate degree. This pertains especially in the case of transfer and "special" students.

HONORS AT GRADUATION

A student wishing to graduate WITH HONORS must have a general grade point average of 3.5, and he must complete a specific piece of work called a project. This project must be approved by the faculty of the Division in the student's field of concentration. He must receive three semester hours of credit for the project and it must be graded B or better by faculty of the Department in which the work is done.

Students who do not have the grade point average for honors may graduate WITH DISTINCTION in the area if they complete a project approved by the Division with a grade of B or better. The student may receive credit for this work in accordance with (2) page 27.

COURSES 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 seventeen or eighteen hours of work per week.

COURSES FOR GENERAL REQUIREMENTS

First Year

General courses required of all students.

Communications
Humanities
Mathematics
Physical Education

Freshmen choose one course from each of the two following groups.

I
Natural Sciences
Biology
Chemistry
Physics

II
Social Sciences
French
German
Spanish

Second Year

Courses required of all students majoring in the Natural Science Division

Mathematics
Biology, Chemistry, or Physics
First or Second Year German or French
Social Sciences (101)
Elective in Social Sciences or Humanities
Physical Education

Courses required of all Students majoring in Social Science or Humanities

A Laboratory Science
Humanities 102
A Foreign Language
An Elective in the Major Field
A Social Science course
Physical Education

All courses except Physical Education, Biology, Chemistry and Physics will meet three hours a week.

Any student may begin his study in his chosen field of concentration during his second year.

The Humanities course of the second year will be a general course.

Third Year

Continuation of work under the direction of Department of Specialization.

Fourth Year

Continuation of work under the direction of Department of Specialization.



ORGANIZATION OF COURSES OF STUDY

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

HUMANITIES

Art	Music
Communications	Philosophy
English	Religion
French	Spanish
German	

NATURAL SCIENCES AND MATHEMATICS

Biology	Mathematics
Chemistry	Physics

SOCIAL SCIENCES

Economics	Physical Education, Health and Recreation
Education	Psychology
History	Sociology
Political Science	

Work is offered in the following major fields of concentration:

Biology	Mathematics—Physics
Chemistry	Modern Languages
Economics	Music
Elementary Education	Physical Education— Recreation
English	Psychology
History	Sociology
Mathematics	

THE HUMANITIES

Music. The equipment for work in music consists of four Steinway grand pianos, fourteen upright pianos, portable phonographs, two modern two-manual Moller organs, one three-manual Kilgen organ, a library of two thousand volumes of music, many scores, records, and books on musical subjects.

Little Theatre. The laboratory for dramatic work is a frame structure known as the Workshop. It is equipped with a stage, space for storing scenery and costumes, a make-up room, a library of over two hundred plays, and equipment for work in lighting and construction. The Workshop provides seating space for an audience of approximately one hundred and fifty.

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 recording machines and numerous speech records, of French, Spanish, and German, as well as some records of typical folk music.

Fine Arts. A Workshop offering opportunities to students in handicrafts, painting, the plastic arts, and the graphic arts was opened in the fall of 1947. It is located in Sessions Hall. It contains two kilns and a potter's wheel for ceramics. There is an etching press for printing wood blocks, etchings, lithographs, and graphics. There are also easels, easel seats, and drawing boards for drawing, sketching and painting.

DESCRIPTION OF COURSES

General Division

GENERAL COURSES

101. First Year. This course presents basic characteristics of visual arts, literature, music, and the combined arts. By means of visual and auditory aids and reading, those characteristics are used to study developments and examples of the arts in western civilization from the classical Greek world to the present time. Attention is given to related social trends, with emphasis on current trends and cultural manifestations.

102. Second Year. Designed to deepen and extend explorations of first-year survey; four periods of equal length: (1) development

of student's needs in philosophy and religion through discussions, lectures, and readings; (2) study and analysis of musical compositions to deepen student's appreciation in listening to music; (3) lectures, demonstrations, discussions, to create understanding and appreciation of major trends in painting, sculpture, prints, architecture, and handicrafts; reports and readings; (4) study of literary techniques and types to develop appreciation of relation of literature to philosophy, religion, and art in student's thinking. A Year Course.

COMMUNICATIONS

101. First Year. A course in the skills of listening, speaking, reading, and writing, as they apply to many areas of a student's experience: general courses, use of the library, campus discussions, and individual contacts of both an oral and a written nature. Individual and group needs determined by diagnostic tests, personal conferences, consultation with other instructors and advisers, and observation in various classes. Student needs treated through classroom work, especially arranged small groups, and individual conferences, in order to develop the student throughout the first year and to provide skills for succeeding years. A Year Course.

102. Practice in Writing. Adapted to the needs of individuals. Open to all who have satisfied requirements of COM. 101. First semester.

FOREIGN LANGUAGES

101. Elementary French. A course designed to develop basic skills in pronunciation, aural comprehension, speaking and reading. Foundations of French grammar. A Year Course.

101. Elementary German. A course organized to give students an elementary reading knowledge in German and the foundations of German grammar. A Year Course.

101. Elementary Spanish. A course designed to give students a reading knowledge of easier Spanish texts and the elements of Spanish grammar and conversation. A Year Course.

MUSIC

101. Harmony, Sight and Ear Training, Dictation, and Keyboard Harmony. Written work using diatonic triads, dominant seventh chords and inversions, non-harmonic tones, and elementary modulation dealing with the phrase, period, ternary and binary forms.

Simple two-part rounds and canons. Introduction to music literature through discussion and hearing of works used for analysis. Keyboard application of techniques studied in written work. A Year Course.

104. Harmony, Sight Singing, Harmonic Dictation, and Keyboard Harmony. A progression from the study of the harmonic and contrapuntal aspects of four-part harmonization using Bach chorales as models to exercises including simple two, three, and four-part harmonic counterpoint, part writing for voices and strings, and piano pieces in binary and ternary forms using late eighteenth and nineteenth century models. Continued expansion of harmonic vocabulary. Keyboard exercises including more difficult harmonization, modulation, improvisation on a given motif, and transposition. A Year Course.

130. First Year in Piano. A course emphasizing (1) thumb, finger, wrist and arm technique, (2) legato, staccato, and portato touches, (3) how to study, (4) interpretation and style. Materials: all major and minor scales and arpeggios; Czerny Op. 299; Little Preludes and Two-Part Inventions of Bach; Sonatinas of Clementi, Kuhlau, Haydn; three to five compositions of Nineteenth Century composers selected to meet the needs of the individual, and to develop both musical insight and technical facility. A Year Course.

131. Second Year in Piano. Further study of all major and harmonic minor scales in thirds, sixths, tenths, parallel, and contrary motion (Speed M.M.92); triads and inversions, and diminished and dominant seventh arpeggios; legato and staccato octaves. Performance of more difficult studies from Czerny Op. 299, Three-Part Inventions of Bach, a sonata of Mozart or Haydn, and selected compositions from Nineteenth Century masters. A Year Course.

132. Third Year in Piano. Review of all scales and arpeggios from previous years, with the addition of melodic minor and chromatic scales parallel, thirds, sixths, and tenths; dominant seventh arpeggios in inversions. Examination requirements for entrance into Major Division: all scales, arpeggios, octaves; two studies from Czerny Op. 740, an octave study (Doring, or other); a Prelude and Fugue from Bach's Well-Tempered Clavier; a movement from an early Beethoven sonata, a lyrical composition from the Romantic Period. A Year Course.

140. 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 vocalizers 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 Music Majors. A Year Course.

141, 142. Second and Third 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. A Year Course.

150. First Year Organ. Preparatory manual and pedal exercises; acquiring an organ legato for hands and feet; developing greater accuracy for note values and rhythms and coordination between hands and feet through materials taken from "Method of Organ Playing" by Gleason. Bach: Chorale Preludes for manuals; Chorale Preludes from the Little Organ Book; fugal compositions of moderate difficulty. Scales for Pedals in major and minor keys. Works by pre-Bach masters. Class recitals. A Year Course.

151. Second Year Organ. Continuation of pedal exercises. Hymn playing. Bach: Chorale Preludes; Preludes and Fugues; slow movements of Trio Sonatas. Sonatas of Mendelssohn. Pieces suitable to the individual's ability chosen from works of Baroque, Romantic and modern masters. Appearance in class and student public recitals. A Year Course.

160. Group Piano. A course in the simple exploration of the fundamentals of music at the keyboard for appreciation of the role of music in the education of the young child. Awareness of the uses of music in the school curriculum for all of the early age levels.

(1) As required of majors in Elementary Education; special emphasis on ways in which the regular classroom teacher may contribute to the musical experiences of children and foster their musical expression as part of the everyday activities of the curriculum. Ability to read and play melodies in the common keys; to harmonize simple melodies using the principle of chords; to improvise rhythmic patterns for the basic bodily movements as well as for free expression; to write from dictation simple melodies.

(2) As required of majors in Physical Education; special emphasis on playing accompaniments to singing games and dances, rhythmic interpretations of songs, stories, poems; ability to improvise on the principal chords in the rhythmic patterns of the fundamental bodily movements and of free bodily movement. A Year Course.

Major Division

ENGLISH

201. The Drama. Brief study of dramatic development up to the time of Shakespeare, with intensive study of six plays of Shakespeare and more general study of eight other plays. One Semester.

202. The Drama. Brief review of drama in 17th and 18th centuries and intensive study of nineteenth and twentieth century drama from Ibsen to the present day, including continental, English and American dramatists. One Semester.

240. Contemporary Literature. A study of various types of literature in the present day, as needs of individual students indicate. One Semester.

241. Creative Writing. Guidance in individual work in writing of any type. One Semester.

252. 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. Two Semesters.

255. Chaucer and his Age. 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. One Semester.

256. Literature from 1500-1650. A study of the nondramatic 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. One Semester.

257. Milton and his Contemporaries. 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. One Semester.

263. Literature of the Eighteenth Century. A study of the chief neo-classic writers of poetry and prose, in their relation to the social trends of their time. One Semester.

264. The Romantic Movement in Poetry. 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. One Semester.

267. History of the English Novel. The genesis of the novel, contributions from foreign writers, eighteenth century, nineteenth century, romanticists and realists, contemporary novel. One Semester.

270. Victorian Period. Study of poetry centered on works of Tennyson and Browning; and of nonfictional prose writers with emphasis upon Carlyle, Ruskin, Arnold, Huxley. One Semester.

FINE ARTS

211. Introduction to Art. A course designed to combine certain aspects of studio work with the historical areas of art as they relate to cultural patterns of creative man in the universe. Emphasis on appreciation of the visual and minor arts with close examination of both through exhibition programs, lectures, discussions, demonstrations, field trips, and the use of various audio-visual aids. Critical evaluation of principles and practices in the art field emphasizing contemporary trends. First Semester.

214. Color and Design. Theories of form, color, space, value, line, and texture will be studied. Emphasis will be placed upon study of the structure and the abstract design of nature forms. The prime purpose of this course will be to show that design is a discipline constituting a basic and integral part of all art form and organization. Second Semester.

215. Graphic Arts Workshop. An examination of the fundamental principles governing the use of line, texture and color in various fine print media. The course incorporates problems intended to develop proficiency in the use of tools and materials: Emphasizing design for linoleum blocks, scratch board, wood cuts, lithography, serigraphy and etching. Second Semester.

216. Ceramics Workshop I. This course is designed to introduce the student to the characteristics of clay and allow him at the same time to experiment with three dimensional form as it relates to the plastic arts. A knowledge of slab, coil, press, and template methods will be the main objective of the course, yet the student will have a chance to examine the properties of local clays and slips, as well as the composition of glaze made in the Department. The student will also be allowed to experiment with various forms on the potter's wheel and learn techniques of glazing and firing methods. First Semester.

217. Ceramics Workshop II. A continuation of Ceramics Workshop I with an increase in the use of the potter's wheel. Learning

simple mold making and experimenting with clays, glazes and slips. Second Semester.

219. Drawing and Composition. Workshop media techniques and learning to compose a picture through a series of problems involving an exploration of value, color, space and texture. Various media shall be used with emphasis on developing the following studies: still life, figures and landscapes. First Semester.

223. Creative Painting Workshop. Developing concepts of pictorial design in oil, tempera, water color, pastel, and encaustics with emphasis on the elements of design as they relate to particular subjects in landscape, still life and human figure compositions. Experimenting with various media in order to encourage the development of technique. Second Semester.

224. Christian Art. This course is designed as a survey of Christian art beginning with the Early Christian church and continuing through modern times. Field trips and notebook are required. Second Semester.

225. Art Education Workshop.

EDU. 284. Elementary school art which includes methods of teaching art on the elementary school level. Understanding creative activities of the child with emphasis on guidance, motivation, materials, and tools. Exploration of various art media to develop creativity in handling materials applicable to adoption in the elementary school programs. First Semester.

FOREIGN LANGUAGES

201. Intermediate French. Work begun in first year continued. More detailed knowledge of grammar and idioms stressed and conversational skill developed. Reading knowledge extended to more difficult texts. Prerequisite: completion of FRE. 101 or, subject to entrance examination, elementary knowledge of French acquired otherwise. A Year Course.

202. Advanced French. Continues work of second year, extending reading and conversational skills. Study of French composition with the aim of developing writing skill. Records and periodicals used in classroom work. Prerequisite: FRE. 201, or by examination. A Year Course.

226. French Literature. Study of the French literature beginning from the Middle Ages to the end of the 18th century. This course includes a thorough study of the Renaissance, the classics: Corneille, Racine, Moliere, the Enlightenment: Montesquieu, Voltaire,

Diderot and Rousseau. Requires readings of representative authors. A Year Course.

232. Contemporary French Literature. This course begins from the 19th century and extends to the present. It includes the origins and development of Romantic doctrine and practice in poetry, the drama, and the novel. The principal manifestations of Positivism, Realism, Parnassian and Symbolic Schools, Rimbaud, Baudelaire, Verlaine and Mallarme. Naturalism, the surrealists, the modern French novelists and theatre, the existentialists: Sartre and Camus. Reading and discussion of selected masterpieces of the 19th and 20th century. Prerequisite: HUM. 226. A Year Course.

201. Intermediate German. Continues work begun in the first year with more detailed discussion of grammar and basic German conversation, and development of a fair reading knowledge of scientific German. Prerequisite: GER. 101. A Year Course.

201. Intermediate Spanish. First semester: Rapid review of grammar; composition and advanced conversation. Second semester: Survey of Spanish and Spanish-American literature with interpretation and analysis of selected literary masterpieces. Prerequisite: SPA. 101 or examination. A Year Course.

MUSIC

201. Harmony and Counterpoint, Sight Singing and Ear Training, Harmonic Dictation, and Keyboard Harmony. Continuation of the study of chromatic harmony. Continued exercises in counterpoint and the writing of two and three-part inventions. Writing in more expanded forms using modulatory transitions. Analysis of representative works. Familiarization with the brass, woodwind, and percussion instruments. Keyboard practice including score reading, transposition, and use of new chords and devices studied. A Year Course.

202. Counterpoint. Introduction to sixteenth century vocal counterpoint. Continuation of harmonic counterpoint including invertible counterpoint, canon, the invention, and fugue exposition. A Year Course.

207. History of Music. (First Semester) A short introduction to Ethnomusicology dealing with primitive and non-western musical cultures. The great periods of the Western World, Early Christian, Romanesque, Gothic, Renaissance and Baroque. (Second Semester) Classic, Romantic, Impressionist and Modern Schools.

213. Elementary School Music Methods. A course designed to acquaint the student with the philosophies underlying the most

recent approved methods of presenting music as a series of meaningful experiences in the life of the child from kindergarten through sixth grade; and to guide the student in developing effective techniques and procedures for their implementation through singing, intelligent listening, rhythms, reading and creative work. Emphasis placed on developing desirable personal attributes in the prospective teacher. Prerequisite EDU. 241. Second Semester.

214. Secondary School Music Methods. A course designed to acquaint the student with the most recent and approved procedures for organizing and effectively directing the music curricula of the junior and senior high schools in terms of the needs and interests of the students they serve. Attention given to the planning and teaching of general and elective courses at each level; to music for public performance; to the adolescent voice; and to a knowledge and understanding of adolescence as a stage of human development. Prerequisites EDU. 241 and MUS. 213. First Semester.

215. Directed Observation and Student Teaching in the Elementary School. Criteria for good observation and recording of both group and individual child behavior established and related to the basic educational problem of interpreting and constructively using observations. Later student teaching in the elementary school under the supervision of the critic teacher. Prerequisite MUS. 213. First Semester.

216. Conducting. 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 plans, instrumentation, etc. Prerequisites: MUS. 213 and MUS. 214. Second Semester.

218. Directed Observation and Teaching in the Secondary School. Provision for a variety of supervised experiences in recording adolescent behavior in school situations, designed to develop skill in observation, followed by teaching, under supervision of the critic teacher, on both secondary school levels. Prerequisite MUS. 214. Second Semester.

219, 220. Musical Form and Analysis. A study of the structure and aesthetic content of music; review of harmonic material with its fundamental 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. First and Second Semesters.

230. Fourth Year in Piano. Emphasis is placed upon building the student's repertoire from the standard piano literature of the various stylistic periods. Technical study is confined to a few scale, arpeggio, and trill exercises, Chopin Etudes, and problems taken from pieces. A Year Course.

231. Fifth Year in Piano. Technical study similar to that of fourth year. A public recital exhibiting proficiency in interpreting the music of the important periods and styles is required. The program should be planned around a significant composition of Bach, a sonata of Beethoven, lyrical and dramatic pieces from the Romantic Period, and Impressionistic and/or contemporary compositions. A Year Course.

240. Fourth Year Voice. Further drill in vocal technique; songs of an 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. A Year Course.

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

250. Third Year Organ. Exercises of increased difficulty. Hymn tunes and anthems. Bach: Chorale Preludes; Preludes, Toccatas, and Fugues; Trio Sonatas. Compositions by Franck. Selections from the symphonies and sonatas of Romantic and modern masters, pieces by Baroque, Romantic and modern masters. Appearances in class and student public recitals. A Year Course.

251. Fourth Year Organ. Bach: Trio Sonatas; Preludes, Toccatas, and Fugues. Hymn playing. Anthems and choruses from oratorios. Franck Chorales. Masterworks of all periods. Public recital. A Year Course.

260. Music Appreciation. A course designed to give an appreciation of the various forms and styles of music as well as an insight into the components of music, through a brief study of instrumentation as it applies to tone color, of the function of rhythm, of melody and harmony, and of correlation of music to the other arts. Presentation of music and the composers in the context of the social and cultural forces present in their period. Emphasis placed upon listening to records and radio broadcasts. Second Semester.

262. Piano Materials. A practical course dealing with the piano, its history, composers, literature, and problems: a continuation of keyboard harmony, with emphasis upon sight reading ensemble, improvisation and playing by ear. A Year Course.

265. Strings. Course designed for instruction in the basic techniques of bowing and finger patterns. Open to all students. Requirement for Music Majors.

PHILOSOPHY

240. Introduction to Philosophy. A course designed to introduce the student to the basic problems and issues of philosophy. First Semester.

251. Ethics. A survey of the major schools of ethics with special emphasis on Christian ethics. First Semester.

254. Political and Social Philosophies of Our Day. An analysis of the various competing political and social philosophies. Second Semester.

255. Philosophy of Religion. A historical survey of the great problems in the philosophy of religion. A Year Course.

RELIGION

249. Introduction to Biblical Literature. An analysis of the Bible divided into the various types of literature with emphasis on the religious ideas contained therein. First Semester.

252. Contemporary Christianity. A survey of the development of the modern Christian church and its problems. Second Semester.

253. World Religions. An intensive survey of the main religions of the world. Second Semester.

275. Seminar in Special Religious Topics. A course for upper-classmen who have had other courses in the fields of philosophy and religion. First or Second Semester.

THE NATURAL SCIENCES AND MATHEMATICS LABORATORIES AND APPARATUS



Biology. The laboratories for the biological sciences occupy the northern half of the first floor of Silsby. They are equipped with various types of standard apparatus, such as, microscopes, microprojectors, microtomes, incubators, sterilizer, refrigerator, colorimeter and aquaria. The lecture rooms are also located on the first floor of Silsby Hall. These contain many charts, models, skeletons and other items of equipment that facilitate the learning process.

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 water, gas, and current. The balance room is fitted with analytical balances of the required precision for routine analysis. Apparatus for conductometric and colorimetric work, constant temperature ovens, improved heating apparatus, and infrared spectroscopy are available for advanced experimentation.

Physics. The laboratories for physics are located on the basement 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, spectrometers, spectroscopes, and other pieces in electricity and heat. Apparatus for demonstrations in each branch is adequate. The laboratory has a large number of the normal accessories of a laboratory.

DESCRIPTION OF COURSES

General Division

GENERAL COURSES

101. First Year. The course is designed to meet the needs of prospective non-science and science majors. The content gives a survey of the general principles and contents of Natural Sciences and their diverse applications. The first semester is devoted to a study of the universe, solar system, climate and weather, atomic-molecular hypothesis, matter, energy changes in chemical reactions, the Periodic Law, a study of atoms and isotopes, atomic structure, electron distribution, valence, oxygen, solutions, principles of mechanics, principles of heat. The second semester includes a study

of an introduction to the biological sciences, life on earth, a survey of the principles of biology, a study of cells, tissues, and systems of living things, and laboratory techniques. A Year Course.

101. Introduction to Mathematics. A review of the order, additive and multiplicative properties of the integers, rational numbers and real numbers. The concept of a function is introduced, and the use of graphs to obtain information about functions is studied. In the second semester, a study of particular functions is followed by selected topics in mathematics. A year course, although there is an honors section which covers the material in the first semester and takes Calculus I in the second.

102. General Biology. A course which presents an over-view of the living world and basic principles by which it is governed. Two 1-hour lecture periods and two 2-hour laboratory periods per week. A Year Course.

102. General Physics. An introduction to the fundamentals of mechanics, wave motion, thermodynamics, electricity and magnetism, light, and topics in modern physics. Prerequisite or corequisite: MTH. 104 and 105. A Year Course.

102. Introduction to Logic. Elementary logic, both of propositions and classes, is studied. One Semester.

103. Inorganic Chemistry and Qualitative Analysis. A course dealing with the chemistry of the metallic elements and their compounds, as well as with the elementary principles of analytical chemistry. Two 1-hour lectures, two 2-hour laboratory periods per week. A Year Course.

104. Calculus I. A study of limits is followed by the definition of the derivative and the integral. Techniques and application of differentiation are then studied. Prerequisite: Mathematics 101 or permission.

105. Calculus II. Techniques and applications of integration followed by selected topics in one-variable calculus. Prerequisite: Calculus I.

106. Calculus III. Multivariable calculus. Analytic geometry and coordinate systems in two and three dimensions precedes the study of partial differentiation and multiple integration of real-valued functions of several variables; and differentiation and integration of vector-valued functions of one real variable. Prerequisite: Linear Algebra; Corequisite: Calculus II. All mathematics majors take this course in the second semester of their sophomore year.

107. Linear Algebra. A study of real finite-dimensional vector spaces. Topics include solution of systems of linear equations, linear transformations and matrices, bases and dimension, determinants, and eigenvectors. Corequisite: Calculus I. All mathematics majors take this course in the first semester of their sophomore year.

Major Division

BIOLOGY

220. 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. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: BIO. 102. First Semester.

222. Comparative Anatomy of Vertebrates. A unit involving the structure, physiology, and relationships of vertebrate animals. In the laboratory a number of representative types are dissected as a premedical requisite. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: BIO. 102. First Semester.

223. Genetics. A lecture-discussion course which treats the important facts and principles of heredity as they relate to plants, animals and man. Prerequisite: BIO. 102. First Semester.

224. Comparative Vertebrate Embryology. A unit devoted to the study of the development stages of the fish, frog, chick, and mammal. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: BIO. 222. First Semester.

225. Histology and Microtechnique. A study of the microscopic structure of vertebrate tissues and organs including laboratory practice in the preparation of histological slides. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: BIO. 222. Second Semester.

226. Botany. A course dealing with the basic facts and concepts of plant life. Plant morphology, physiology, ecology and evolution are some phases of the subject treated. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: BIO. 102. Second Semester.

228. General Bacteriology. A course devoted to the study of bacteria and to problems concerning the relation of bacteria to health, industry and everyday living. Two 1-hour lecture periods

and two 2-hour laboratory periods per week. Prerequisites: BIO. 102 and CHE. 206. First Semester.

231. General Physiology. A course consisting of the study of facts and principles involved in the dynamic functioning of protoplasm and protoplasmic systems. Prerequisite: General college chemistry and organic chemistry. Organic chemistry may be taken simultaneously with this course. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisites: BIO. 222, CHE. 206, and PHY. 102. First Semester.

232. Vertebrate Physiology. A study of the functions and functional interrelationships of the organs and organ systems of animals, in particular vertebrates and man. Designed to present the principles and methods of physiology both to students of biology and to others who are interested in human physiology. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: BIO. 102. BIO. 222 recommended. Second Semester.

233. Biochemistry. A course which treats the chemical composition of living matter and the mechanism of biochemical reactions. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisites: BIO. 102, CHE. 206 and PHY. 102. Second Semester.

CHEMISTRY

206. Organic Chemistry. A course dealing with the general principles of organic chemistry as illustrated by preparations and study of typical representatives of the aliphatic, carbocyclic and heterocyclic series. Two 1-hour lectures and two 2-hour laboratory periods per week. A two semester course. Prerequisite: CHE. 103 or its equivalent.

209. Physical Chemistry. Advanced study of states of matter, colligative properties of matter, thermochemistry, photochemistry, and chemical kinetics. Two 1-hour lectures and two 2-hour laboratories per week. Prerequisites: Quantitative Analysis, two years of college mathematics, General Physics. A Year Course.

216. Quantitative Analysis. Analysis by gravimetric, volumetric, and colorimetric methods. Study of the solid state, pH, and organic precipitants. Two 1-hour lectures, two 2-hour laboratories per week. Prerequisite: Qualitative Analysis or consent of instructor. First Semester.

217. Instrumental Analysis. This course brings into focus certain concepts already learned by the student as he develops skill in the use of some laboratory instruments. Instruction will

be given in the use of pH meters, colorimeters, spectrophotometers, and electrolytic analyzers, and radiation counters. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: CHE 216 and 206. Second Semester.

MATHEMATICS

203. Analysis I. A study of limits, sequences and series of numbers and of functions, including uniform convergence; and continuity of functions. Prerequisite: Calculus III. All mathematics majors take this course in the first semester of their junior year.

204. Analysis II. Topics in analysis. Possible topics include power series and other functions of a complex variable; trigonometric series; improper integrals and the evaluation of definite integrals; limits and indeterminate forms; and the Riemann-Stieltjes integral. Prerequisite: Analysis I. All mathematics majors take this course in the second semester of their junior year.

205. Differential Equations. Primarily a course in systems of linear differential equations. Prerequisite: Calculus III.

209. Algebra I. A study of groups, rings and fields. Prerequisite: Calculus III. This course is required of all mathematics majors.

210. Algebra II. Topics in Algebra. Prerequisite: Algebra I.

215. Senior Course. Preparation for the mathematics to be covered in the Senior Seminar. Admission for non-seniors by permission. All mathematics majors take this course in the first semester of their senior year.

216. Senior Seminar. Preparation and delivery of material by students. As much originality as possible will be encouraged. Prerequisite: The Senior Course.

250. Introduction to Digital Computer Science. An introduction to digital computers, computer programming, and computer applications in diverse fields. General introductory concepts of computers; digital computer concepts; information formats and manipulation, stored program concepts, input/output and storage media; flowcharting; programming (Burroughs 205 machine language and ALGOL). This is to be a one semester course open to students of any major and is required of all mathematics majors. Prerequisites: Calculus I or permission of the instructor. Credit 3 semester hours—2 hours lecture, 2 hours laboratory per week.

251. Computer Science II. A course in numerical analysis or some other branch of applied mathematics which relies on the com-

puter. Permission. Credit 3 semester hours—2 hours lecture, 2 hours laboratory per week.

265. Introduction to Probability Theory and Statistics. A first course in applied probability for students of mathematics and the physical sciences. Mathematical models in probability theory; basic notions of probability; finite sample spaces; conditional probability and independence; notion of a random variable; Binomial Distribution; mean, variance, and standard deviation of a random variable; Chebyshev's Inequality; Poisson Distribution; Normal Distribution; Law of Large Numbers. A one semester course. Prerequisite: Calculus I or permission of the instructor.

PHYSICS

201. Geometrical and Physical Optics. A brief study of geometrical optics; a more detailed study of physical optics including wave motion, interference, diffraction, electromagnetic nature of light, spectra, polarization, quantum optics, and other topics. Prerequisites: PHY. 102, MTH. 104 and 105. One Semester.

202. Heat and Thermodynamics. A study of the fundamental ideas of temperature, work, internal energy, heat, reversibility, and entropy, kinetic theory of gases—primarily applied to ideal gases, but with some application to chemical, electric, magnetic, and other systems. Prerequisites: PHY. 102, MTH. 104 and 105. One Semester.

203. Elementary Modern Physics. A course including a review of classical physics, a study of the principles of special relativity and quantum theories, atomic and nuclear structure. Prerequisites: PHY. 102, MTH. 104 and 105. One Semester.

204. Sound Waves and Acoustics. A course designed to cover the elementary principles of wave motion, objective sound, and acoustics. Second Semester.

205-206. Electricity and Magnetism. A study of electrostatic charge, field, potential, and energy; dielectrics and capacitance; current electricity and direct current circuits; steady magnetism, electromagnetic induction; transient and alternating current circuit analysis. Maxwell's equations. Prerequisites or corequisites: PHY. 102, MTH. 203. A Year Course.

207. Mechanics. A review of basic concepts of mechanics; a study of the laws of mechanics and of gravitation, the conservation laws, rigid bodies and fluids, wave motion, kinetic theory of gases. Introduction to Lagrange's and Hamilton's equations; vector algebra and vector calculus used. Prerequisites: PHY. 102, MTH. 104 and 105. One Semester.

THE SOCIAL SCIENCES

Education. The public schools of Talladega are used as laboratories for students working in education. Occasionally schools in other parts of the country are used.

Physical Education. The Callanan Union Building contains a gymnasium completely equipped for classes in basketball, volleyball, badminton, shuffleboard and other indoor activities. The swimming pool is located on the sub-floor. The pool is opened for classes during the week and recreational swimming on week-ends and holidays.

DESCRIPTION OF COURSES

General Division

GENERAL COURSES

101. First-Year General Course. Ancient and Modern Civilizations. A thorough study of the ancient civilizations of Egypt, Babylon, Persia, Greece, Rome, India, China, Hebrews, etc. with particular emphasis on their achievements in literature, arts, science, philosophy, architecture and religion; and on the causes of the rise and fall of these ancient civilizations. This course also is aimed at familiarizing the student with contemporary western civilizations including their cultural, scientific, technological, industrial, economic, and other accomplishments. A Year Course.

101. Physical Education. A required course for first year students. A Year Course, meeting twice a week.

- A. Girls: The activities consist of Volleyball, Basketball, Swimming, Dance and Body Mechanics, Archery, and Tennis.
- B. Boys: The activities consist of Touch Football, Tumbling and Gymnastics, Swimming, Track and Field.

102. Physical Education. A required course for second year students. A Year Course, meeting twice a week.

- A. Girls: The activities consist of Swimming, Badminton, Dance, Tennis, and Archery.
- B. Boys: The activities consist of Tennis, Volleyball, Badminton, Boxing and Wrestling, and Softball.

101. Introduction to General Psychology. Major areas, concepts, and methods employed in modern psychology. First Semester.

102. Advanced General Psychology. An introduction to basic theories of learning, perception, and motivation. Second Semester. Prerequisite: PSY. 101.

Major Division**ECONOMICS**

- 201. Principles of Economics I.** Introduction to economizing techniques; analysis of economic problems of production and consumption; national accounting; money supply; government fiscal policies; economic growth. Fall.
- 202. Principles of Economics II.** Prerequisite: Ec 201. Pricing and resource allocation, distribution, current domestic economic problems. Spring.
- 203. Intermediate Microeconomic Theory.** Prerequisite: Ec. 202. Market-price systems and the means by which the economy allocates resources among competing wants. Fall.
- 204. Intermediate Macroeconomic Theory.** Prerequisite: Ec. 201. Determinants of the level of national income, output, spending, employment and price levels. Spring.
- 214. Economic and Business Statistics.** Prerequisites: Math 101, Ec 201, 202. Introduction to statistical inference; probability, expected value and variance; sampling distributions; elementary problems of estimation and hypothesis testing. Fall.
- 216. Introduction to Econometrics.** Prerequisite: Ec 215, 214. Application of statistics to mathematically formulated economic models. Spring, alternate years.
- 217. Accounting.** An introduction to the principles underlying modern bookkeeping and accounting procedures. Fall.
- 219. Managerial Economics.** Prerequisites: Ec 201, 202. Applications of economic theory to business and government decision making. Demand analysis and product strategy, pricing, capital budgeting, inventory controls.
- 220. The Economic Status of Blacks.** Survey of the economic situation of non-whites in the United States: economic inequality, economic exploitation, discrimination and jobs, income, and consumption; Negro business; Black economic status and the business cycle, technological change, and labor markets; government strategies for urban-regional, housing, education, poverty, welfare programs. Fall.
- 224. Labor Economics.** Worker-management-government relationships in the industrialized segment of the American economy: history, structure, and operations of trade unions and employer organizations; wage determination, discrimination. Spring.

230. Business Cycles and Forecasting. Prerequisites: Ec 201, 204. Analysis of short-run movements in national income, forecasting methods, factors influencing the rate of growth of output, and survey of theories of the business cycle. Fall.

250. Seminar in Economics. Prerequisites: Ec 201, 202. Reports and research on special economic problems.

EDUCATION**GENERAL**

240. History and Principles of Education. The course deals with the development of educational theory and practices from the earliest times to the present. Prerequisite: PSY. 101. First Semester.

SECONDARY

241. Educational Psychology. A study of the psychological contributions to the problems of education. Special attention is devoted to psychology of learning, acquisition of skill, transfer of training, individual differences, extent, and treatment. Prerequisite: PSY. 101. First Semester 3 SH.

242. Psychology of Methods in High School Teaching. Emphasis is laid on the study of psychological principles involved in methods of instruction of high school subjects. The course covers also applications to problems of teaching and learning, critical analysis of the theories of traditional and contemporary methods of teaching as they apply to different areas of the curriculum. Prerequisite: EDU. 241. Second Semester 3 SH.

243. Principles and Practices of Secondary Education. The course is designed to give general understanding of the objectives and practices of secondary education in the fields of organization, administration, and supervision. Prerequisites: EDU. 240, 241. Second Semester 3 SH.

245. Tests and Measurements. A study of methods of construction and criteria of evaluation of tests used in secondary schools. The use of statistical methods in measuring test results and the application of such results to school purposes are stressed. Prerequisite: EDU. 241. Second Semester 3 SH.

246. Specific Methods Applied in Teaching High School Subjects. Courses in specific methods and materials of teaching on the secondary level in English, Social Sciences, Foreign Languages, Mathematics, and Natural Sciences. Prerequisite: EDU. 242. First Semester 3 SH.

247. (A) Practice Teaching in Secondary Schools. Student teaching in local high schools under the supervision of critic teachers. Prerequisites: EDU. 242, 246. First Semester 6 SH.

248. (B) Practice Teaching in Secondary Schools. This is a continuation of Student Teaching program in local high schools under the supervision of critic teachers. Prerequisites: EDU. 242, 246. Second Semester 6 SH.



ELEMENTARY

270. Child Psychology. Emphasis on the physical, emotional, social and mental growth of the child from infancy to puberty, with an application of this knowledge to dealing with children in the elementary school. Offers training leading to competency in the area of human growth and development of children. Prerequisite: PSY. 101. Second Semester 3 SH.

271. Curriculum. A critical study of the organization, construction and administration of the elementary curriculum in the light of modern educational principles and objectives; overview of the subjects now included in the curriculum and the forces that cause them; the construction of units and other curriculum materials. First Semester 3 SH.

273. Principles of Teaching in the Elementary Schools. A course in methods and materials in the elementary school designed for students who have had the equivalent of PSY. 101. Must be taken along with EDU. 294-5, Student Teaching. First Semester 3 SH.

276. Teaching the Social Studies in the Elementary School. This course considers the educational values of the social studies and ways and means of integrating history, geography, civics, and the development of pupils' appropriate emotional and thought reactions to social problems and issues. First Semester 2 SH.

277. Elements of Human and Social Geography. This course is designed to acquaint the student and public school teacher with the relationship of earth's features to man's activities. The effects of geography on the customs, economics, social and political adjustments of individuals on the world's six continents. Second Semester 2 SH.

280. Tests and Measurements in the Elementary School. Offers training in administering, scoring, processing, as well as statistical interpretation of the results of standard tests used in elementary schools; also training is offered in the construction of objectives tests. Prerequisite: PSY. 101. Second Semester 3 SH.

284. Elementary School Arts. See Hum. ART 225.

285. Children's Literature. A study of children's literature with a comprehensive survey of folklore, poetry, fiction, and non-fiction prose, of interest to children at various age levels. Students may do research at the level in which they are most interested—primary, intermediate or upper elementary grades. Second Semester 2 SH.

286. Elementary School Music Methods. A course designed to

acquaint the student with the philosophies underlying the most recent approved methods of presenting music as a series of meaningful experiences in the life of the child from kindergarten through sixth grade; and to guide the student in developing effective techniques and procedures for their implementation through singing, intelligent listening, rhythms, reading and creative work. Emphasis placed on developing desirable personal attributes within the prospective teacher. Prerequisite: EDU. 241. (Identical with Hum. MUS. 213.) Second Semester 3 SH.

290. Teaching of Language Arts in the Elementary School. A consideration of modern trends in teaching the language arts using as tools of communication reading, spelling, literature, composition and writing. Deals with the training in both the subject matter and methods of teaching the language arts subjects. First Semester 2 SH.

291. Teaching of Arithmetic in Elementary Schools. This course is designed to give the teacher of arithmetic knowledge of history of numbers and the number process as well as a thorough mastery of the facts themselves and of the learning process involved. First Semester 2 SH.

292. Science for Children. A general survey of the higher animal and plant groups. Designed for elementary education majors. Local flora and fauna examined. Special emphasis given on collecting and preparing plant and animal materials centered around an activity program for children of elementary grades. Second Semester 2 SH.

294 & 295. Directed Observation and Student Teaching in the Elementary School. A two-part course consisting of directed observation and participation in instruction in elementary grades. Open only to seniors. It proposes to offer situations which the student will meet only in actual work, and give him benefit of skilled and experienced teachers' solution of school problems. Conferences for integrating school activities in the light of the observation and parallel readings are held frequently. First and Second Semester 10 SH.

HISTORY

214, 215. United States History, Survey I and II. This course will cover the period from 1492 to the present, and will include the political, cultural, economic, social, and ethnic growth studies of America's historic structure. Two Semesters.

216. Topics in United States History, Seminar. This seminar is designed to introduce the student to research problems in American

history. Selected topics, which will vary from year to year, will be intensively analyzed, and each student will write a lengthy paper based on independent research in source materials. This course may be repeated with the consent of the Chairman. One Semester.

228. History of England. This course comprises an examination of English history, with particular attention paid to the growth of constitutional and democratic liberties, and with related material introduced at the discretion of the instructor. One Semester.

247. The American Revolution and the National Period. This course studies the problems associated with the creation of the new nation from the Revolutionary War through the crises of the National Period. One Semester.

248. Topics in Negro History, Seminar. This seminar is designed to introduce the student to research problems in Negro history. Selected topics, which will vary from year to year, will be intensively analyzed, and each student will write a lengthy paper based on independent research in source materials. This course may be repeated with the consent of the Chairman. One Semester.

249. The Civil War and Reconstruction. This course is an examination of the causes of the war, its impact and consequences. One Semester.

250. The Progressive Era and the Gilded Age. This course will concentrate on the problems of, and reactions to, the appearance of large-scale industrialization and the emergence of the United States as a world power. One Semester.

251. Twentieth Century United States. This course covers the history of the United States as it moves from the Depression and two World Wars into urban and social crises. One Semester.

252. Topics in European History, Seminar. This seminar is designed to introduce the student to research problems in European history. Selected topics, which will vary from year to year, will be intensively analyzed, and each student will write a lengthy paper based on independent research in source materials. This course may be repeated with the consent of the Chairman. One Semester.

253. Eighteenth Century Europe. This course covers the period from 1715 to 1815, and examines the development of Europe during the Enlightenment and the French Revolution. One Semester.

254. Nineteenth Century Europe. This course covers the period from 1815 to 1914, and is an examination of European develop-

ments in a period beset by nationalism and the social problems caused by an increasing industrialization. One Semester.

255. Non-Western Topics, Seminar. This seminar is designed to introduce the student to research problems in non-Western history. Topics may be drawn from Far Eastern, Middle Eastern, African, Latin American, Russian, and Chinese History, varying from year to year. Selected issues will be intensively analyzed, and each student will write a lengthy paper based on independent research in source materials. This course may be repeated with the consent of the Chairman. One Semester.

258. The Renaissance and Reformation Periods, 1300-1648. This course provides an examination of some of the forces which helped to create Modern Europe during the period of the Renaissance and the Reformation. Focus will be placed on the emergence of Modern Europe in the periods indicated. One Semester.

259. Twentieth Century Europe. This course examines European developments in a period beset by world war, depression, and totalitarianism. One Semester.

POLITICAL SCIENCE

201, 202. Political Science and United States Government, I and II. This is a basic course in political science which introduces the student to methodology, characteristics, principles, and problems of political science through a comprehensive study of national, state, local, and city governments in the United States. The International Relations of the United States will also be considered. As to the state, local, and city governments, attention is directed to the study of the role of the state governments in the Federal system, and the organization, functions, and policies of the state, local, and city governments, especially in Alabama. Two Semesters.

PHYSICAL EDUCATION AND HEALTH

200. Techniques of Recreational Sports. A course that teaches the student skills in recreational sports. One Semester.

201. Physical Education Methods for the Elementary School. A study of the organization and administration of physical education for elementary schools. One Semester.

203, 204. Sports Officiating and Coaching. A study of the Coaching and Officiating of team and individual sports. Prerequisites: P.E. 101, 102, 200. First and Second Semesters.

212. School Health Education. The purpose of this course is to acquaint students with the broad general nature of health problems in schools. Its goal is to develop health consciousness among students to as great an extent as possible. First Semester.

230. Tests and Measurements in Physical Education. The theory of measurement in physical education, the selection and administration of appropriate tests, and the interpretation of their results by fundamental statistical procedures. First Semester.

231. History and Principles of Physical Education. A course designed to provide for the student a historical approach to physical education and to acquaint him with the philosophies that have influenced educational practices from primitive days to the modern era. First Semester.

232. Administration of Health and Physical Education. A study of the philosophy and policies in the administration of a health and physical education program. Prerequisites: P.E. 231, 241, 246. One Semester.

234. Swimming and Life Saving. A study of techniques in swimming instruction and life saving. One Semester.

235. Recreation Leadership. Theory and practice in leadership of recreational activities. Principles in planning, conducting and evaluating recreation programs in recreation agencies. One Semester.

241. Teaching of Health Education. The course provides the student with information on health needs of the child, home, school and community and suggests how these needs may point the direction of a health program. Prerequisite: P.E. 212. First Semester.

242. Corrective Physical Education. A study of the prevention and correction of body mechanic disorders, with a view towards planning an adapted physical education program. Prerequisites: EDU. 270, BIO. 222, 232. Second Semester.

243. First Aid. Practical application of techniques of first aid. Second Semester.

244. Rhythmic Techniques. A comprehensive study of techniques of dance education. Prerequisites: P.E. 101, 102. One Semester.

246. Specific Methods in the Teaching of Physical Education. The course presents a wide variety of basic teaching techniques

appropriate for use in the secondary schools. Prerequisites: P.E. 230, 231, EDU. 241, 243. First Semester.

247. Practice Teaching in Physical Education. Student teacher program under the supervision of critic teacher. Second Semester.

248. Introduction to Physical Education. The course is designed to give the student professional orientation into the field of physical education from the historical and sociological point of view. One Semester.

PSYCHOLOGY

220. Introduction to Statistics. Elementary probability theory and statistical inference. Emphasis on application to experimental study in psychology and sociology. First Semester. Prerequisite: PSY. 101.

225. Foundations of Psychology: History. Study of the philosophical origins of modern psychology, the resulting schools of psychology and the influence of these movements on the development of current theory.

226. Foundations of Psychology: Contemporary Theories. Study of theoretical positions currently influential in psychology.

231. Introduction to Clinical Psychology. Designed to acquaint the student with a variety of clinical problems and methods and the practical means of dealing with the handicapped and the mal-adjusted. Consideration of special problems and techniques as found in clinical and psychiatric social work, child guidance, and pastoral and marriage counseling.

232. Introduction to Abnormal Psychology. An analysis of the dynamics of personality development and the cause of abnormal behavior, and a consideration of the biological, psychological, and sociological factors underlying disorders of psychogenic origin or without clearly defined cause or structural change, acute and chronic brain disorders, and mental retardation.

235. Experimental Psychology. Primarily intended to develop skill in the design, execution, and analysis of experiments, as well as developing critical skills for the reading of experimental work. Prerequisites: PSY. 101, 102, 220, or permission of the instructor. Second Semester.

236. Counseling. A study of contemporary methods in counseling and their application to varying situations.

237. Theories of Personality. A systematic study of the various theories of personality which are of recent and contemporary origin. Application to own personality is discussed.

239. Social Psychology. Experimental and theoretical analysis of the major problems and issues in social psychology. Prerequisites: PSY. 101, and either PSY. 102 or SOC. 264.

240. Psychological Tests and Measurements. A study of the basic principles underlying psychological measurement and a critical examination of the more important types of tests and measurement, including intelligence, aptitude, and educational tests, personality inventories, and projective techniques, together with a consideration of the various statistical procedures applicable in test construction, standardization, and interpretation of results. Prerequisites: PSY. 101 and 220, or permission of the instructor.

241. Seminar in Special Topics in Psychology. An in-depth examination of a topic of current interest in psychology. Presentation of senior projects. Prerequisite: Senior standing in psychology. Second Semester.

SOCIOLOGY

260. Readings in Sociology. Review reading on major sociological concepts or intensive individual work in a specific area of the field. Taken by Instructor's permission only.

264A. Introductory Sociology. Examines the nature and scope of sociology. Classic and contemporary concepts and theories discussed. Emphasis is also given to basic processes of social interaction, study of human groups, and social change. No prerequisites.

264B. Applications of Intro. Soc. Emphasis is placed on the application of sociological concepts to the major institutions of the Family, Religion, Education and the Economy. Also, poverty and minority-majority relations are dealt with. A one semester course. No prerequisites.

266. Population. A study of population trends in the United States and in the world, including studies of birth rate, the fertility problems, death rate, migration, composition and distribution of the population. Prerequisite: SOC. 264A or B.

271. Social Institutions. A study of the basic social institutions of the family, religion, education; political and economic institutions; with emphasis on trends and problems within these institutions in contemporary American society. No prerequisite.

272. Research Methods in Social Relations. Examines the processes and techniques of scientific social research including techniques of observation, interviewing, sampling, case analysis, social survey and attitude measurement. No prerequisite.

273. Sociological Theory. The study of selected major sociological theories from the classic to the contemporary. No prerequisite.

274. Social Stratification. Description and themes of class, caste and ethnic structure. Social mobility discussed including means by which people obtain and change their positions in the status system. Prerequisite: SOC. 264A or B.

270. Senior Seminar. Research, reports and discussion of special problems in sociology, integration of knowledge learned in sociology courses. Registration only by permission of Instructor.

267. Sociology of the Family. Comparison of contemporary theories of family with particular emphasis on the adjustment of the traditional family to conditions of change within American society. No prerequisite.

275. The Community. An analysis of the modern community as a unit of social organization. Contemporary trends in contemporary organization and planning discussed with some emphasis on problems within the urban community. No prerequisite.

276. The Field of Social Work. An introductory study of the philosophy, methods of approach and processes of social work with some emphasis on comprehensive organization of social welfare today. Prerequisite: SOC. 271 and two advanced courses in Psychology and/or Sociology.

280. Anthropology. An introduction to the major concepts and methods employed in anthropological research. Cultural Anthropology will be given major emphasis. No prerequisites.

1968-69 SCHOLARS

Hiliard White Scholar

Mary Hobley

William Savery Scholar

Francena Willingham

Thomas Tarrant Scholar

Myron B. McClary

Ambrose Headen Scholar

Presser Foundation Scholar

Rufus McPherson

Catherine Waddell Scholar

Dorothy Autrey

Alfred P. Sloan Scholars

Seniors

George LeRoy Hooks, Jr.

Leroy Johnson

Sophomores

Ronald Buggs

Cornell Calhoun

Juniors

Bennie Vincent

Charles Ware

Freshmen

Donnie C. Miley, Jr.

Robert Dale Young

DeForest Scholars

Autrey, Dorothy	Hill, Ethel M.
Autrey, Linda	Hill, Mary L.
Bailey, Carlton	Holmes, Asenath
Bennett, Solomon	Jones, James E.
Bryant, Wilmon	McLoyd, Vonnie
Buggs, Ronald	Pendleton, James
Ceatham, Maryvonne	Vincent, Bennie
Ellis, Kenneth	Whitby, Earnest
Garrett, Willie Kate	Williams, Rose F.
Gooden, Everlena C.	Whittaker, Joseph
Higgins, Deborah	Stephens, Harvard

Andrews Scholars

Adamson, Shirley	Frasier, Roberta
Alexander, Claudette	Hall, Vendolyn
Allen, Shirley	Harmon, Archie Bernard
Bady, Victoria	Lockhart, Veverlyn
Battle, Harvey	Singleton, Delores
Bonaparte, Yvonne	Stewart, Bernard
Brown, Grace	Stubbs, Mae Frances
Carr, Alice	Taylor, Angelia
Clapp, Karla	Thompson, Jewell
Dye, Judy	Williams, Carollyn

Sumner Scholars

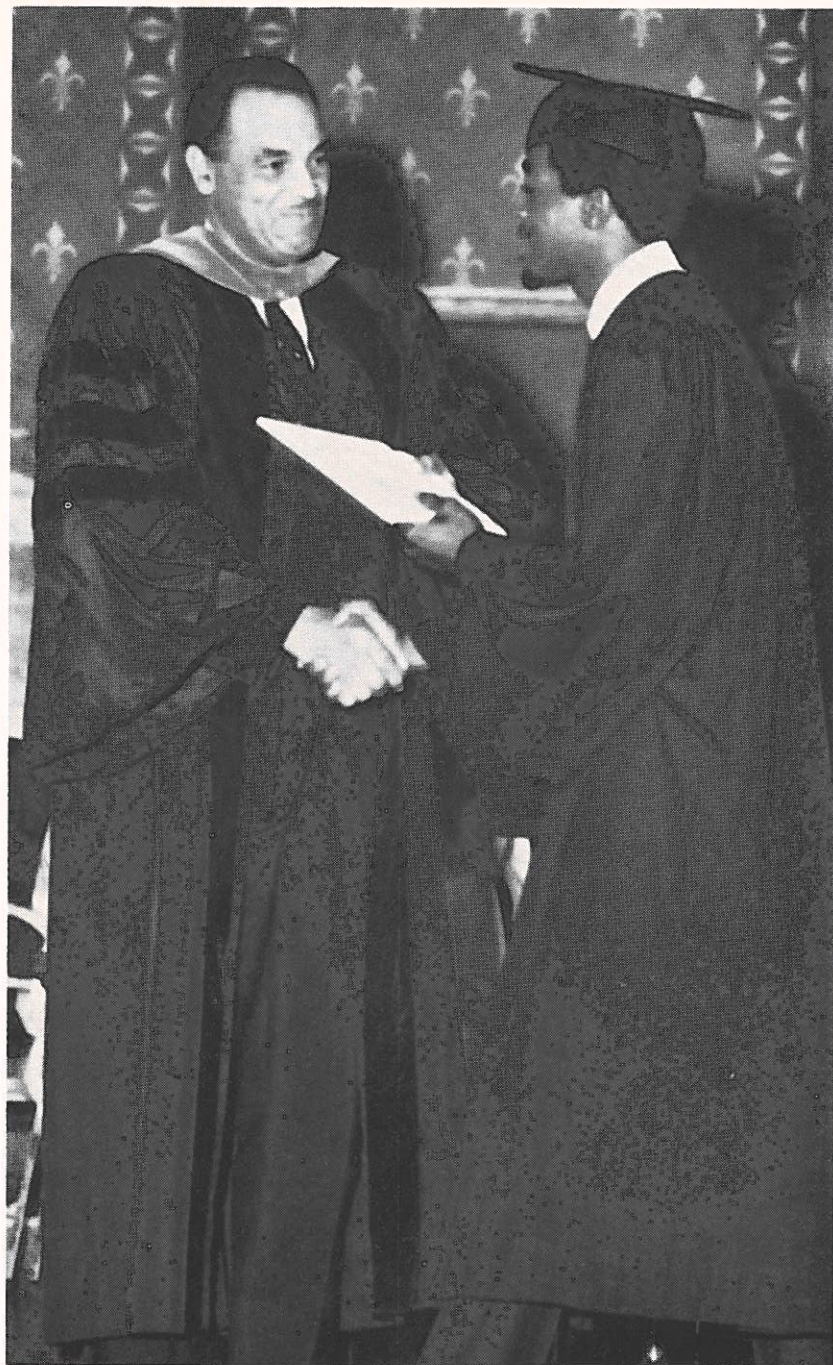
Almond, Hope Lee	Jones, Geneva
Averiett, Sam	Jones, Shirley
Diggs, Rita	Key, Gail
Dixon, Carol	Kyle, Ann
Dunbar, Louis	McGuire, Minuard
Elliott, Charles W.	Miller, Gloria
Evans, Sherry	Pope, Mary
Ezell, Linda	Scales, Ola
Garrett, Catherine	Scott, Alfred
Glass, Daniel, Jr.	Stone, Ira
Gunn, Virginia	Thomas, Felicia
Harris, Roger	Walton, Mildred
Hazelton, Delphine	Ware, Charles
Hickerson, Joseph	White, Eddie
Hobley, Mary Ann	Williams, Angela
Humphrey, Albert, Jr.	Williams, Gale
Jones, Charlene C.	Wrights, Betty

Alumni Scholars

Allen, Patsy	Green, Carl
Boags, Jonathan	Jacobs, Winona
Campbell, Portia	Jones, Charlene A.
Frazier, Patricia	Stone, Thomas
Gilbert, Barbara	Wright, Lizetta

GRADUATING CLASS OF 1968

Bachelor of Arts Degree

*Biology*

Curry, Nick
 Lee, Joe Amos
 Slaughter, Margaret Ann

Chemistry

Reese, Harry Stanley, Jr.
 Woodside, Donald

Economics

Burnside, Houston
 Clarke, Willie Mack, Jr.
 Foster, Elva Lois
 Garrett, Eddie Benny
 Henderson, Stephen, Jr.
 Lewis, Carolyn Marie
 Perry, Maurice
 Ward, Jesse Lee
 Webb, Nathaniel
 Wesley, Clyde Rayfield
 White, Charles W.

Elementary Education

Carter, Lydia Evonnia
 Jackson, Adelphenia Veleria
 Roberts, Annie Pearl
 Smith, Carolyn

English

Allen, Maxine
 Billingslea, Burrell Carroll
 Boykin, Sandra Donnella
 Hartsfield, Kathelia Marie
 Hayes, Theresa
 McLeod, Priscilla Elaine
 Rumph, Judy Ann

History

Byrd, Donald Harold
 Charley, Samson J.
 Hayward, Anne Elizabeth
 Hill, Roy V., Jr.
 Logan, Charles Edward
 McCloud, M. Yvonne
 Phillips, Evelyn
 Singley, Carl Edward
 Truss, Alice Iona
 Williams, Gloria Jeffries
 Wooding, Charles Ashley
 Young, Willie C.

Mathematics

Alford, Brenda Joyce
 Dickinson, Emma Gaynelle
 Garvin, Cleveland
 Hollins, Carol Ann
 Moore, Frances
 Powell, Floretta
 Richardson, Theodore Carlton
 Shannon, Herbert Bernard
 Walker, Daisy Louise
 Wilson, Gwendolyn Delois

Mathematics-Physics

King, George III

Modern Languages

Cross, Brenda Louise
 Garrett, Mattie Mae
 McLemore, Eurkie Lee
 Sanders, Lillie Mae
 Smith, Lovie C., Jr.

Music

Dennard, Rowena Lubertha
Hayes, Doris Jean
Williams, John A.

Physical Education

King, Scriven Edwin
Nicholson, Wendell

Psychology

Booth, Sylvesta
Curry, Juanita
Moore, Lavada

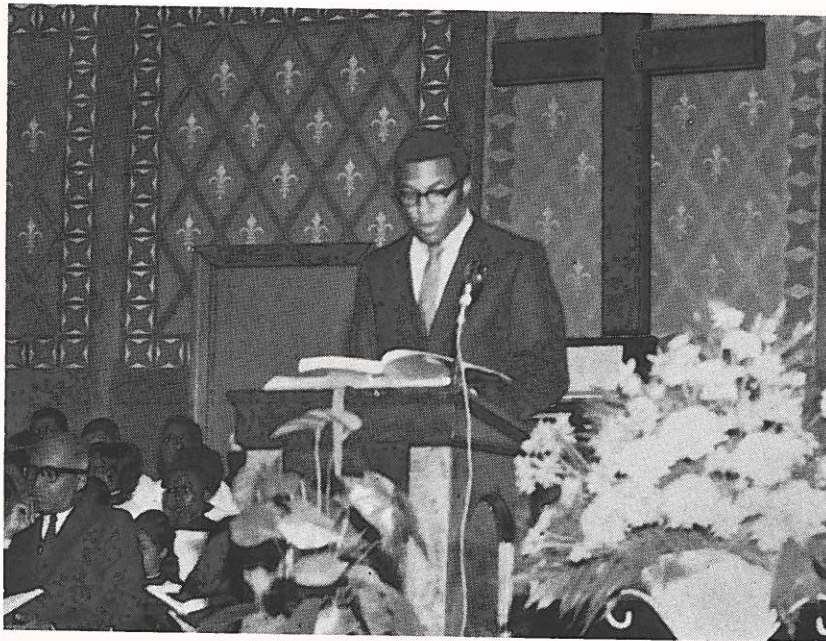
Raine, Brenda Joyce
Snype, Carol Natalie
Washington, Gleevia Alexis

Sociology

Alexander, Annie Laura
Anderson, Martha Joyce
Bass, Hazel Ruth
Brantley, Vonceil Mobley
Brown, Doris Louise
Byrd, Otyce Marie
Scott, Brenda
Woolfork, Virginia Ann

WITH HONORS: Margaret Ann Slaughter; George King III;
Emma Gaynelle Dickinson

WITH DISTINCTION: Gwendolyn Wilson; Brenda Raine

**AWARDS***Armstrong Awards for Creative Ability*

Burrell Billingslea
Carl Singley

Whiton Writing Awards

Gleevia Washington
Kathelia M. Hartsfield

Buell Gordon Gallagher Awards

Veverlyn A. Lockhart
Louis Dunbar

Avery Speech Awards

Carl E. Singley
Judy A. Rumph

Catherine Waddell Award

Judy A. Rumph

Hamilton-Weaver Award

Everlena Chatman Gooden
Mary A. Hobley

Phyllis Scott
Bennie Vincent

Marye Elizabeth Weaver Scholarship Award

Emma Gaynelle Dickinson

Gilbert Bottoms Award

Deborah Higgins

Elva Constance Cross Award

Gwendolyn Wilson

Presser Foundation Music Award

Edna Todd Walker
Rowena Dennard

Talladega College Choir Awards

Veverlyn Lockhart
Adelphenia Jackson
Harry Reese

John Williams
Odessa Woolfolk
Judy A. Rumph

Alice M. Holman Scholarship Award

Linda Ezell, Music
Herbert L. Love, Drama

VISITING SPEAKERS AND ARTISTS

1968

- Jan. 1-12 Dr. George W. Shea, Department of Classics, Fordham University, New York, N.Y.
- Jan. 5-8 Dr. Allen L. King, Department of Physics, Dartmouth College, Hanover, N.H.
- Jan. 7 Rev. Nathan Porter, Baptist State Convention, Montgomery, Ala.
- Jan. 8-10 Mr. Richard Fox, Peace Corps Training Program, Dartmouth College, Hanover, N.H.
- Jan. 14 Dr. Samuel W. Williams, Friendship Baptist Church, Atlanta, Ga.
- Jan. 14-16 Dr. Thomas F. Moriarty, Department of History, Fordham University, New York, N.Y.
- Jan. 20 Dr. Donald L. Kreider, Department of Mathematics, Dartmouth College, Hanover, N.H.
- Feb. 4-8 Dr. James M. Cox, Department of English, Dartmouth College, Hanover, N.H.
- Feb. 7 Miss Carol Smith, Christian Scientist Boston Offices, Boston, Mass.
- Feb. 11 Rev. T.Y. Rogers, Jr., First African Baptist Church, Tuscaloosa, Ala.
- Feb. 15-18 Dr. Robert L. Morris, Department of International Relations, Indiana University of Pennsylvania, Indiana, Pa.
- Feb. 16 Prince Hubertus zu Loewenstein, West German Embassy, New York, N.Y.
- Feb. 18 Dean Evans E. Crawford, Chapel, Howard University, Washington, D.C.
- Feb. 18 Mr. Thomas A. Flagg, piano recital, Department of Piano, Howard University, Washington, D.C.
- Feb. 21 Urban League Career Conference, Mr. Joseph Pegues '65, leader, Washington, D.C.
- Feb. 22-23 Dr. John E. Williams, Department of Psychology, Wake Forest University, Winston-Salem, N.C.

- Feb. 25 Rabbi David A. Baylinson, Temple Beth-Or, Montgomery, Ala.
- Feb. 26-27 Mr. Wendell Jeanpierre, Lecturer in French African Literature, New York, N.Y.
- Mar. 3 Dr. Oswald P. Bronson, Vice President, Interdenominational Theological Center, Atlanta, Ga.
- Mar. 3-5 Dr. H. Wilkes Wright, Psychologist, Veterans Administration Hospital, Tuscaloosa, Ala.
- Mar. 3-5 Dr. Ronald Chen, Psychiatrist, Topeka State Hospital, Topeka, Kansas
- Mar. 3-7 Dr. Elizabeth Sewell, Director, Experimental College, Fordham University, New York, N.Y.
- Mar. 6 Mrs. Ella Jones, Principal, Cooper Avenue School, Anniston, Ala.
- Mar. 7 Dr. James L. Atterbury, Alpha Chi Honor Society, Little Rock, Ark.
- Mar. 10 Rev. John L. Martin, United Church of South Montgomery, Montgomery, Ala.
- Mar. 11 Dr. Paul T. Heffron, Library of Congress, Washington, D.C.
- Mar. 13 Dr. Oscar Cargill, Lecturer in English Literature
- Mar. 13 M. Edouard Morot-Sir, French Embassy, New York, N.Y.
- Mar. 17 Dr. Henry C. McDowell, '15 Former Missionary in Angola, West Africa, Kings Mountain, N.C.
- Mar. 18-20 Dr. William C. Corning, Department of Psychology, Fordham University, New York, N.Y.
- Mar. 18-23 Dr. John W. Lamperti, Department of Mathematics, Dartmouth College, Hanover, N.H.
- Mar. 18-21 Dr. James W. Fernandez, Department of Anthropology, Dartmouth College, Hanover, N.H.
- Mar. 20 Dr. Benson R. Snyder, Department of Psychology, Massachusetts Institute of Technology, Boston, Mass.
- Mar. 20 Mrs. Julia Fields, Poet in Residence, Miles College, Birmingham, Ala.

- Mar. 20-21 Dr. Curtis P. Ramsey, Learning Resources Center, George Peabody College for Teachers, Nashville, Tenn.
- Mar. 21, Apr. 20, May 18 and June 8 Mr. Lee Mills, Director, Computer Laboratory, Birmingham-Southern College, Birmingham, Ala.
- Mar. 30 Mr. Robert Earl Jones, Broadway Actor, New York, N.Y.
- Mar. 31 Dr. Benjamin A. Mays, former President, Morehouse College, Atlanta, Ga.
- Apr. 1-3 Prof. William Neil Brown, School of Social Work, Rutgers University, New Brunswick, N.J.
- Apr. 15-18 Dr. Robert C. Vowels, Department of Economics, Indiana University of Pennsylvania, Indiana, Pa.
- Apr. 17-19 Dr. Richard W. Sterling, Department of International Relations, Dartmouth College, Hanover, N.H.
- Apr. 21 Dr. Homer C. McEwen, First Congregational Church, Atlanta, Ga.
- Apr. 21-24 Dr. Vandon E. White, Department of Chemistry, Southern University, Baton Rouge, La.
- Apr. 22-24 Mr. William Mahler, Department of Psychology, Leland Stanford University, Stanford, Cal.
- Apr. 23-25 Dr. August Meier, African Heritage Historian, Kent State University, Kent, O.
- Apr. 25-27 Prof. David C. Driskell, Department of Art, Fisk University, Nashville, Tenn.
- Apr. 26 Dr. Paul Puryear, Department of Political Science, Fisk University, Nashville, Tenn.
- Apr. 27-28 and May 8-9 Dr. Blyden Jackson, Dean of Graduate School, Southern University, Baton Rouge, La.
- Apr. 27-28 Mrs. Margaret Walker Alexander, Author and Professor of English, Jackson State College, Jackson, Miss.
- Apr. 28 Mr. William Dawson, Conductor, Mobile Symphony Orchestra, Mobile, Ala.

- Apr. 28 Quartet, Carol Brice, '40, New York, Jeanette Walters, Baltimore, John Miles, New York, John Work, '54, New York
- Apr. 28 Rev. Joseph H. Evans, Secretary of the United Church of Christ, New York, N.Y.
- Apr. 28-May 2 Dr. and Mrs. Howard E. Prunty, Family and Children's Services, Pittsburgh, Pa.
- Apr. 29-May 2 Mr. John W. Ragle, Department of Education, Dartmouth College, Hanover, N.H.
- May 3-5 Dr. Donald Rasmussen and Mrs. Lore Rasmussen, Consultants in Elementary Education, Philadelphia, Pa.
- May 5-11 Mr. Donald Leak, Southern Student Young Men's Christian Association, Atlanta, Ga.
- May 7-9 Dr. George Domino, Department of Psychology, Fordham University, New York, N.Y.
- May 11 and Oct. 23 Miss Martha Randall, Southern Student Young Women's Christian Association, Atlanta, Ga.
- May 12 Miss Vera Little, Mezzo-Soprano, Memphis, Tenn., and Vienna, Austria.
- May 12-14 Dr. Peter H. Smith, Department of History, Dartmouth College, Hanover, N.H.
- May 12-15 Mr. Don L. Lee, Poet and Department of English, Columbia College, Chicago, Ill.
- May 12-14 Dr. Walter Katkovsky, Department of Psychology, Fordham University, New York, N.Y.
- May 15-18 Dr. Richard A. Long, Department of English, Hampton Institute, Hampton, Va.
- May 16 Mr. Gladstone Ntlabati, refugee, Union of South Africa
- May 19-21 Dr. George Kent, Library of Congress, Washington, D.C.
- May 20-22 Mr. Alemayehu Haile, Department of Statistics, University of California, Berkeley, Cal.
- June 1 Mr. Hilton E. Hanna, '33, Amalgamated Meat Cutters, Madison, Wis.
- June 2 Miss Cecily Reeves, '65, Juilliard School of Music, New York, N.Y.

- June 2 Dr. Lucius Pitts, President, Miles College, Birmingham, Ala.
- June 3 Dr. Hollis F. Price, President, LeMoyne College, Memphis, Tenn.
- Oct. 12 Les Danseurs Africain, Senegal, West Africa
- Oct. 13 Rev. Andrew L. Cooper, III, First Congregational Church, Birmingham, Ala.
- Oct. 20 Rev. Clyde H. Miller, Jr., '54, Project Equality Council, Chicago, Ill.
- Oct. 21 Mr. Joseph Reed, A.S.T.A, Montgomery, Ala., Democratic Party spokesman, and Mr. John Gordon, Attorney, Gadsden, Ala., Republican Party spokesman, election rally
- Oct. 27 Rev. Robert Ross Johnson, Saint Albans United Church of Christ, St. Albans, N.Y.
- Oct. 27 Elwyn Adams, concert master of Brussels Symphony, in violin recital, and Philibert Mees, accompanist
- Nov. 3 Rev. Emanuel S. Branch, Antioch Baptist Church, Cleveland, Ohio
- Nov. 7 Miss Natalie Hinderas, pianist and lecturer, Philadelphia, Pa.
- Nov. 10 Rev. Mark Richards, Methodist District Superintendent, Monrovia, Liberia
- Nov. 17 Rev. A. Knighton Stanley, '59, People's United Church of Christ, Washington, D.C.
- Nov. 19 Dr. Robert A. Gordon, Department of Economics, University of California, Berkeley, Cal.
- Nov. 20 Mr. Paul K. Cole, '67, Notre Dame Law School, South Bend, Ind.
- Nov. 24 Rev. Bennie E. Whiten, Jr., New York City Mission Society, New York, N.Y.
- Dec. 4 National Shakespeare Company, in *Othello*, Gene Frankel, director, New York, N.Y.
- Dec. 8 Rev. D. S. Daughtrey, First Congregational Church, Atlanta, Ga.
- Dec. 8 Mr. Melvin Goode, A.B.C. Broadcaster, Pittsburgh, Pa.

LITTLE THEATRE PRODUCTION

1967-68

THE RAINMAKER—N. Richard Nash

BLUE DENIM—James H. Herlihy and William Noble

THE BREAKING OF BREAD—William Watson

LOST IN THE STARS—Maxwell Anderson (an adaptation of Alan Paton's "Cry, the Beloved Country")

ART EXHIBITS

1967-68

Month	Name of the Artists	Media
1. October, 1967	Shinji Ishikawa	Drawings
2. December, 1967	Warren Marr III	Puerto Rican Photographs
3. January, 1968	Sheldon Levison and Irene and Lili Gross	Paintings and Drawings
4. February, 1968	Contemporary Art of Africa	Paintings
5. March, 1968	Robert Hyde	Paintings and Drawings
6. April, 1968	Contemporary Afro-American Artists	Paintings and Drawings



SUMMARY OF ENROLLMENT

1968-69

MALE	213
FEMALE	366
TOTAL	<u>579</u>

ENROLLMENT BY STATES

Alabama	337
Arkansas	2
California	5
Delaware	1
District of Columbia	3
Florida	73
Georgia	59
Illinois	9
Louisiana	3
Maryland	1
Massachusetts	3
Michigan	4
Mississippi	3
Missouri	1
New Jersey	4
New York	15
North Carolina	4
Ohio	3
Pennsylvania	3
South Carolina	30
Tennessee	12
Texas	2
Virginia	2

FACULTY AND STAFF

FACULTY

- Herman H. Long *President*
A.B., Talladega College; M.A., Hartford Seminary Foundation; Ph.D., University of Michigan.
- †John J. Bornemisza *Professor of Economics*
B.A., M.S., Ph.D., University of Budapest. Additional study, University of Pittsburgh.
- James P. Cochran *Professor of English*
B.A., Morehouse College; M.A., Atlanta University; Ph.D., University of Iowa.
- Clara Chassell Cooper *Visiting Professor of Psychology*
A.B., Cornell College, M. A., Northwestern University, Ph.D., Columbia University.
- Vincent C. De Baun *Professor of Humanities*
A.B., Union College; M.A., Rutgers University; Ph.D., Rutgers University.
- David Gay *Professor of Mathematics*
B.A., Princeton University; M.A., Dartmouth; Ph.D., Dartmouth College
- Aleyamma George *Professor of Physics*
B.Sc., College of Science, India; M.Sc., Lucknow University, Ph.D., Kerala University.
- Thomas J. Grace *Professor of English*
B.A., M.A., Boston College; S.T.L., Weston College; D.Phil., Oxford University, England.
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