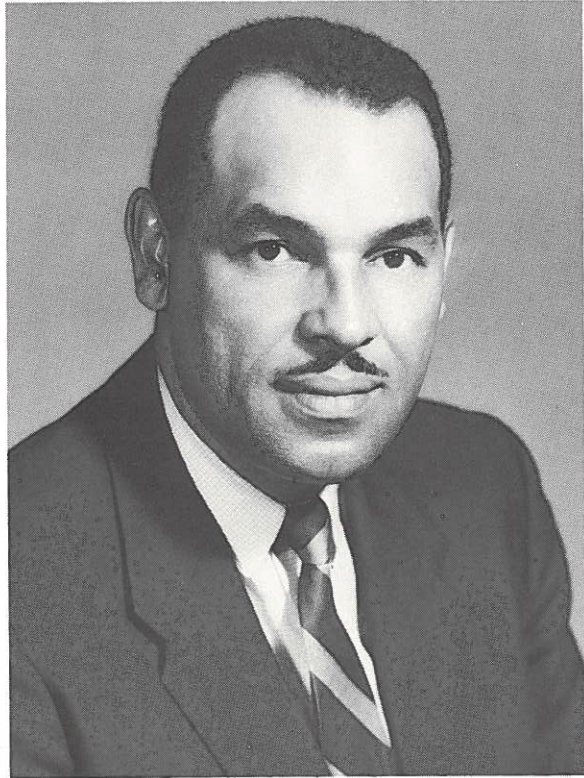


# THE TALLADEGAN

1971-1972 CATALOG



Talladega College  
Talladega, Alabama



Herman H. Long, B.A., M.A., Ph.D.  
President of Talladega College

*Catalog*  
AND  
*Announcements*  
OF  
**TALLADEGA COLLEGE**

Talladega, Alabama 35160

MARCH  
1971



*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.

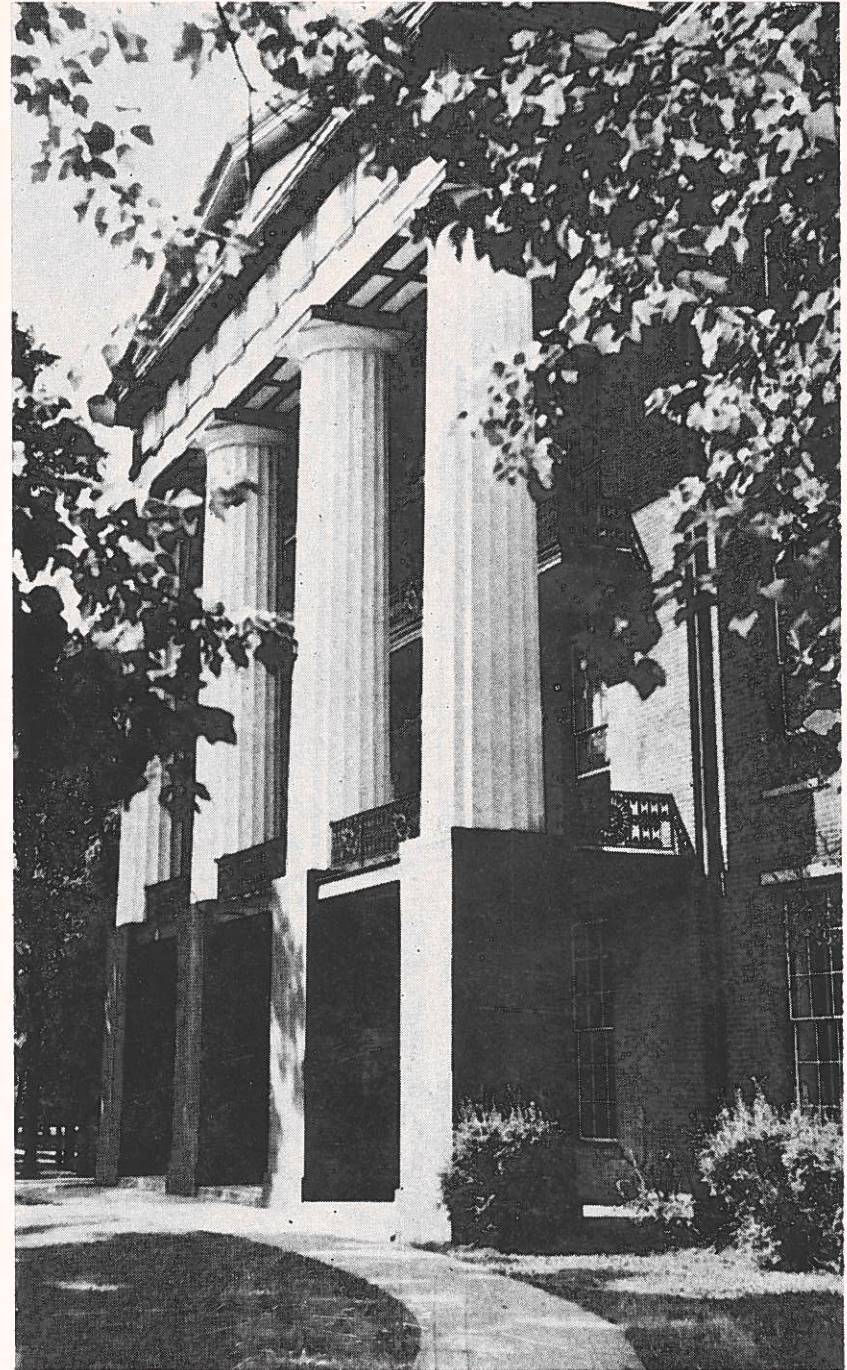
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Historic Swayne Hall is the hub of campus activity.

# 1971 CALENDAR 1972

## 1971

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## ACADEMIC CALENDAR

### 1971

- September 13, Monday—Faculty-Staff Orientation Conference at 10:00 a.m.
- September 15, Wednesday—Classes for First Year Students begin, 8:00 a.m.
- September 16, 17, 18, Thursday, Friday, Saturday—Registration for Upperclassmen. Late Fee Charged After 12:00 Noon, Saturday, Sept. 18. (Offices open this Saturday until 12:00 Noon).
- September 20, Monday—All Classes of the One Hundred and Fourth Academic Year Begin.
- October 1, Friday—Last Day to Add a Class.
- October 29, Friday—Last Day to Drop a Class—All Schedules Final.
- November 7, Sunday—Founders Day.
- November 8-12, Registration for Second Semester.
- November 25, 26, Thursday, Friday—Thanksgiving Recess.
- December 17, Friday—Christmas Recess Begins at 5:30 p.m.

### 1972

- January 3, Monday—Classes Resume at 8:00 a.m.
- January 15, Saturday—Birthday of Dr. Martin Luther King, Jr.
- January 21, Friday—Classes for First Semester End.
- January 22-28, Saturday-Monday through Friday, Final Examinations.
- January 31-February 4—Semester Break.
- February 4—Late Registration After 4:30 p.m.
- February 7, Monday—Second Semester Begins With Classes at 8:00 a.m.
- February 18, Friday—Last Day to Add a Class.
- March 17—Last Day to Drop a Class.
- April 1 through 9—Spring Recess.
- April 10—Classes Resume at 8:00 a.m.
- May 26-June 2, Saturday-Monday through Friday Examinations for Second Semester.
- June 3, Saturday—Class Day and Alumni Class Reunions.
- June 4—Baccalaureate—Graduation.

**GENERAL INFORMATION**

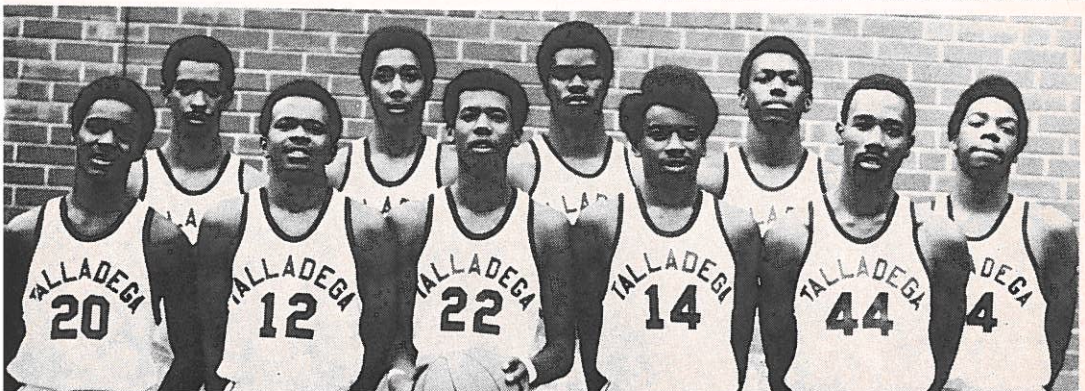
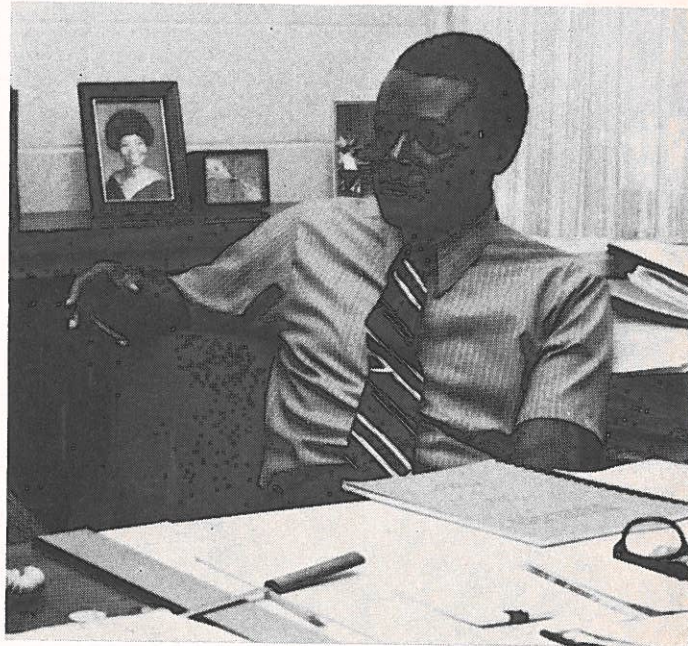
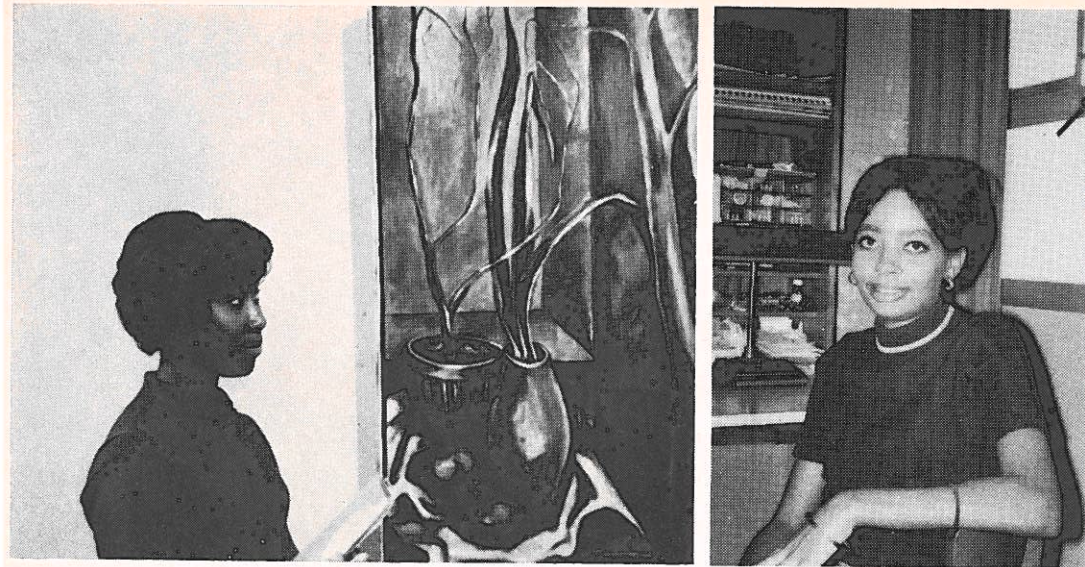
## HISTORICAL

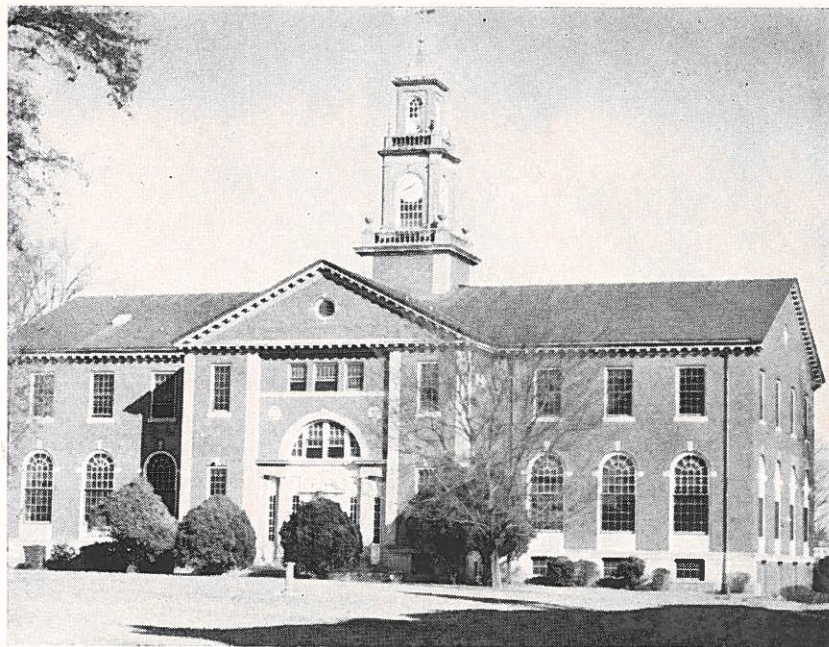
The first college opened to Negroes in the State of Alabama began in 1867 as a primary school. The American Missionary Association purchased a fine colonial brick building which had been erected in 1852-3 on an elevation overlooking the town of Talladega from the west; and with four teachers and 140 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.





Savery Library contains almost 60,000 volumes.

#### LOCATION

Talladega is at the heart of a fertile valley in the foothills of the Blue Ridge. Its elevation of 700 feet above sea level gives it a healthful climate, as is evidenced by the fact that the State selected the town of Talladega as the seat of its institutions for the deaf and the blind. In the heart of the timber, iron, and coal regions of Alabama, it is a place of growing industrial importance.

#### GROUNDS

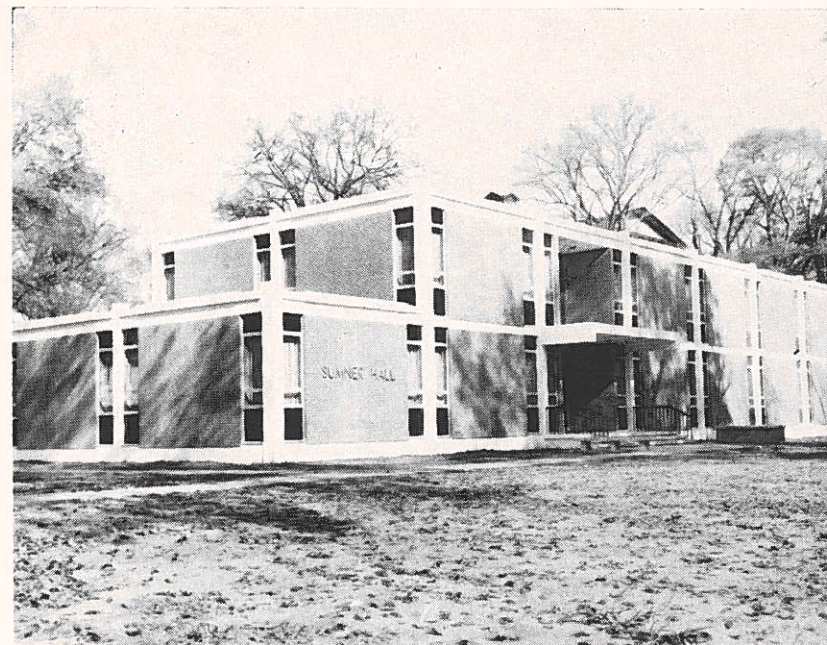
The college grounds comprise three hundred acres, of which fifty are used for the main campus, and two hundred are woodland.

The Silsby Athletic Field, about fifteen acres in size, is an enclosed field used for touch 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.



Sumner Hall is the center of administrative offices.

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 classrooms and an 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 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. It is an office building for faculty and staff.

Seymour Hall was built in 1923, in part from a legacy of Mr. Lyman Kay Seymour, of Payson, Illinois. It was damaged by fire in 1969 and is now being renovated to contain faculty and staff offices.

Drewry Hall was built in 1932 and remodeled in 1948. It houses 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 constructed 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, an attorney in New Haven, Connecticut.

### SAVERY LIBRARY

Savery Library contains a collection of books and related library materials selected and maintained for the purpose of supporting the curriculum of the college and providing the student with a well-balanced undergraduate liberal arts library.

Constructed in 1939, the building provides space for two reading rooms, a browsing room, student lounge, one seminar room, twenty-four individual study carrells, plus necessary offices and workrooms. Additionally, the building houses the college archives, the Art Gallery, and the Community Library, which provides library facilities to patrons outside the immediate college community.

The book collection contains 58,000 volumes, exclusive of bound periodicals. This collection is supplemented by 300 current periodicals, 20 newspapers, slides, filmstrips and recordings, along with the necessary equipment for using these materials. The library has a collection of framed pictures for circulation to students and faculty.

### DORMITORIES

The college has three dormitories for students: Foster, Ish, and Crawford 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 27.

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.

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 HOUSING

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. Careful attention is given to the health of the entire college family.

The College provides a part-time physician. A nurse is in charge of the Goodnow Infirmary.



A view of the central campus: Savery Library to the left, Silsby Hall of Science to the right.

## 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

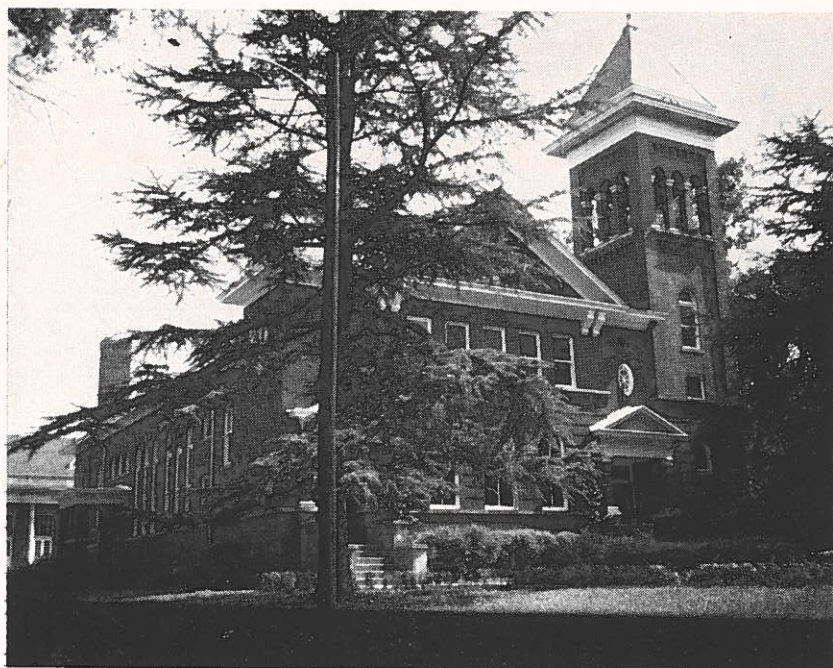
The Little Theatre, devoted to dramatic study, presents several productions during the year.

## 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. Regular 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.



Weekly religious services are held in DeForest Chapel.

## 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. Fraternities include Alpha Phi Alpha, Kappa Alpha Psi, and Omega Psi Phi. Sororities include Alpha Kappa Alpha and Delta Sigma Theta.

## 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 stated 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 class attendance is required of all general students unless excused by the instructor.

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 deposit fee of \$15.00 is necessary to insure a dormitory reservation for current students and must be paid by July 1st if room assignments are to be assured.

An advance registration fee of \$10.00 and room reservation fee of \$15.00 are necessary to complete application for admission.

The advance fees will be credited to the account of the student.

DEPOSITS ARE NOT RETURNABLE OR REFUNDABLE, EXCEPT IN THE CASE OF APPLICANTS WHO ARE NOT ACCEPTED.

#### 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 by June 1, designating Talladega College as one of the recipients. 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.

#### STUDENT AID AND SELF-HELP

Talladega College has a comprehensive plan of student aid which may provide financial assistance from the freshman year through the senior year of college. Each recipient must be a full-time student during regular school term.

Awards are based upon consideration of academic merit and financial need. In general, academic merit determines whether the assistance is given and need determines the amount of assistance.

Four kinds of financial assistance are available: Scholarships & Grants, Loans, Educational Opportunity Grants (EOG) and Part-time Employment. Applications for Scholarships & Grants, Loans, and Educational Opportunity Grants are made to the Director of 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 SAT examinations will be awarded Alumni Scholarships up to \$900. The recipients will be designated as Alumni Scholars.

Students above freshmen 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, \$500; Andrews Scholars, \$400; and Sumner Scholars, \$300.

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.)

#### AVAILABLE ASSISTANCE PROGRAMS

*Scholarships*—Awards made to students with financial need who have demonstrated high academic promise.

*Educational Opportunity Grants*—These are limited funds granted only to students with exceptional financial need.

*National Defense Student Loans*—Long-term loan program for students who can demonstrate need.

*United Student Aid Fund*—Long-term loan program whereby students may borrow from lending institutions (banks, credit unions, etc.).

*Federal-State Student Guaranteed Loans*—Long-term loan program whereby students may borrow from lending institutions (banks, credit unions, etc.).

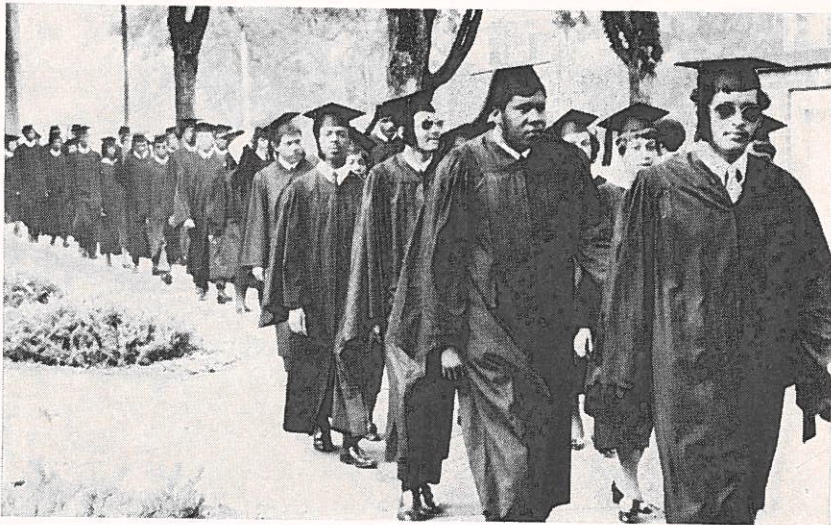
*College Work-Study Program*—Program of employment for students who need to work to remain in college.

*Campus Employment*—Program of part-time employment for a limited number of students in the dining hall and other various campus positions.

*Social Security*—Consult the local or county Social Security Office.

*Vocational Rehabilitation*—Consult the state Rehabilitation Office, State Office Building, Montgomery, Alabama 36104.

A brochure describing financial aid programs and procedure for making application may be obtained by writing to the Office of Financial Aid, Talladega College.



A combination of scholarships, loans, and job income helps many students to reach the happy day of Commencement.

### SCHOLARSHIP FUNDS

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

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

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

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

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

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

*The Walter S. Hogg Scholarship Fund* 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 Fund* of \$1,000, established in 1915 by J. S. Wilcox, of Madison, Ohio.

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

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

*The Esther A. Barnes Scholarship Fund*, 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 Fund* of \$1,000, established in 1901, by friends of Dr. and Mrs. Howland.

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

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

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

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

*The Carroll Cutler Scholarship Fund* of \$500, left by devise of Mrs. Carroll 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 Fund* 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 Fund* 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 Fund* of \$3,500, established in 1957 by his friends in New Haven, Connecticut.

*The Mrs. Jane Jones Scholarship Fund* 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 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 Scotford.

*The Henry C. McDowell Scholarship Fund*, established in November, 1967, by members of the Miami, Florida, Alumni Association and friends, at present amounts to \$620.00.

*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 Fund* 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 \$550.00.

*The Fannie Lewis Rogers Scholarship Fund*, established in 1971 by the college in memory of Mrs. Fannie Lewis Rogers and her life-long interest and dedication to Talladega College, from a gift of \$2,000.00 left to the college by Mrs. Rogers (Class of 1912).

#### LOAN FUNDS

*The Wilkie Carpenter Johnstone Student Loan Fund*. A fund of \$10,000.00 established in 1959 as a memorial.

*The Sally Welborn Senior Loan Fund* of \$500.00 is available to a senior who needs funds to graduate. It must be repaid without interest during the year after graduation. If held over that year interest is to be charged.

*Mrs. Van Dusen Kennedy Loan Fund*. A fund of \$1,000.00 established in 1967 as a loan fund for needy students.

#### COMMUNITY LIBRARY FUND

*The Margaret H. Scott Community Library Fund* of \$1,520.00, established by 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.

## 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.

*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.

*The Evelyn A. Fennell Award*—A graduation award of a U. S. Bond (purchase price \$75 each) to a man and a woman who best exhibited outstanding school citizenship. Mrs. Fennell's son died in the Navy on September 21, 1958, as the result of a training accident.

*The Napoleon Rivers, Sr., Award in Romance Languages and Literature*—Income from invested funds established in July, 1969 by Dr. Rivers, to be used as an annual award in Romance Languages and Literature to the junior or senior who shows the best oral fluency and/or written accuracy in any one of the languages.

*The Hamilton-Weaver Award*—Income from invested funds established by Dr. Homer Hamilton and Dr. George Weaver to be used as an annual award to the freshman who achieves the highest grade point average.



The Talladega College campus is famed for its beauty. Above, Battle Street in the spring; below, Foster Hall, a dormitory for women.



**EXPENSES**

The college spends approximately \$3,950.00 per year on each student, but the annual standard cost for the resident student is only \$2,000.00. Contributions from the United Church Board for Homeland Ministries, the American Missionary Association, and the United Negro College Fund, together with endowment income and gifts from generous donors, make this possible.

*Breakdown of Total Annual Expenses:*

Tuition and Fees .....	\$1,145.00	<i>plus music</i>
Room .....	315.00	<i>fees when</i>
Board .....	540.00	<i>applicable</i>
TOTAL ANNUAL EXPENSES .....	<u>\$2,000.00</u>	

Tuition of \$510.00 per semester is charged for those students taking 12 to 18 hours of credit per semester. If a student obtains permission to take more than 18 hours, there is a charge of \$42.50 for each additional semester hour. Students taking less than 12 hours of credit are charged \$42.50 per semester hour.

*Payments must be made as follows:*

First Semester: September 15-18 .....	\$1,000.00	<i>plus music</i>
Second Semester: February 1-4 .....	1,000.00	<i>fees when</i>
TOTAL PAYMENTS .....	<u>\$2,000.00</u>	<i>applicable</i>

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

*Installment Payments:*

First Semester: September 15-18.....	\$ 505.00	<i>plus music</i>
November 15 .....	500.00	<i>fees when</i>
Second Semester: February 1-4.....	500.00	<i>applicable</i>
April 3 .....	500.00	
TOTAL PAYMENTS .....	<u>\$2,005.00</u>	

No charges will be made to a student taking art or science laboratory courses. However, if a student is furnished more than \$5.00 in art supplies or breaks more than \$5.00 worth of laboratory equipment, he will be required to pay the difference.

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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.....\$10.00 per semester  
More than one hour per day..... 20.00 per semester

Group instruction—

In piano or voice, per student.....\$12.00 per semester

Music library deposit—

Required of all music students.....\$ 2.50 per year

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Room Key Deposit—

Required of all dormitory students.....\$ 2.00 per year

Mail Box—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. The student must pay for all prescribed medicines.

*Special Fee:*

Late Registration .....\$5.00

When a student qualifies for a degree a fee of ten dollars for diploma becomes due.

#### 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.

**No refund will be made for relinquishing a dormitory room during a semester.**

#### GENERAL INFORMATION

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.**

Students whose accounts are delinquent for the first semester will not be permitted to register for the second semester.



Students who are not registered will not be permitted to remain in the dormitories, eat in the refectory, or attend classes.

Meal tickets will be issued monthly to all students whose fees are paid according to the schedule of payments. A fee of \$1.00 will be charged for replacing a lost meal ticket.

If payment becomes delinquent by thirty (30) days, students will be asked to withdraw from the college.

**The catalog statement is considered sufficient notice of the time and terms of payments. Checks, drafts, and money orders should be made payable to Talladega College.**

A fee of \$5.00 will be charged to the student's account for each check RETURNED FOR INSUFFICIENT FUNDS.



A campus walk in autumn.

## 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 Office of Admissions. Blanks for application are obtainable from the Director of Admissions 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 phases—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 SAT or ACT 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 indicate 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 advantages 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 students 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.

### JUNIOR COLLEGE TRANSFERS

As noted above, our academic program is divided into two parts—the General Division Program and the Major Division Program. Page 38 of this catalog lists the courses required in the General Division.

A student who has fulfilled these requirements or a reasonably equivalent series of courses may be admitted as a junior. Otherwise he must take the courses as indicated. He may have Major Division courses in his transcript of transfer credit. He will receive credit for these.

The College may accept enough credit for a person to be a junior, and that person may still be taking General Division courses. This need not prevent the student from graduating on time. When the student has completed the requirements of the General Division and of his Major Division and Department, he is qualified for graduation.

## 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:



Frequent faculty-student conferences are encouraged to head off potential academic problems.

(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 section 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.

#### 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 a 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 to study 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 case 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 successful 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

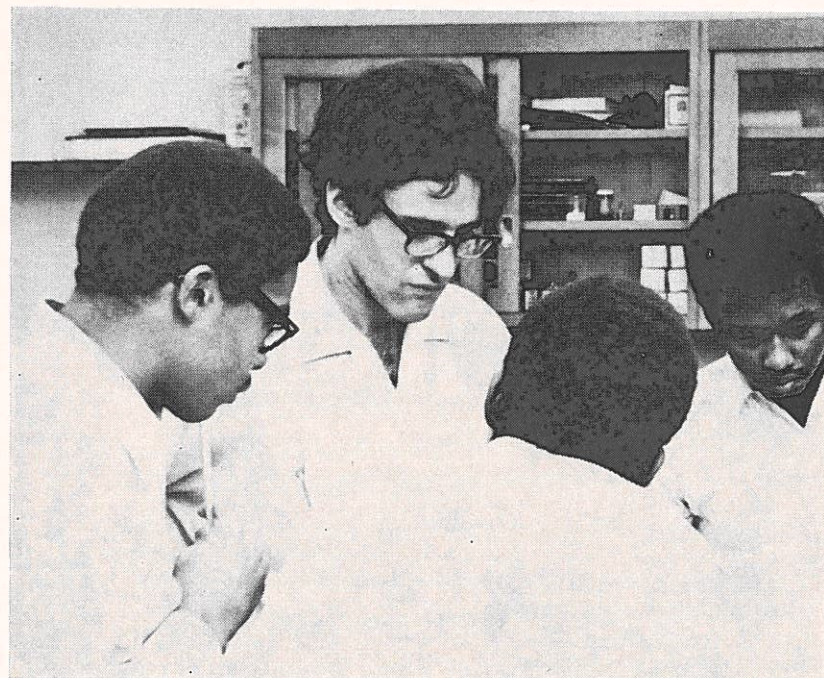
Until a student has qualified for admission into his field of concentration, he is classified as a general student. After he has been accepted into his field he is called a major student.

## WITHDRAWAL

A student may be dropped by vote of the Academic Review Committee 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 a parent or guardian of the 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.



Many classes, especially on junior and senior levels, are small enough that students may work directly with faculty.

## 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 special project approved by the Division with a grade of B or better, as outlined above.

**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 will 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	II
Natural Sciences	Social Sciences
Biology	French
Chemistry	German
Physics	Spanish

*Second Year*

*Courses required of all students majoring in the  
Natural Science Division:*

Communications 201 (or) 202  
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:*

Communications 201 (or) 202

A choice of two courses must be taken from the following five:

Art 211	Music 120
English 205	Philosophy 240
Religion 102	

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

All courses except Communications 201-202, 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.

*Third Year and Fourth Year*

Continuation of work under the direction of Department of Specialization.



Shaded walks are cool on a hot day.

### 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 areas 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	

### COOPERATIVE PROGRAMS

#### ALABAMA CENTER FOR HIGHER EDUCATION

Talladega College is a charter member of the Alabama Center for Higher Education (ACHE), a consortium of eight four-year degree-granting institutions of higher education in the State. The consortium has instituted cooperative programs in Engineering, Physics, and Veterinary Medicine. These programs allow advanced students to transfer without penalty from their home college to the institution that offers a degree in one of the three areas.

Students enrolled in these programs are able to transfer at little or no additional expense above what they are paying at their original institutions. Students may also apply for an ACHE scholarship grant to help defray tuition and living expenses during the initial year of transfer.

#### *Three-Two Cooperative Engineering/Physics Program*

Students who enroll in this curriculum should complete the first three academic years at Talladega College and pursue a strong liberal arts program with emphasis on mathematics or physics. Upon successful completion of this three-year pre-engineering curriculum, the student should transfer to Tuskegee Institute and specialize in either Mechanical Engineering or Electrical Engineering for two years. Students successfully completing this cooperative program of courses will receive a Bachelor of Science Degree in mathematics (or physics) from Talladega and a Bachelor of Science Degree in Engineering from Tuskegee Institute.

#### *Two-Two Cooperative Veterinary Medicine Curriculum*

Students who enroll in this program should complete the first two academic years at Talladega, pursuing a course of study which includes the courses of the Pre-Veterinary Medicine curriculum:

Physical Science (must include organic chemistry and one year of physics).....	20 credits
Communications .....	8 credits
Biological Science (including 6 hours of Zoology) .....	9 credits
Electives in Social Science and Humanities....	9 credits
Free Electives .....	10 credits

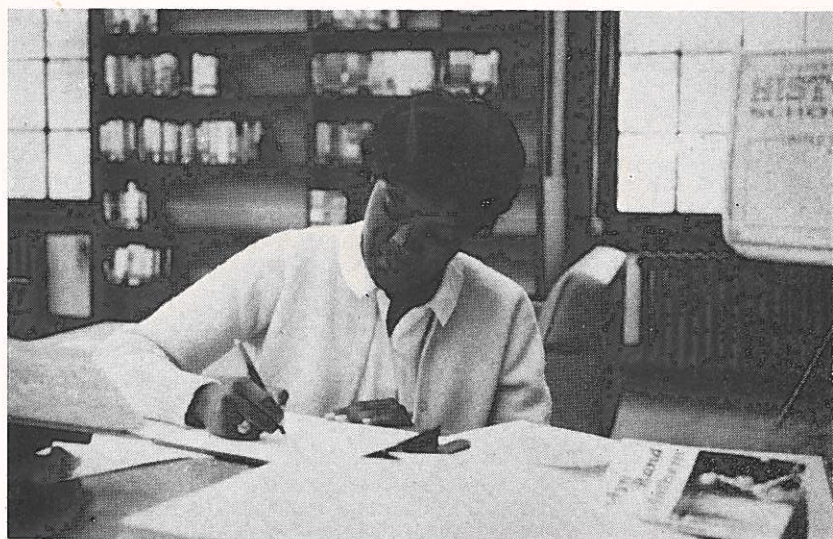
Upon completion of this curriculum, students transfer to the Tuskegee Institute School of Veterinary Medicine. Upon successful completion of the first two years of the Veterinary Medicine Curriculum, students receive the Bachelor's degree in Biology from Talladega. At the end of the four-year professional program in Veterinary Medicine, the student will receive the degree of Doctor of Veterinary Medicine from Tuskegee Institute.

#### THE TALLADEGA-TUSKEGEE CONSORTIUM ON UNDERGRADUATE SOCIAL WORK EDUCATION

Through a 707 Grant under the Social Security Act, Talladega College and Tuskegee Institute have established a Consortium on Undergraduate Social Work Education. The consortium makes possible exchange of faculty, library resources, and audio-visual materials. Interinstitutional seminars are also conducted, enhancing the program for students in each institution.

The Social Work program, which has a strong liberal arts base, requires significant foundation knowledge in the social and biological sciences, as well as core courses with Social Welfare content.

Concurrent with his course offerings the student in social work is involved in a "living-learning lab and seminar" (see page 82). The concept of the "living-learning lab" embodies not only field



Ample study and work space makes library research a pleasure.

experience but the conscious use of many aspects of the students' own living as a learning experience. The "living-learning lab" makes practical use of concepts learned in the classroom and involves the student even more in his own learning. Overall objectives of the Social Work Program are to develop in the student attitudes and values lending themselves to the human services, and to provide a base of knowledge not only for understanding, but for dealing with some of the existing and future social problems.

#### THIRTEEN COLLEGE CURRICULUM PROGRAM (TCCP)

In company with a consortium of other predominantly Negro colleges, Talladega has been offering an experimental program designed to explore new and improved teaching methods and materials for students in the freshman and sophomore years. The program has been under the general supervision of the Institute for Services to Education and has been funded in large part through grants from the United States Department of Health, Education and Welfare.

The program is now in its fifth year. Students who have successfully completed TCCP work have been advanced into major divisions in the normal order. The success of the program has been manifested by the incorporation of many TCCP materials and methods into freshman and sophomore work in Communications, Humanities, Mathematics, Natural Sciences, and Social Sciences.

To a large measure, then, the Talladega curriculum reflects the innovative thrust of this academic experiment. At present, only two TCCP courses (Humanities 102 and Philosophy 102—see pages 51 and 57) are separately conducted; all others have been phased into the standard curriculum. At the conclusion of the 1971-72 year, these courses will also be made part of the standard Talladega pattern.

## 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 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 three potter's wheels 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

### COMMUNICATIONS

**101. Communications.\*** The first year is a course designed to assist the student to clearly and to creatively express his ideas on a variety of personal or public topics or issues. The practice of reading, writing, and speaking skills will be concurrent with discussion of the form and content of the literature (novels, poems, plays, essays) assigned or chosen for special or individual interests. A year course. 6 credits.

\*Starting in the Fall semester of 1971, all sophomores must take either COM. 201 or COM. 202. For those who receive a grade of C or D in COM. 101, COM. 201 is obligatory.

**201. Practice in Writing** is adapted to the needs of individuals. Open to all who have satisfied the requirements of COM 101. One semester. 2 credits.

**202. Speech.** The course offers training in the preparation and delivery of oral discourse. Sources of material, patterns of organization, and the extemporaneous and composite methods of presentation. One Semester. 2 credits.

**203. Advanced Speech.** Prerequisite: SPE 202. Continued development of speaking skills. One Semester. 2 credits.

### ENGLISH

**205. Critical Approaches to Literature.** An introduction to the various perspectives that can be brought to bear on literature: historical, formalistic, psychological, mythological, etc. One Semester. 3 credits.

**206. Introduction to Literature.** A study of the various types of literature designed to promote intelligent and critical reading and to enable the student to express his own ideas clearly and effectively. One Semester. 3 credits.

**215. Chaucer.** A reading and discussion of the complete text of "The Canterbury Tales" in middle English, supplemented by critical readings. One Semester. 3 credits.

**216. Mediaeval Literature.** An introduction to the language and literature of mediaeval England by a careful study of selected texts, with special attention to the Gawain poet and Langland. One Semester. 3 credits.

**221. English Renaissance Literature.** A study of the writers in prose and poetry (exclusive of the drama) during the sixteenth century in England, beginning with the Oxford reformers and Skelton, with major emphasis on the "Faerie Queene." One Semester. 3 credits.

**225. Shakespeare.** A careful study of the principal plays with special emphasis on Shakespeare's development as a dramatist. One Semester. 3 credits.

**231. Early Seventeenth Century Literature.** A study of the period as both a time of tradition and of development in poetry and prose. Literary conventions will be examined to give the student a knowledge of significant changes in literary forms during this period. One Semester. 3 credits.



- 233. 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. 3 credits.
- 241. Restoration and Eighteenth Century Literature.** A survey of the poetry and prose, generally excluding the novel, written in England from 1660 to 1800, with emphasis on the major Augustan writers such as Dryden, Pope and Swift. One Semester. 3 credits.
- 245. The English Novel in the Eighteenth and Nineteenth Century.** A survey of the novel from Richardson and Fielding to the end of the nineteenth century. One Semester. 3 credits.
- 251. Romantic Movement.** A study of the major romantic poets: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. One Semester. 3 credits.
- 255. Victorian Literature.** A survey of English Literature from 1830 to 1890, chiefly of poetry and non-fictional prose. Writers surveyed include Tennyson, Browning, Arnold, Carlyle, and Newman. One Semester. 3 credits.
- 261. Modern Literature.** A sampling of some modern English and American writers, from 1890 to the present. Emphasis is placed on major poets and novelists of the 1920s and 1930s, including Eliot, Joyce, Yeats, Hemingway, and Faulkner. One Semester. 3 credits.
- 262. Modern Drama.** A study of nineteenth and twentieth century drama from Ibsen to the present, including continental, English, and American dramatists. One Semester. 3 credits.
- 271. American Literature to the End of the Nineteenth Century.** A critical study of representative black and white writers of the United States from the beginning to the end of the nineteenth century, through an examination of the nature and range of the patterns and assumptions characteristic of the 'western mind' as they are manifested in American culture. One Semester. 3 credits.
- 275. Modern American Literature.** A critical study of major American writing in the twentieth century, presenting prevailing literary theories of white writers and theories of a new school of black critics. One Semester. 3 credits.
- 276. Seminar in Afro-American Literature.** One Semester. 3 credits.
- 282. Seminar in Linguistics.** One Semester. 3 credits.

**299. Tutorials by Arrangement.**

- 301. Seminar in Criticism** (restricted to seniors). One Semester. 3 credits.

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. One Semester. 3 credits.
- 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. One Semester. 3 credits.
- 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. Emphasis on design for linoleum blocks, scratch board, wood cuts, lithography, serigraphy and etching. One Semester. 3 credits.
- 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. One Semester. 3 credits.
- 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. One Semester. 3 credits.
- 219. Drawing and Composition.** Workshop media techniques and learning to compose a picture through a series of problems involv-

ing 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. One Semester. 3 credits.

**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. One Semester. 3 credits.

**225. Art Education Workshop. Same as 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. One Semester. 3 credits.

#### FOREIGN LANGUAGES

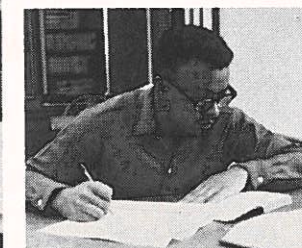
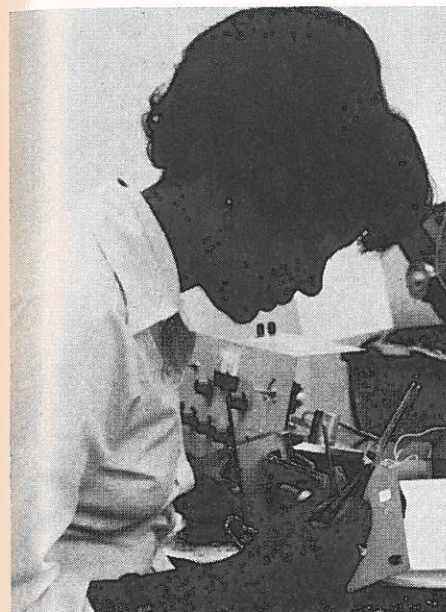
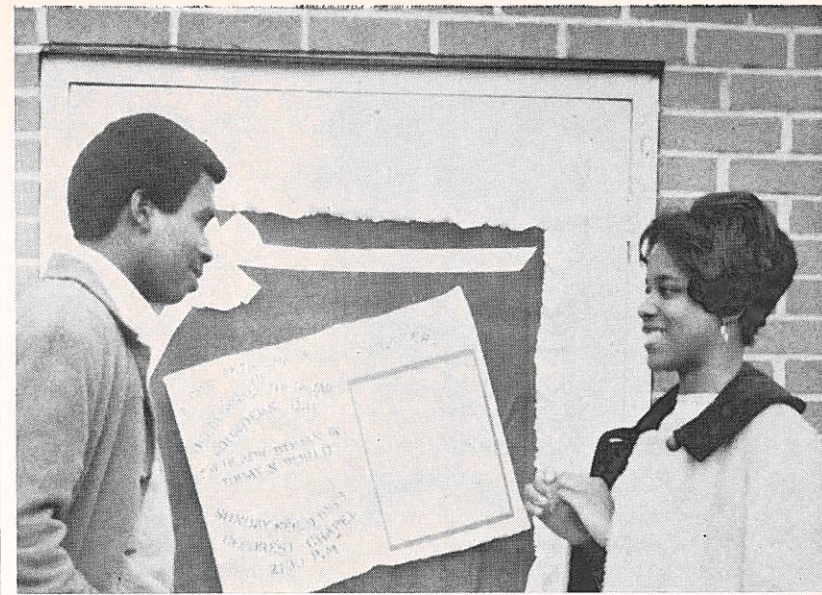
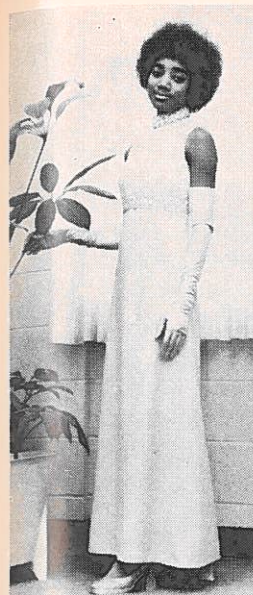
**101. Elementary French.** A course designed to develop basic skills in pronunciation, aural comprehension, speaking and reading of the language, giving at the same time the basic grammatical structures of French. A Year Course. 6 credits.

**101. Elementary German.** A course organized to give students an elementary reading, writing and speaking skill in German and the foundations of German grammar. A Year Course. 6 credits.

**101. Elementary Spanish.** A course designed to give students a reading, writing and speaking knowledge of easier Spanish texts and the elements of Spanish grammar and conversation. A Year Course. 6 credits.

**201. Intermediate French.** Work begun in first year continued. More detailed knowledge of grammar and idioms stressed and conversational skill developed. Reading, writing and speaking knowledge extended to more difficult texts. Prerequisite: FRE 101, or examination. A Year Course. 6 credits.

**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, writing and speaking



knowledge of scientific German. Prerequisite: GER 101 or examination. A Year Course. 6 credits.

**201. Intermediate Spanish.** Review of grammar, composition and stress on conversation. Speaking, writing and reading knowledge of more difficult and idiomatic texts. Prerequisite: SPA 101 or examination. A Year Course. 6 credits.

**202. Advanced French.** Continues work of second year. Designed to increase proficiency in spoken and written French. Extensive reading of novels, short stories. Writing skill is developed through term papers, book reports, literary compositions. Course entirely conducted in French. Prerequisite: FRE 201 or examination. A Year Course. 6 credits.

**202. Advanced Spanish.** Intensive practice in spoken and written Spanish. Selected readings with supplementary compositions on related themes of practical interest. Laboratory materials provide additional oral-aural practice. Prerequisite: SPA 201 or examination. A Year Course. 6 credits.

**215. French Civilization.** The course consists of two parts: the first part will deal with geography, government, educational system and other important aspects of present day French life. The second part will treat the music, art, literature, philosophy and history of France. A Year Course. 6 credits.

**226. Seventeenth Century French Literature.\*** This course includes a thorough study of the classical period and an emphasis on the Great Classical Corneille, Racine, Moliere and their works. A Year Course (offered alternate years). 6 credits.

**228. Eighteenth Century French Literature.\*** Study of the Enlightenment period and the main writers: Montesquieu, Voltaire, Diderot, Rousseau. This course requires readings of representative authors. One Semester (offered alternate years). 3 credits.

**230. Nineteenth Century French Literature.\*** This course includes the development of the Romantic doctrines and practice in poetry, drama and novel. The principal manifestations of realism, naturalism and symbolism. The Parnassian movement. Study of Rimbaud, Baudelaire, Verlaine and Mallarme. One Semester (offered alternate years). 3 credits.

**232. Twentieth Century French Literature.\*** Study of the modern writers and the main philosophical movements. Emphasis on Gide, Proust, Sartre, Camus. Study of the modern novel, theater. Readings of selected works of the mainwriters. A Year Course. 6 credits.

\*Prerequisite for all literature courses is FRE. 202 or permission of the instructor.

## HUMANITIES

**101. Introduction to the Humanities.** 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, with frequent comparison of African and Afro-American materials. Attention is given to related social trends, with emphasis on current trends and cultural manifestations. A Year Course. 6 credits.

**102. Humanities (TCCP only).** The arts as human discovery: a consideration of the relationships among particular works (musical, visual, and literary) as they lead to an understanding of man's self, and of cultural differences and similarities that inform men's perceptions of and responses to experience. Emphasis will be on problems and issues raised by, or implicit in, works, not upon chronological or geographical coverage of genres or epochs. A Year Course. 6 credits.

## 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. 10 credits.

**102. 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. 10 credits.

**120. Survey of Musical Styles.** This course is designed to acquaint the student with representative composers and their works from the broader periods of music history; to relate the music activities within the periods to the social, artistic, and philosophical ideas and practices; and to point out the relevance of the modern idioms with the

emphasis on jazz and African contributions. One Semester. 3 credits.

**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. Development of both musical insight and technical facility. A Year Course.\*

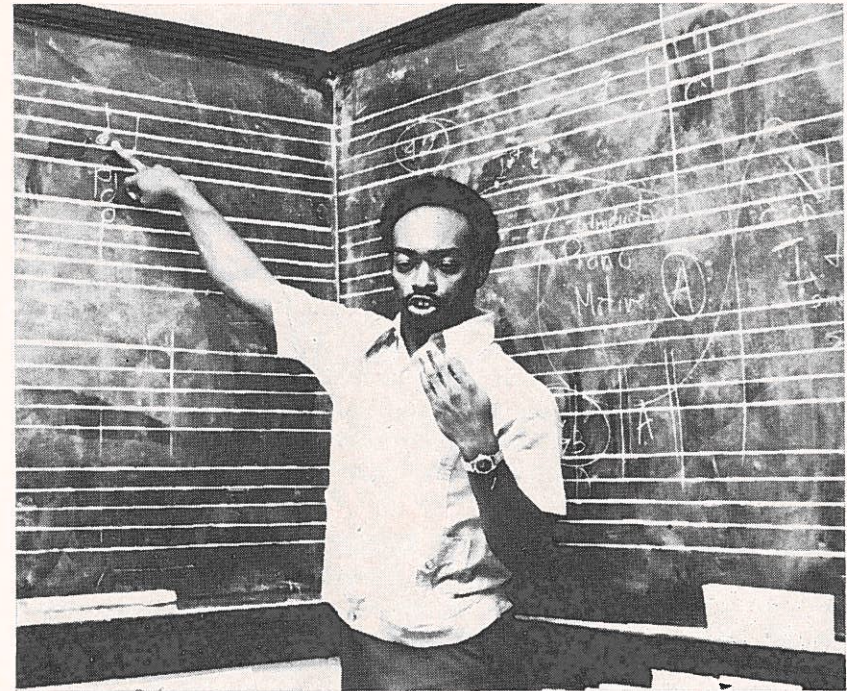
**131. Second Year in Piano.** Further study of all major and harmonic minor scales in thirds, sixths, tenths, parallel, and contrary motion (Speed M.M.92); triads and inversions, and diminished and dominant seventh arpeggios; legato and staccato octaves. Performance of more difficult studies from Czerny 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. 4 credits.

**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 vocalizes 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; lan-

\*Variable: 4 credits for students with an applied music emphasis in this area, 2 credits for others.



The Music Department has many small classes where individual attention is possible.

guage elective; use of Panofka, Concone, and Marchesi. Two lessons a week for major study; one a week for minor study. Year Courses.\*

**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 "Methods 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.\*

\*Variable: 4 credits for students with an applied music emphasis in this area, 2 credits for others.

**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. A Year Course. 2 credits.

(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. 6 credits.

**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. 10 credits.

**202. Counterpoint.** Introduction to sixteenth century vocal counterpoint. Continuation of harmonic counterpoint including invertible counterpoint, canon, the invention, and fugue exposition. A Year Course. 4 credits.

**203-204. 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. A Year Course. 8 credits.

**205-206. 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. Prerequisite: MUS. 203 or equivalent. A Year Course. 8 credits.

**212. 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. For non-music majors. Prerequisite: EDU. 241. One Semester. 3 credits.

**213. Elementary School Music Methods.** Similar in outline to MUS. 212, but directed to the needs of the music major. One Semester. 3 credits.

**214. Secondary School of Music Methods.** A course designed: 1) to acquaint the students 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 pupils they serve; 2) to develop and apply general philosophies of education to music education; 3) to expand concepts of the teaching process. Special attention is given to the foundation of the music program in the secondary schools through the general music class. Prerequisites: EDU 241 and MUS 213. One Semester. 3 credits.

**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. One Semester. 6 credits.

**216. Choral Conducting.** This course teaches fundamental techniques with or without the baton and emphasizes the use of conducting for school, amateur, and semi-professional purposes. Acquaintance is made with score-reading for choir and instruments. Prerequisites: MUS. 201, 203, 204, and 213. One Semester. 3 credits.

**218. Directed Observation and Teaching in the Secondary School.** Provision for a variety of supervised experiences in recording adoles-

cent 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. One Semester. 3 credits.

**222. 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. Available when sufficient demand warrants. Prerequisite: MUS. 120. One Semester. 2 credits.

**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 the 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 significant composition such as works by 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. 4 credits.

\*Variable: 4 credits for students with an applied music emphasis in this area, 2 credits for others.

**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. Strings.** Course designed for instruction in the basic techniques of bowing and finger patterns. Open to all students. Requirement for Music Majors. A Year Course. 2 credits.

**262. Piano Literature and Pedagogy.** A practical course designed to acquaint the student with: 1) the piano—its structure, its history, literature, and composers; 2) a survey of the objectives, materials, and technical problems found in teaching piano students—the beginner, adolescent, and adult; and 3) an exploration of original four-hand compositions as a phase of ensemble playing. Prerequisite: MUS. 120 or equivalent. A Year Course. 4 credits.

#### PHILOSOPHY

**102. Philosophy (TCCP only).** This course is designed to introduce the student to and foster an appreciation for the philosophical enterprise. This is best achieved by forcing the student to think critically and analytically about the perennial problems and existential realities which characterize the human condition. Propositions relative to epistemology, metaphysics, and ethics are subjected to rigorous scrutiny in an attempt to discover those formal properties which render an argument valid or invalid. A Year Course. 6 credits.

**205. History of Philosophy I.** Greek and Medieval readings. One Semester. 3 credits.

**206. History of Philosophy II.** Modern and contemporary readings. One Semester. 3 credits.

**240. Introduction to Philosophy.** Basic questions philosophers ask, and their methods of inquiry. (Sophomores may fulfill the second-year Humanities requirement in this course; juniors and seniors may earn Major Division credit by writing a term paper.) One Semester. 3 credits.

**254. Social and Political Ethics.** Analysis of various competing theories of the state and of social justice as ethical systems. One Semester. 3 credits.

\*Variable: 4 credits for students with an applied music emphasis in this area, 2 credits for others.

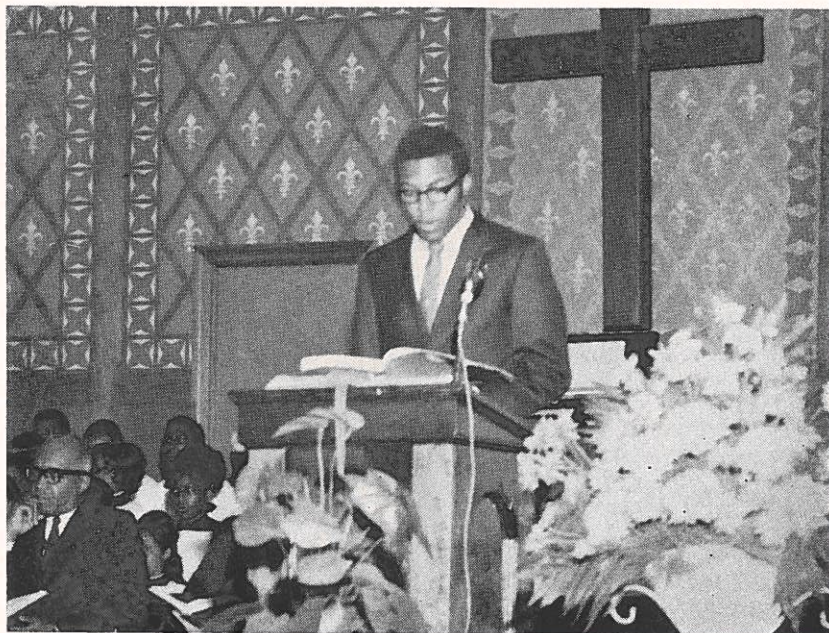
## RELIGION

**102. Survey of Religion.** An objective study of Christianity and other world religions, with special emphasis on Biblical literature. (Sophomores may fulfill the second-year Humanities requirement in this course; juniors and seniors may earn Major Division credit by writing a term paper.) One Semester. 3 credits.

**251. Ethics.** A survey of the major schools of ethics, with special reference to Christian ethics. Prerequisite: REL 102 or PHI 240. One Semester. 3 credits.

**253. World Religions.** A survey of some of the main living world religions, with emphasis on contemporary religious practices, and on the original genius of the founders. Prerequisite: REL 102. One Semester. 3 credits.

**275. Seminar on Religious Topics.** Intensive study of some concentrated religious subject. Prerequisite: REL 102 and either REL 251 or REL 253. One Semester. 3 credits.



Students take a leadership role in all Chapel services. The scene above shows observance of Founders' Day.

## THE NATURAL SCIENCES AND MATHEMATICS

## LABORATORIES AND APPARATUS

*Biology.* The regular laboratories for the biological sciences occupy the northern half of the first floor of Silsby Science Hall. They are equipped with various types of standard apparatus, such as microscopes, microtomes, incubators, sterilizers, refrigerator, colorimeter, and aquaria. The lecture rooms, which contain charts, models, and other teaching aids, are also located on the first floor of Silsby Hall. The research laboratory-animal room complex is located on the basement floor of Silsby Hall and contains a spectrophotometer, centrifuges, research microscope, etc., as well as an assortment of biomedical journals.

*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 electricity. 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 Department of Physics is located in the basement of Silsby Hall. The laboratories are equipped with apparatus adequate for the experimental work offered. For advanced laboratory work there is a powerful electromagnet, an analog computer, a laser with a holography apparatus, an interferometer, spectrometers, nuclear counting experiment, and various electronic accessories.

## DESCRIPTION OF COURSES

## BIOLOGY

**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. 8 credits.

**200. General Ecology.** A course devoted to the study of the composition, organization, and dynamics of communities, and the interrelations between populations, communities, and their environment. Two one-hour lectures and two two-hour labs. Prerequisite: BIO. 102. One Semester. 4 credits.

**220. Invertebrate Zoology.** A unit consisting of laboratory and field work supplemented by lectures dealing with the anatomy, development and phylogeny of the major invertebrate groups. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: BIO. 102. One Semester. 4 credits.

**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. One Semester. 4 credits.

**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. One Semester. 4 credits.

**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. One Semester. 4 credits.

**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. One Semester. 4 credits.

**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. One Semester. 4 credits.

**231. General Physiology.** A course consisting of the study of facts and principles involved in the dynamic functioning of protoplasm and protoplasmic systems. 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. One Semester. 4 credits.

**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. One Semester. 4 credits.

**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. One Semester. 4 credits.

**300. Senior Seminar.** A course in which the student is afforded additional opportunity to give oral and written reports on topics of a biological nature. Oral expression and use of visual aids are stressed. Required of, and restricted to, senior biology majors. One Semester. Variable credit.

#### CHEMISTRY

**201-202. General Chemistry & Qualitative Analysis.** A course dealing with the fundamental principles of chemistry. The course will primarily deal with inorganic chemistry, and the fundamentals of analytical chemistry. Three 1-hour lectures, two 2-hour laboratory periods per week. A Year Course. 8 credits.

**206-207. Organic Chemistry.** A course dealing with the general principles of organic chemistry. The course will deal with the preparations and reactivity of organic compounds with emphasis on the mechanism of reactions. Three 1-hour lectures and two 2-hour laboratory periods per week. Prerequisite: CHE. 202 or its equivalent. A Year Course. 8 credits.

**209-210. Physical Chemistry.** An advanced study of states of matter, colligative properties of matter, thermodynamics, photochemistry and chemical kinetics. Two 1-hour lectures and two 2-hour laboratories per week. Prerequisite: CHE. 216, two years of college calculus, PHY. 102. A Year Course (starting second semester). 8 credits.

**216. Quantitative Analysis.** A course dealing with quantitative analysis by gravimetric, volumetric and colorimetric methods. Two 1-hour lectures and two 2-hour laboratories per week. Prerequisite: CHE. 202 or consent of the instructor. One Semester. 4 credits.



**218. Theoretical Organic Chemistry.** A thorough study on the structure and reactivity of organic compounds. Three 1-hour lectures. Prerequisite: CHE. 207 or its equivalent. To be offered on demand. One Semester. 3 credits.

**219. Advanced Inorganic Chemistry.** A study of the properties of inorganic compounds with emphasis on chemical bonding, complex formation and acid-base theory. Prerequisite: CHE. 216 or its equivalent. To be offered on demand. One Semester. 4 credits.

**220. Qualitative Organic Analysis.** A study of the structure determination of unknown organic compounds. One 1-hour lecture and two 2-hour laboratories. Prerequisite: CHE. 207 or its equivalent. One Semester. 3 credits.

**281. Instrumental Analysis.** The theory and practice of principal instruments used in a modern laboratory. Instruction will include use of the latest equipment available. Two 1-hour lectures and two 2-hour laboratory periods per week. Prerequisite: CHE. 210 and 216. One Semester. 4 credits.

**300. Senior Project.** A course in which the student engages in individual research under the direct supervision of a faculty member. Prerequisite: Senior status in Chemistry. One Semester. 4 credits.

#### MATHEMATICS

**101 and 102. Introduction to Mathematics.** Topics selected according to the preferences of the instructor and the students. The aim is not so much to acquaint the student with a fixed body of knowledge as to interest him in mathematical reasoning. Section A is intended for students who intend to take calculus but have a poor background in algebra or trigometry. The mathematics requirement of the college can be met by passing 102, by getting a grade of C or better in 103, or by passing 205. Students should decide whether to begin their mathematics with 101, 103, or 205 on the basis of their score on the placement test administered before classes begin. A student whose performances indicates that he was poorly placed may shift to a more suitable course. Those considering majoring in mathematics and not qualified to start with 205 should try to take it in their second semester. A Year Course. 6 credits.

**103. Introduction to Mathematics.** Content similar to that of 101 and 102, but designed for students scoring high on the placement test. See the description of MTH. 101 and 102 above. One Semester. 3 credits.

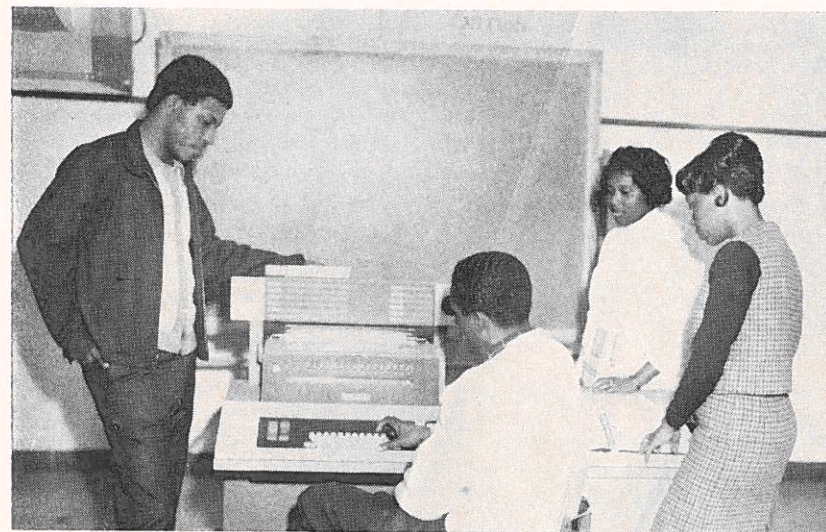
**200. Elementary Statistics.** A course designed for students not majoring in mathematics. Prerequisite: MTH. 101 or 103 or by permission. One Semester. 3 credits.

**205. Calculus I.** Limits, the derivative, and the integral. Applications. Mathematics majors should take this course in their freshman year if at all possible. Prerequisite: MTH. 101 or 103 or permission. One Semester. 3 credits.

**206. Calculus II.** A continuation of the study of one-variable calculus. Prerequisite: MTH. 205. One Semester. 3 credits.

**207. Linear Algebra.** Real finite-dimensional vector spaces. Corequisite: MTH. 205. All mathematics majors take this course in the first semester of their sophomore years. One Semester. 3 credits.

**208. Calculus III.** Multivariable calculus, three-dimensional analytic geometry. Prerequisite: MTH. 207, Corequisite: MTH. 206. All Mathematics majors take this course in the second semester of their sophomore year. One Semester. 3 credits.



Courses in Computer Science grow more popular every year.

**211. Analysis I.** "Advanced Calculus." Limits, sequences, and series of numbers and of functions; continuity, differentiation, and integration. Prerequisite: MTH. 208. All mathematics majors take this course in the first semester of their junior year. One Semester. 3 credits.

**212. Analysis II.** Topics in analysis. Prerequisite: MTH. 211. One Semester. 4 credits.

**221. Differential Equations.** Prerequisite: MTH. 208. One Semester. 3 credits.

**241. Algebra I.** A study of groups, rings, and fields. Prerequisite: MTH. 205. This course is required of all mathematics majors. One Semester. 3 credits.

**242. Algebra II.** Topics in algebra. Prerequisite: MTH. 241. One Semester. 3 credits.

**251. Computer Science I.** An introduction to digital computers, computer programming, and computer applications. Open to students of any major and required of mathematics majors. Prerequisite: MTH. 205 or permission of the instructor. Two hours lecture, two hours laboratory per week. One Semester. 3 credits.

**252. Computer Science II.** A course in numerical analysis or some other branch of mathematics which relies on the computer. Prerequisite: permission of the instructor. One Semester. 3 credits.

**261. Probability and Statistics.** A first course intended for students of mathematics and the physical sciences. Prerequisite: MTH. 205 or permission of the instructor. One Semester. 3 credits.

**291. Senior Course.** The topic to be studied is chosen by the instructor with the advice of the students. This course is taken by all mathematics majors in the first semester of their senior year. Others admitted by permission. One semester. 3 credits.

**300. Senior Seminar.** Preparation and delivery of material by students. Originality encouraged. Prerequisite: MTH. 291 or permission of the instructor. One Semester. 3 credits.

#### NATURAL SCIENCES

**101. Natural Sciences.** 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. 8 credits.

#### PHYSICS

**102. Introductory Physics.** An introduction to the fundamentals of mechanics, wave motion, thermodynamics, electricity and magnetism, light, and modern physics. A Year Course. 8 credits.

**201. Optics.** A brief study of geometrical optics; a more detailed study of physical optics including wave motion, interference, polarization, quantum optics, diffraction, electromagnetic nature of light, spectra, and other topics. Prerequisite: PHY. 102, MTH. 106. One Semester. 4 credits.

**202. Heat and Thermodynamics.** A study of the fundamental ideas of temperature, work, internal energy, heat, reversibility, and entropy—as applied to ideal gases, chemical, electrical, mechanical, and other systems. A study of statistical mechanics and the kinetic theory of gases. Prerequisites: PHY. 102, MTH. 208. One Semester. 3 credits.

**203. Modern Physics.** A study of the principles of special relativity, quantum theories of matter, atomic and nuclear structure, the solid state, and particle physics. Prerequisites: PHY. 102, MTH. 205. One Semester. 4 credits.

**205. Electricity and Magnetism I.** A study of electrostatics, magnetostatics, fields, electric and magnetic properties of matter, and Maxwell's equations. Prerequisites: PHY. 102, MTH. 208. One Semester. 4 credits.

**206. Electricity and Magnetism II.** A study of electromagnetic waves and matter, reflection and refraction, guided waves, radiation, field of a moving charge, and other topics. Prerequisite: PHY. 205, MTH. 211. One Semester. 4 credits.

**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, and kinetic theory of gases. An introduction to Lagrange's and Hamilton's equations, Euler's angles, and the theory of vibrations. Prerequisite: PHY. 102, MTH. 208. One Semester. 4 credits.

**212. Atomic and Quantum Physics.** Further study of the topics of modern physics. An introduction to quantum mechanics, including the Schrodinger equation with one-dimensional problems and solution of the hydrogen atom, and the theory of operators and eigenfunctions. Prerequisite: PHY. 203, MTH. 211. One Semester. 3 credits.

**213. Senior Laboratory.** Laboratory work employing tools currently in use in research. The students select approximately five experiments to be performed during the semester. May be taken more than once. Prerequisite: PHY. 102. One Semester. 2 credits.

**250. Electronics.** A review of DC and AC circuits. A study of vacuum tube and transistor circuits, including power supplies, amplifiers, oscillators, and pulse and wave shaping circuits. Prerequisite: PHY. 102, MTH. 205. One Semester. 4 credits.

**300. Special Topics.** An independent study course of material of mutual interest to the instructor and the student. Prerequisite: 15 credits of Physics. One Semester. Variable credit.

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### 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.

*Sociology and Social Work.* Community settings in Talladega and Birmingham are used as laboratories for students in Social Work. The college-community sponsored Pulliam Street Center is also used for students in Social Work and Sociology. The Social Work office is housed in the community.

### DESCRIPTION OF COURSES

#### ECONOMICS

**201. Principles of Economics I.** Introduction to national accounting; commercial banks and non-banking financial institutions; Federal Reserve Systems; current economic problems; economic growth; International Trade. One Semester. 3 credits.

**202. Principles of Economics II.** Consumer decisions, the firm, average, marginal and total cost curves, markets, supply and demand curves in a perfectly competitive market, equilibrium, input-output analysis, perfect competition, concepts of monopoly, oligopoly, antitrust policy. One Semester. 3 credits.

**203. History of Economic Thought.** Medieval economic thought, Mercantilism and Kamaeralism, the Physiocrats, the Classical economists, American School of Economists and the German historical Schools, Karl Marx and the Socialists, Marshall and the Neo-Classical Economists, Keynes and the Mathematical School, modern economists. One Semester. 3 credits.

**204. Microeconomics.** Prerequisite: ECO. 202. Consumer behavior; price determination under different market conditions; resources allocation; cost behavior in short-run and long-run. One Semester. 3 credits.

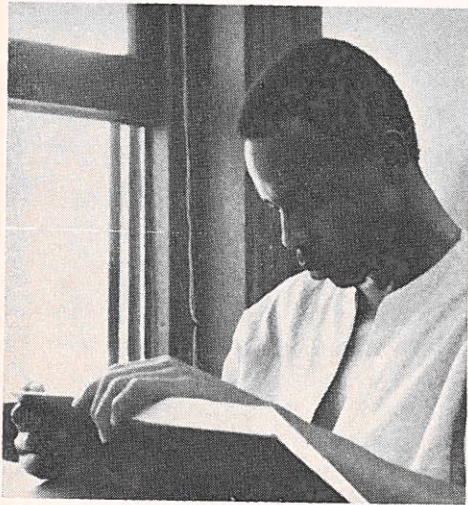
**205. Macroeconomics.** Prerequisite: ECO. 201. Theories of investment, resources allocation and quantity of money; national accounting and effects of each component on the economy. One Semester. 3 credits.

**206. Money and Banking.** Prerequisite: ECO. 201, 205. The history of money and banking, the structure and functions of a commercial bank, the Federal Reserve Banking System, monetary policy, fiscal policy and central bank policy, balance of payments, central banks policy in England, Europe and the United States controls, international money and credit. One Semester. 3 credits.

**207. Economics of Consumption and Marketing.** Introduction to channels of distribution; pricing, merchandizing; role of government in the market. One Semester. 3 credits.

**211. Elementary Accounting I.** Introduction to bookkeeping and accounting procedure with emphasis on the application to retail, wholesale and service organizations under proprietorship and partnership. One Semester. 3 credits.

**212. Elementary Accounting II.** Prerequisite: ECO. 211. Introduc-



tion to corporation, stocks, bonds. Introduction to cost accounting and analysis of financial statements. One Semester. 3 credits.

**222. Business Statistics.** Prerequisite: MTH. 200. Forecasting with time series, regression; sampling distribution; probability. One Semester. 3 credits.

**223. Econometrics.** Prerequisite: ECO. 201, 202, MTH. 205. Application of Mathematical models to economic system. One Semester. 3 credits.

**230. Business Cycles and Forecasting.** Types of variations, seasonal, cyclical and trends, factors affecting the Business Cycle, Austrian investment and Keynesian theories related to Business Cycles, types of indicators, fiscal policy and monetary policy affecting business cycles and the International affects on business cycles. One Semester. 3 credits.

**232. Managerial Economics.** Prerequisite: ECO. 201, 204. Introduction to Linear programming. Determination of cost and price under different market conditions. Demand analysis and product strategy. One Semester. 3 credits.

**234. Economics of Blacks.** Prerequisite: ECO. 201, 205. Survey of the economic situation of non-whites in the United States: poverty, discrimination, Negro business, Negro contribution to the economy and the role of private and government organization. One Semester. 3 credits.

**235. Labor Economics.** Prerequisite: ECO. 201, 205. Wage theories, labor unions, their history and development, management viewpoints, and organizations, wage and hourly rates, retirement, conflicts between labor and management, labor laws, collective bargaining rights. One Semester. 3 credits.

**237. Economic Doctrine and Systems.** Prerequisite: ECO. 201, 202. Concepts of capitalism, Karl Marx and Marx's concepts of socialism, Democratic socialism, market orientated communism of Yugoslavia, Chinese communism, and structural problems of the Soviet Union. One Semester. 3 credits.

**238. International Economics.** Prerequisite: ECO. 201, 202. Comparative costs, invisible exports and imports, balance of payments accounts, trade restrictions, tariffs, blocked exchange, pegging the pound, and problems on flow of capital from the United States to Europe, and the Orient. One Semester. 3 credits.

**239. Public Finance.** Prerequisite: ECO. 201, 205. Study of taxes, problems of collecting tax revenues, spending and fiscal policy of the

city, county, and state governments, social and public welfare problems in government, conflict between governmental agencies and businesses. One Semester. 3 credits.

**300. Seminar in Economics.** Prerequisite: ECO. 204, 205. Preparation of papers by the class in specific problems of economics, such as inflation, unemployment and minority group employment, problems of fiscal policy, problems of central bank policy, International Balance of Payment problems, unions and strikes, and problems of distribution or allocation of Economic factors. One Semester. 3 credits.

## 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. One Semester. 3 credits.

### 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. One Semester. 3 credits.

**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. One Semester. 3 credits.

**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. Prerequisite: EDU. 240, 241. One Semester. 3 credits.

**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. One Semester. 3 credits.

**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. One Semester. 3 credits.

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

**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. One semester. 6 credits.

### ELEMENTARY

**270. Child Development.** 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 school environment. Offers training leading to competency in the area of human growth and development of children. Prerequisite: PSY. 101. One Semester. 3 credits.

**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. Offers opportunities for special projects related to individual and group interests. One Semester. 3 credits.

**276. Teaching the Social Studies in the Elementary School.** This course is designed to introduce the student to the field of social studies. Attention is given to ways in which units of instruction and instructional media can be used to contribute to insights into concepts and methods of inquiry drawn from the social sciences. One Semester. 3 credits.

**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. One Semester. 3 credits.

**284. Elementary School Arts.** See 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. One Semester. 2 credits.

**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 MUS. 212.) One Semester. 3 credits.

**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. One Semester. 2 credits.

**291. Teaching of Mathematics in the Elementary School.** This course is designed to give the teacher of mathematics knowledge of the history of numbers and the number process as well as a thorough mastery of the facts themselves and of the learning process involved. One Semester. 2 credits.

**292. Science for Elementary Teachers.** A general survey of biological and physical science. Designed for elementary education majors. The local environment is used for observation and collecting. Emphasis is placed on content and methods related to an activity program for children of elementary grades. One Semester. 2 credits.

**294. Audio-Visual Communication.** A course designed to introduce students to the principles of mass media instruction and to develop their skills with equipment, materials and techniques in current education. Prerequisite: EDU. 271. One Semester. 2 credits.

**300. Principles of Teaching in the Elementary Schools.** A course in methods and materials in the elementary school. Special attention is given to professional abilities and personal qualities which contribute to success in teaching. Students will be provided with observation of teachers in elementary schools. Prerequisite: EDU. 271. One Semester. 3 credits.

**301. Directed Teaching, Elementary.** Directed observation, participation, and student teaching in the elementary school under the direction of supervising teachers. It proposes to offer situations which the student will meet only in actual work, and to give him benefit of skilled and experienced teachers' solutions to school problems. Prerequisite: EDU. 300. One Semester. 10 credits.

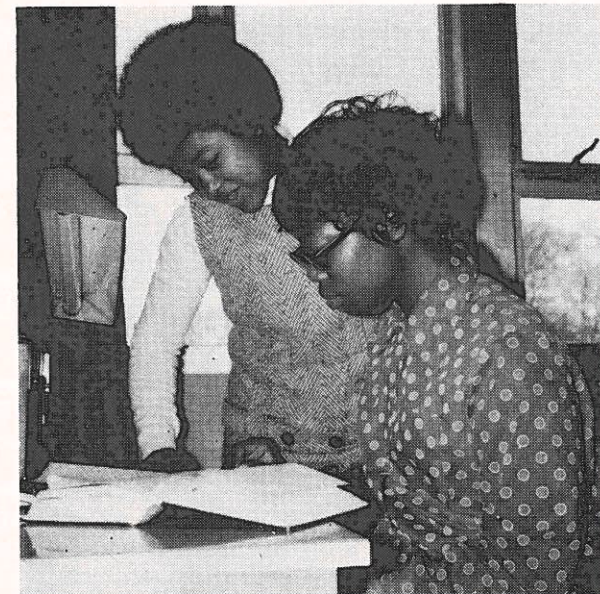
## HISTORY

### EUROPEAN

**210. European History Survey I.** An introduction to the nature and methods of historical study through examination of selected topics in European history (pre-history to Waterloo) which have shaped the contemporary world. One Semester. 3 credits.

**211. European History Survey II.** An examination of selected topics in European history from Waterloo to the present. One Semester. 3 credits.

**212. Medieval Europe.** Western Europe in the "High Middle Ages"—the 11th, 12th, and 13th centuries; the reform of the church, empire and papacy; rise of towns and trade; the Crusades; the growth of national monarchies. One Semester. 3 credits.



**213. History of France.** A survey of French history, from pre-history to the present, with particular attention given to social, political and religious developments. Independent research projects, examining primary sources, are required. One Semester. 3 credits.

**228. History of England.** A survey of English history from pre-history to the present, with particular attention given to social, political and religious developments. Independent research projects, examining primary sources, are required. One Semester. 3 credits.

**252. Renaissance and Reformation.** An examination of some of the forces which created modern Europe, from 1300 to 1648, with particular emphasis upon cultural, political, social and religious developments. One Semester. 3 credits.

**253. Eighteenth Century Europe.** An examination of significant developments in Europe from 1715 to 1815—the Enlightenment and the French Revolution. One Semester. 3 credits.

**254. Nineteenth Century Europe.** An examination of significant developments in Europe from 1815 to 1914—nationalism, and the social problems of increasing industrialization. One Semester. 3 credits.

**259. Twentieth Century Europe.** An examination of significant developments in Europe during a period of World War, depression and totalitarianism. One Semester. 3 credits.

**300. Topics in European History (Seminar.)** An introduction to research problems in European history. Selected topics are intensively analyzed, and a major independent research project from primary sources is required. May be repeated with consent of the Chairman. One Semester. 3 credits.

#### AMERICAN

**214. United States History Survey I.** A survey of political, cultural, social and ethnic development in America from the sixteenth century to the Reconstruction era. One Semester. 3 credits.

**215. United States History Survey II.** A survey of political, cultural, social and ethnic development in America from the Reconstruction era to the present. One Semester. 3 credits.

**247. The American Revolution and the National Period.** A study of problems associated with the creation of a new nation from the Revolutionary War through the crises of the National Period. One Semester. 3 credits.

**249. The Civil War and Reconstruction.** An examination of the causes of the War, its impact and consequences. One Semester. 3 credits.

**250. The Progressive Era and the Gilded Age.** A concentration on the problems, and reactions to the appearance of large-scale industrialization and the emergence of the United States as a world power. One Semester. 3 credits.

**251. Twentieth Century United States.** A history of the United States from the Depression and two World Wars to urban and social crises. One Semester. 3 credits.

**260. Afro-American History.** A survey of Black American heritage, culture, contributions, problems and adjustments to the New World stemming from transplantation into a system of slavery and European capitalism. One Semester. 3 credits.

**301. Topics in United States History (Seminar)** An introduction to research problems in American history. Selected topics will be intensively analyzed; an independent research project is required. May be repeated with consent of the Chairman. One Semester. 3 credits.

**302. Topics in Negro History (Seminar).** An introduction to research problems in Negro history. Selected topics are intensively analyzed. An independent research project, based on primary sources, is required. May be repeated with consent of the Chairman. One Semester. 3 credits.

#### NON-WESTERN

**216. Comparative Ancient Civilizations.** The rise and fall of Egyptian, Mesopotamian, Hebrew, Greek and Roman civilizations; their enduring contributions to the modern world. One Semester. 3 credits.

**241. History of the Far East and India.** The rise of Chinese, Indian, Japanese and selected east Asian cultures from prehistory to the present. One Semester. 3 credits.

**243. History of the Middle East.** The rise of major Middle Eastern cultures, including Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Saudi Arabia, Syria, Turkey and Yemen. One Semester. 3 credits.

**245. History of Africa.** An introduction to the history of early Africa, focusing on aspects of African society such as political and economic institutions. Special attention is given to West Africa as a total system. One Semester. 3 credits.

**303. Non-Western Topics (Seminar).** An introduction to research problems in non-Western history. Topics may be drawn from Far Eastern, Middle Eastern, African, Latin American, and Russian history. Selected issues are intensively analyzed, and a major independent research project from primary sources is required. May be repeated with consent of the Chairman. One Semester. 3 credits.

#### PHYSICAL EDUCATION AND HEALTH

**101. Freshman Physical Education.** Required for first-year students. A Year Course. 2 credits.

- A. Women: The activities consist of Badminton, Volleyball, Stunts and Tumbling, Swimming, and Tennis.
- B. Men: The activities consist of Touch Football, Volleyball, Stunts and Tumbling, Swimming, and Softball.

**102. Sophomore Physical Education.** Required for second-year students. A Year Course. 2 credits.

- A. Women: The activities consist of advanced techniques in Badminton, Volleyball, Stunts and Tumbling, and Tennis.
- B. Men: The activities consist of Soccer, Gymnastics, Basketball, Wrestling, and Tennis.

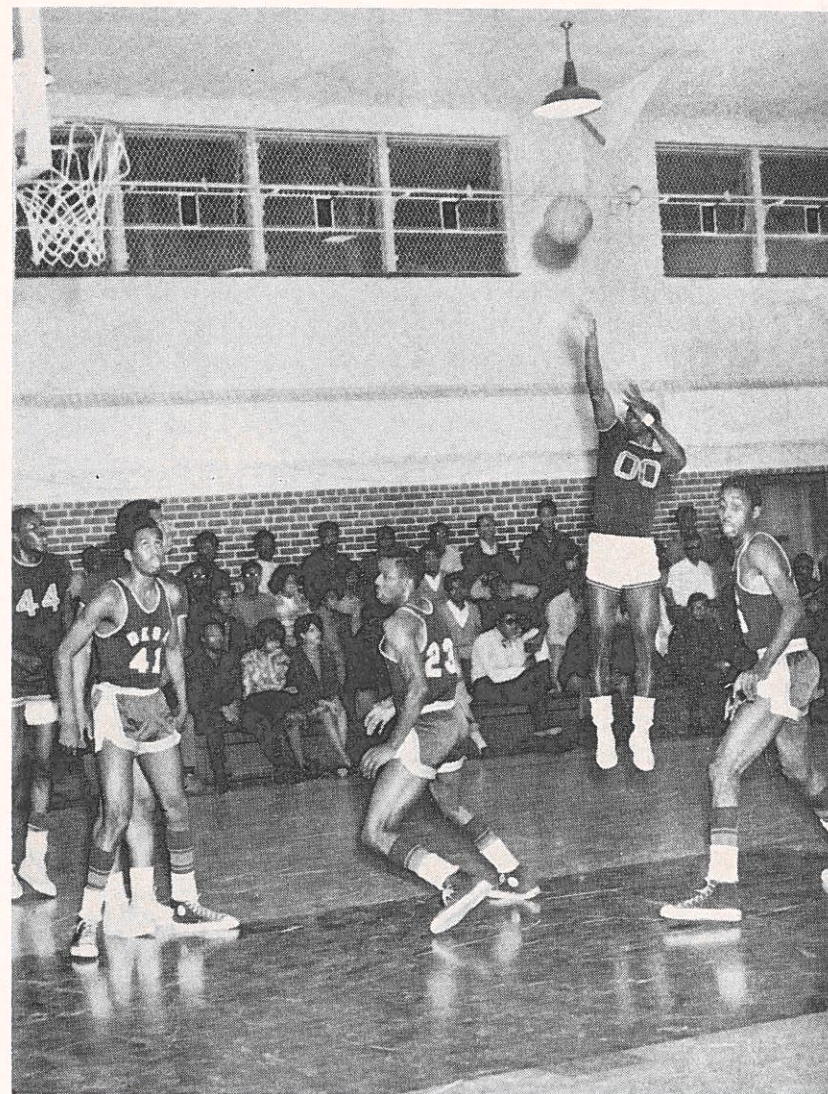
**201. Physical Education Methods for the Elementary School.** A study of the organization and administration of physical education for elementary schools. One Semester. 3 credits.

**202. Methods and Materials in Recreation Education.** A course in which the students learn and/or improve recreational skills while also developing qualities of recreation leadership. Prerequisites: P.E. 101, 102. One Semester. 3 credits.

**203. Sports Officiating and Coaching.** A study of coaching and officiating of team and individual sports. Prerequisites: P.E. 101, 102, 202. One Semester. 3 credits.

**209. 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. Emphasis is placed on a team-teaching basis. One Semester. 3 credits.

**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. Prerequisite: BIO. 102. One Semester. 3 credits.



Basketball is a highlight of the winter season.

**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. Prerequisite: P.E. 209. One Semester. 3 credits.



**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. 212, 231. One Semester. 3 credits.

**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. One Semester. 3 credits.

**243. First Aid and Athletic Injuries.** Theory and practical application of first aid and the treatment of athletic injuries. Prerequisite: BIO. 102. One Semester. 3 credits.

**244. Rhythmic Techniques.** A comprehensive study of techniques of dance education. Prerequisites: P.E. 101, 102. One Semester. 3 credits.

**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. One Semester. 3 credits.

#### POLITICAL SCIENCE

**201. Political Science and United States Government I.** An introduction to methodology, characteristics, principles and problems of political science through a comprehensive study of American national government. One Semester. 3 credits.

**202. Political Science and United States Government II.** An introduction to methodology, characteristics, principles and problems of political science through a comprehensive study of American state, local and city governments, especially in Alabama. One Semester. 3 credits.

#### PSYCHOLOGY

**101. Introduction to General Psychology.** Major areas, concepts, and methods employed in modern psychology. One Semester. 3 credits.

**102. Advanced General Psychology.** An introduction to basic theories of learning, perception, and motivation. Prerequisite: PSY. 101. One Semester. 3 credits.

**220. Introduction to Statistics.** Elementary probability theory, descriptive statistics, and statistical inference. Emphasis on application to experimental study in psychology and sociology. One Semester. 3 credits.

**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. One Semester. 3 credits.

**226. Foundations of Psychology: Contemporary Theories.** Study of theoretical positions currently influential in psychology. One Semester. 3 credits.

**231. Introduction to Clinical Psychology.** Designed to acquaint the student with contemporary practices in modern clinical psychology. Consideration of special problems and techniques as found in clinical and psychiatric social work, child guidance, and pastoral and marriage counseling. One Semester. 3 credits.

**232. Introduction to Abnormal Psychology.** An analysis of the dynamics of all aspects of abnormal behavior and a consideration of the biological, psychological, and sociological factors underlying such behaviors. One Semester. 3 credits.

**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. One Semester. 3 credits.

**236. Counseling.** A study of contemporary methods in counseling and their application to varying situations. One Semester. 3 credits.

**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. One Semester. 3 credits.

**239. Social Psychology.** Experimental and theoretical analysis of the major problems and issues in social psychology. One Semester. 3 credits.

**240. Psychological Tests and Measurements.** A study of the basic principles underlying psychological measurements and a critical examination of the more important types of tests and measurements, including intelligence, aptitude, and educational tests, personality inventories, and projective techniques, together with a con-

sideration of the various statistical procedures applicable in test construction, standardization, and interpretation of results. Prerequisites: PSY. 220. One Semester. 3 credits.

**243. Physiological Psychology.** A study of the physiological and neurological correlates of human behavior, including a consideration of contemporary theories of neural and chemical processes and their relation to normal and abnormal behavior. Prerequisites: PSY. 101, 102. One Semester. 3 credits.

**300. Seminar in Special Topics in Psychology.** An in-depth examination of a topic of current interest in psychology. Presentation of senior projects. Prerequisite: permission of the instructor. One Semester. 3 credits.

#### SOCIAL SCIENCES

**101. Introduction to the Social Sciences.** A study of civilization and how it grows. Emphasis is directed to the phenomenon of human civilization as it developed in Africa (Egypt), Asia (the Indus Valley and China), and Mesopotamia; then through Cretan civilization, and through Greek, Roman, and Medieval cultures, to modern times. A Year Course. 6 credits.

#### SOCIOLOGY AND SOCIAL WORK

##### SOCIOLOGY

**200. Introductory Sociology.** This course is concerned with the social aspects of human life, with the kinds of groups men have formed, and with the larger social systems of which these groups are merely a part. It is a study of human societies of the past, the present and what they promise to be tomorrow. One Semester. 3 credits.

**203. Social Problems in American Society.** The objective of this course is to introduce the student to some problematic aspects of American society, and to promote a way of looking at society—a critical view—which can be applied to other areas of social life and which can become a part of the student's continuing intellectual equipment. One Semester. 3 credits.

**204-205. Research Methods and Design.** Semester one: processes and techniques of scientific social research including techniques of observation, interviewing, sampling, case analysis, social survey and attitude measurement. Semester two: individual and group research projects allowing students to put into practice methods and

procedures studied in semester one. Prerequisite: PSY. 220; or the two courses may be taken concurrently. A Year Course. 6 credits.

**210. Anthropology.** An introduction to the major concepts and methods employed in anthropological research. Cultural Anthropology will be given major emphasis. One Semester. 3 credits.

**261. Minorities: Racial and Ethnic Relations.** This course is primarily concerned with introducing the student to some of the basic concepts and studies in the area of intergroup relations, especially as related to racial and/or ethnic groups. In addition to theory this course will place particular emphasis on the black man in America. It is the intention of the course that the parallel development of general theory and a particular race-relations situation will be mutually beneficial to the understanding of both areas. One Semester. 3 credits.

**266. Population.** A study of population 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. 200. One Semester. 3 credits.

**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. One Semester. 3 credits.

**270. Sociological Theory.** The study of selected major sociological theories from the classic to the contemporary. Prerequisite: SOC. 200. One Semester. 3 credits.

**271. Social Institutions.** A study of the basic social institutions of the family, religion, and education; political and economic institutions; emphasis on trends and problems within these institutions in contemporary American society. Prerequisite: SOC. 200. One Semester. 3 credits.

**273. 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. One Semester. 3 credits.

**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. 200. One Semester. 3 credits.

**304. Senior Seminar.** Research, reports and discussion of special problems in sociology; integration of knowledge learned in sociology

courses. Taken by instructor's permission only. One Semester. 3 credits.

SOCIAL WORK

**276. Social Welfare as A Social Institution.** This course closely examines our American Social Welfare System—a macro-picture of social welfare as a social institution. It examines where social welfare is currently, how it operates, and what it should become. It makes the linkage between social problems, social values, social institutions and social change. The format of the course will be lecture/discussion and related field experience through the "Living-Learning" Lab. One Semester. 3 credits.

**277-278. Man in Society I & II.** A beginning course in the social welfare major sequence. The approach is personal and humanistic. The theme of the course is "survival" and the focus is on two questions raised in our objectives for the social welfare major: "What kind of man do I want to be?" and "What kind of world do I want to create?" To begin to deal with these two questions, we will re-examine our values, our psycho-social growth and our struggle towards blackness as we look at how societal forces affect our identity. This course deals with human behavior and social functioning. Two Semesters. 6 credits.

**279. Community Problem Solving.** Objectives: to examine and understand the community as a functioning system; to examine the relationships among organizations, institutions, and individuals in the community; to identify the origin and nature of various community problems and to focus on methods and strategies available to solve them. Taken by instructor's permission only. One Semester. 3 credits.

**288-289-290-291. Living-Learning Lab and Seminar I, II, III, IV.** *Each semester of the junior and senior years, students in social work are involved in a "living-learning" lab and seminar. This is done to increase student involvement in his own learning and better integrate classroom and experiential learning. The concept also embodies the idea that not only classroom and field experience but aspects of the student's total living experience can be consciously used as a part of his educational experience. Field experiences are arranged through the Lab.*

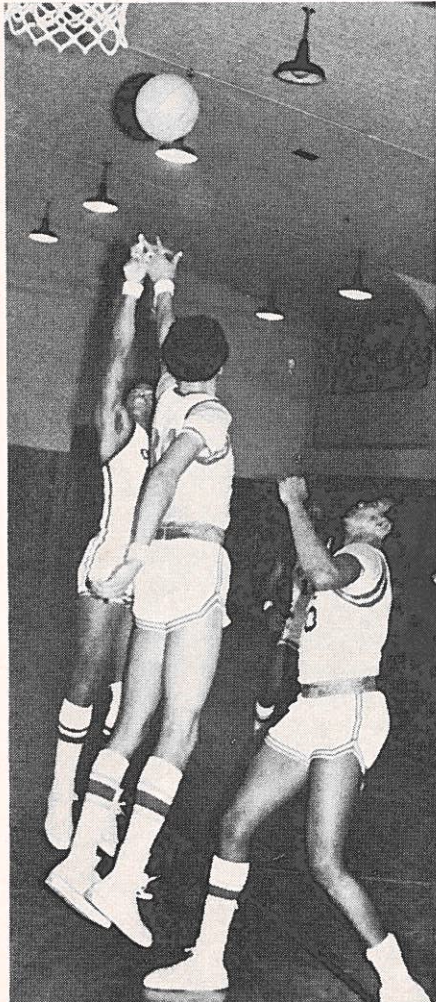
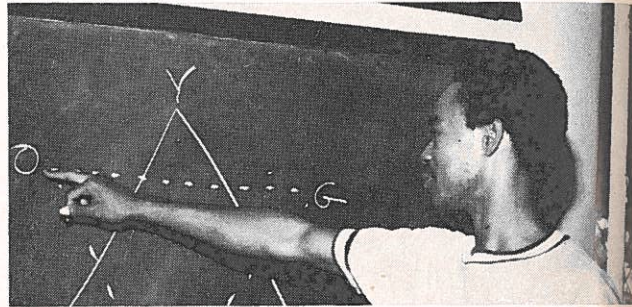
**288 and 289 (I & II).** Taken during the junior year. Closely correlates these experiences with SOC. 203, 271, and 277-278. Emphasis will be on values, human behavior, and social functioning, as well as

understanding social welfare as a social institution. Two Semesters. 8 credits.

**290 and 291 (III & IV).** Taken during the senior year. Focuses on traditional and new approaches to social work practice as needed today and as may be predicted for tomorrow. Some knowledge of the service delivery systems and some understanding and development of values in social work as a profession. The methods course is incorporated in this program. Emphasis will be placed on further development of basic attitudes, values, knowledge and skills necessary for a student going into any of the human services. Students outside the major admitted only through permission of the instructor. Two Semesters. 8 credits.

**295. Social Welfare Policies and Programs.** An advanced seminar in which students shall study, in depth, contemporary issues in the field of Social Welfare. Selected programs and proposed programs will be analyzed and evaluated especially as they relate to the Black community. Prerequisite: SOC. 276. One Semester. 3 credits.

**306. Senior Social Work Seminar.** Research, reports and discussion of special topics and problems in Social Work. Taken by instructor's permission only. One Semester. 3 credits.



**1970-71 SCHOLARSHIPS**

*Hiliard White Scholar*

David B. Bowie

*William Savery Scholar*

Francena Willingham

*Thomas Tarrant Scholar*

Myron B. McClary

*Ambrose Headen Scholar*

Antoniette E. Castor

*Catherine Waddell Scholar*

Harvard W. Stephens

*Alfred P. Sloan Scholars*

*Juniors*

Sam Pittmon  
Robert D. Young

*Seniors*

Ronald R. Buggs  
Cornell H. Calhoun, III

*DeForest Scholars*

Linda J. Autrey  
Yvonne Z. Bonaparte  
Ezzard C. Carter  
Antoniette E. Castor  
Henry L. Coaxum  
Jefferson R. Cureton  
James E. Dixon, III  
Audrey A. Ford  
Patricia A. Frazier  
Eva Mabrey Ghiden  
Lula B. Harris  
Ronald D. Hudson

Melvin C. Jackson  
Lindell McKie  
Vonnie C. McLoyd  
Edward E. Mitchell  
Mabel R. Oliver  
Sam Pittmon  
Bettye J. Reynolds  
Geraldine Roberts  
Deborah G. Scarber  
Delores Singleton  
Lucinda Stevens

*Andrews Scholars*

Shirley A. Adamson  
 Cathina Akine  
 Hope L. Almond  
 Ella M. Anderson  
 Johna B. Andrews  
 Victoria Bady  
 David L. Baldwin  
 Irene Baxter  
 Ronnie C. Beavers  
 Semidoll Bevel  
 Stantley B. Bonham  
 Zenda J. Bowie  
 Reginald N. Brooks  
 Charlene R. Brown  
 Jacquelyn D. Brown  
 Wilmon L. Bryant  
 Sharon D. Burt  
 Annette M. Bussey  
 Barbara A. Childs  
 William P. Cook  
 Michael S. Crews  
 LeRoy A. Cummings, II  
 Rhunette D. Curry  
 Larry B. Daniels  
 Venus D. Ellerson  
 Juanita Florence  
 Leevones Gillespie  
 Callie L. Greene  
 Angela K. Hanna

Veronica B. Hartsfield  
 Jessica C. Hatch  
 William C. Henry  
 Julia R. Hutcherson  
 Geneva Jones  
 Gail M. Key  
 Leroy Lang, Jr.  
 Katie M. Levins  
 Barbara A. Lumpkin  
 Myron B. McClary  
 Carolyn A. McCree  
 Elizabeth A. Mitchell  
 Dorosalind A. Rice  
 Angela F. Sales  
 Ola Scales Simmons  
 Irvine Smalls  
 Elizabeth Snyder  
 Anna G. Stevenson  
 Terone Stone  
 Semial R. Treadwell  
 Jacqueline J. Urquhart  
 Debra J. Wallace  
 Mildred Walton  
 Carol White  
 Patricia A. White  
 Cynthia J. Whittfield  
 Joseph J. Whittaker, III  
 Alicia D. Willard  
 O'Warrenton Wilson

*Sumner Scholars*

Katie M. Arnold  
 Lewis V. Baldwin  
 Harvey Battle  
 Samuel A. Beachem  
 Jacqueline Brisbon  
 Ira Stone Burnside  
 Mary A. Bush  
 Gloria J. Cannon  
 Anna M. Catia  
 Darria D. Comer

William C. Daniels  
 Ola M. Dixie  
 Delphine V. Duhart  
 George L. Dye  
 Arnold T. Elston  
 Jo Wanda Enochs  
 Joyce Flournoy  
 Rita G. Freeman  
 Catherine Garrett  
 Carl A. Green, Jr.

Anita W. Hamilton  
 Annette D. Heflin  
 Martha L. Hines  
 Joan M. Hooks  
 Thomas F. Horton  
 Geraldine Johnson  
 James E. Jones  
 Maria D. Keys  
 Willie F. Laster  
 Deborah C. Lundy  
 Jacquelyn G. McCleary  
 J. P. Macon  
 Gloria J. Miller  
 Joe N. Moore  
 Deanna J. Moton  
 Jacquelyn E. Owens  
 Juanita E. Padgett  
 Reva A. Pears  
 Jo Ann Peasant  
 Janice C. Polk  
 Shirlyn Y. Rawls  
 Herschelle D. Reed

Jimmie E. Reeves  
 Homer D. Richardson  
 Julius C. Ringling  
 Pauline Robinson  
 Lelia M. Sanders  
 Melvin G. Sillmon  
 Yvonne N. Simmons  
 Lenatta J. Smith  
 Rita B. Smith  
 Victoria Streeter  
 Ervin A. Tate  
 Gwendolyn A. Thomas  
 Patricia I. Thomas  
 Edith J. Tinker  
 Shirley C. Vincent  
 Countress Y. Wallace  
 Cynthia A. Weston  
 Victoria Whatley  
 Angela Y. Williams  
 Faye Williams  
 Angela L. Wilson

*Alumni Scholars*

David B. Bowie  
 Jacqueline R. Carter  
 Susan I. DuCloux  
 Renee R. Fair  
 Eugene Glover

Clarence L. Hogan  
 Willie J. Jemison  
 Daphnee L. Randall  
 William F. Scott  
 John L. Stewart

**GRADUATING CLASS OF 1970**

Bachelor of Arts Degree

*Biology*

Chestang, Leo Anthony, Jr.  
 Pitts, Thomas Lavern, Jr.  
 Ruff, Benny C.  
 Slaughter, Henry Bernard  
 †Ware, Charles Jerome  
 †Williams, James Mack

*Chemistry*

Evans, Sherry Dean

*Economics*

Alexander, Bernice  
 Harmon, Milton D.  
 McShan, Andre Loneal  
 Sullivan, Winfred Fillmore  
 Treadwell, Garold Franchot  
 Truss, Jerlene  
 Truss, William Wallace

*Elementary Education*

Brown, Charlene Ruth  
 Grimmett, Maryvonne Cheatham  
 Hobley, Mary Ann

*English*

Adams, Cora Lee  
 Edwards, Lorayne Delores  
 Elliott, Jonyrma Ruth  
 Rhone, Thelma Louise  
 Tinker, Helen Faye  
 Ware, Edwina Penelope

*History*

Gibson, Julia Beatrice  
 Rackley, Ruby Needham  
 Scott, Annie Mae  
 Simmons, John David  
 Turner, Juanita Truss  
 Williams, Harold W.

*Mathematics*

Alexander, Donnie Lee  
 Davis, Daniel Lee  
 Finch, Selwyn Renard  
 Garrett, Willie Kate  
 Holloway, Russell  
 Hunter, Jewell Thompson  
 Jones, Willis Edward, Jr.  
 Jordon, Joseph Gregory  
 Miller, Essie Joyce  
 Osborn, Sammie Lee  
 White, Eddie James

*Math-Physics*

\*Gooden, Everlena Chatman  
 \*Vincent, Bennie George

*Modern Languages*

Goff, Cynthia Fredonia  
 Stanley, Eric Cornealius  
 Thomas, Carolyn Jean

*Music*

McPherson, Rufus Tyrone  
 Means, Carolyn Louise

*Physical Education*

Berry, William Roger, Jr.  
 Patterson, Gregory Thomas

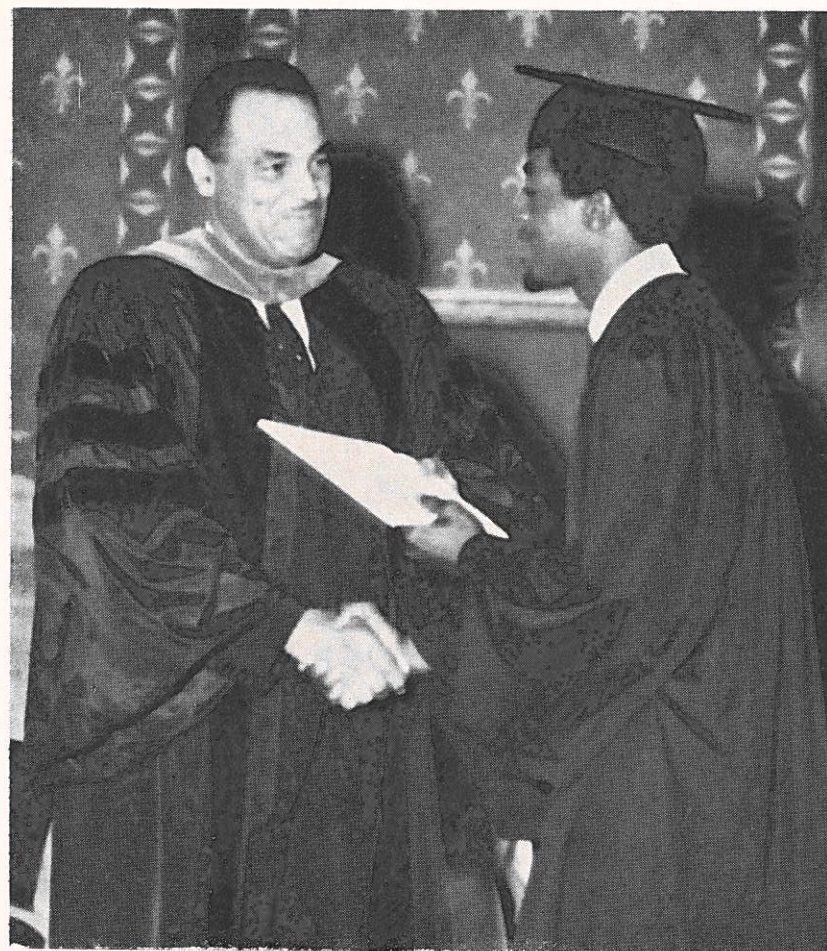
*Psychology*

Calhoun, Joyce Elaine  
 Grimmett, Shirley Mae  
 Hartsfield, Bernice E.  
 Harvey, Harry Lee  
 Lee, Frank Joseph  
 Lott, Harold Lewis  
 Rogers, Janice Virginia  
 Thomas, Felicia Ann  
 Williams, Rebecca A. Wright  
 Young, Anne Rosiland

*Sociology*

Alexander, Claudette  
 Barnes, Mary E.  
 Cunningham, Joyce (Social  
 Work )  
 Dickinson, Mary M. (Social Work)  
 Francis, Beverly (Social Work)  
 Harmon, Brenda  
 Hillman, Irvlyn (Social Work)  
 Holland, Renee B.

Irving, Angel G.  
 Love, Jessie B.  
 McCray, Linda A. (Social Work)  
 Nobles, Brenda J.  
 Player, Catherine  
 Powell, Betty A.  
 Pugh, Effie M.  
 Shepard, Evelyn  
 Stitts, Edwina  
 Weeks, Emma Marie



President Long congratulates a graduating senior.

\*With Honors  
 †With Departmental Distinction

## MEMBERS OF ALPHA CHI HONOR SOCIETY

Claudette Alexander	Ethel Hill
Linda J. Autrey	Asenath T. Holmes
Wilmon L. Bryant	Jewell T. Hunter
Karla F. Clapp	Vonnie C. McLoyd
Geneva W. Coleman	Delores Singleton
Roberta M. Frasier	

## MEMBER OF BETA KAPPA CHI HONOR SOCIETY

Vendolyn H. Frazier	Jewell T. Hunter
Willie Kate Garrett	Bennie G. Vincent
Everlena C. Gooden	Charles J. Ware
Asenath Holmes	

ELECTION TO "WHO'S WHO IN AMERICAN COLLEGES  
AND UNIVERSITIES"

Claudette Alexander	Jewell A. Hunter
Willie Kate Garrett	William Truss
Everlena C. Gooden	Bennie G. Vincent
Mary A. Hobley	Charles J. Ware

**AWARDS**

*Armstrong Award for Creative Ability*  
Cornell H. Calhoun, III

*Buell Gordon Gallagher Awards*  
Minuard C. McGuire

*Avery Speech Award*  
Karla F. Clapp

*Presser Foundation Music Award*  
Linda M. Ezell

*Hamilton-Weaver Award*  
Lindell McKie

*Mary Elizabeth Weaver Award*  
Jewell T. Hunter

*Catherine Hughes Waddell Award*  
Harvard W. Stephens

*Thomasina Hamilton Jeter Award*  
Ira S. Burnside

*The Elva Constance Cross Award*  
Bernice Alexander

*The Alice M. Holman Scholarship Award (Music)*  
Edith F. Ervin

*Evelyn A. Fennell Award*  
Felicia A. Thomas  
James M. Williams

## VISITING SPEAKERS AND ARTISTS

1970

- Jan. 15 Rev. Albert R. Sampson, Southern Christian Leadership Conference, Atlanta, Ga.
- Jan. 18 Mr. Robert Douglas Force, '66, Wesleyan Theological Seminary, Washington, D.C.
- Feb. 2 Dr. Denis G. Sullivan, Department of Government, Dartmouth College, Hanover, N.H.
- Feb. 8 Dr. John T. Porter, Sixth Avenue Baptist Church, Birmingham, Ala.
- Feb. 13 Thomas Flagg, pianist, Department of Music, Howard University, Washington, D.C.
- Feb. 13 Members of the Mobile Symphony, James Yestadt, director, Mobile, Ala.
- Feb. 15 Rev. N. Quintus Reynolds, and the Eason Gospel Choir, Rev. H. H. Murray, director, The Seventeenth Street Baptist Church, Anniston, Ala.
- Feb. 15 Mr. Moses H. Thompson, attorney, Cleveland, Ohio
- Feb. 19 Dr. Samuel Massie, lecturer on psychedelic drugs, United States Naval Academy, Annapolis, Md.
- Feb. 20 Dr. Mildred Buck, Department of Psychology, St. Louis University, St. Louis, Mo.
- Feb. 22 Dr. Wilmer E. MacNair, Department of Sociology, Memphis State University, Memphis, Tenn.
- Feb. 22 Miss Jessica Hayden, Department of Public School Music, City of Birmingham, Ala.
- Feb. 23 Mr. Emerson S. Van Cleave, Senior Music Education Consultant, Montgomery, Ala.
- Feb. 26 Mr. Samson Charley, '68, Houston, Texas, and members of Career Day team
- Feb. 27 Prof. Michael Smith, Department of Political Science, Dartmouth College, Hanover, N.H.
- Feb. 28 The cast of *Trumpets of the Lord*, Donald McKaye, director, New York, N.Y.

- Mar. 1 Rev. Clyde H. Miller, Jr., '55, president, the City Missionary Society, Boston, Mass.
- Mar. 5 Mrs. James B. Buchanan, field representative, Experiment in International Living, Chattanooga, Tenn.
- Mar. 8 Rev. Reuben A. Sheares, II, '55, Community Renewal Society, Chicago, Ill.
- Mar. 12 Dr. James Phillip Holland, endocrinologist, University of Indiana, Bloomington, Ind.
- Mar. 13 Dr. Wilfred C. Bailey, Department of Anthropology, University of Georgia, Athens, Ga.
- Mar. 15 Dr. Olivia Turrentine Spaulding, Department of Religion and Philosophy, Livingstone College, Salisbury, N.C.
- Mar. 22 Dr. Henry H. Mitchell, Martin Luther King Department of Black Studies, Colgate-Rochester Theological Seminary, Rochester, N.Y.
- Mar. 22 Berea College Players, cast of *Amen Corner*, Berea, Kentucky.
- Mar. 23 Ethel Hayward, Clem Burroughs, and Hassan Abbie of Somalia, East Africa, Peace Corps visitors and lecturers, Washington, D.C.
- Apr. 12 Rev. James T. Crutcher, Sixteenth Street Baptist Church, Birmingham, Ala.
- Apr. 12 The Corman, male octet, Robert De Cormier, director, New York, N.Y.
- Apr. 12 Miss Gwendolyn Brooks, Department of American Literature, Northeastern Illinois State College, Chicago, Ill.
- Apr. 14 Mr. Ted Gude, Department of History, Dartmouth College, Hanover, N.H.
- Apr. 16 Dr. Roy L. Hill, Department of Black Studies, Rutgers University, Newark, N.J.
- Apr. 19 Rev. Richard T. Andrews, Mount Zion United Church of Christ, Cleveland, Ohio
- Apr. 19 Catherine VanBuren, New York, and Arthur Thompson, New Haven, Conn., guest soloists.





- Apr. 26 Dr. Benjamin E. Mays, President Emeritus, Morehouse College, Atlanta, Ga.
- May 7 Dr. Harold E. Finley, Department of Zoology, Howard University, Washington, D.C., Sylvester Bell Dorsey Series lecturer
- May 15 Prof. Robert G. McGuire, III, Department of Black Studies, Dartmouth College, Hanover, N.H.
- May 17 Rev. G. Franklin Lewis, First United Church of Christ, Montgomery, Ala.
- May 30 Mr. Kenneth H. Hylton, '50, attorney, Detroit, Mich., Alumni Dinner speaker
- May 31 Rev. James H. Hargett, Secretary for Black Ministries, United Church of Christ, New York, N.Y., Baccalaureate Service speaker
- May 31 Mr. Vernon Jordan, Jr., United Negro College Fund, New York, N.Y., Commencement speaker
- Sept. 20 Rev. Herman L. Spruill, and the choir of Mount Canaan Baptist Church, Talladega, Ala.
- Sept. 27 Mr. George B. Thomas, Cultural Center for the Religious Heritage of the Black World, Atlanta, Ga.
- Oct. 4 Rev. Robert L. Clayton, '55, Spelman College, Atlanta, Ga.
- Oct. 11 Dr. Joseph E. Lowery, Central United Methodist Church, Atlanta, Ga.
- Oct. 18 Rev. John J. Borens and choir of Jacob's Chapel, C.M.E., Talladega, Ala.
- Oct. 27 Dr. Hermann Boventer, Department of Modern Languages, Fairleigh Dickinson University, Rutherford, New Jersey
- Oct. 29 Mrs. Elaine Thomas, director, Carver Museum, Tuskegee, Ala.
- Nov. 1 Mr. Arthur D. Shores, '27, attorney, Birmingham, Ala.

Opposite: each year Talladega students see outstanding dramatic, musical, and dance productions. Typical are, from top to bottom: Eleo Pomare Dance Company; New York touring company of *Trumpets of the Lord*; and Al Fann Drama Ensemble.

- Nov. 1 Mr. Harold Taylor, '33, president, National Alumni Association, Milford, Conn.
- Nov. 3 Miss Sandra Holmes, field staff, National Student Y.W.C.A., Atlanta, Ga.
- Nov. 8 Rev. Paul Smith, '57, administration, Washington University, St. Louis, Mo.
- Nov. 9 Dr. Saunders E. Walker, '29, Department of English, Fort Valley State University, Fort Valley, Ga.
- Nov. 15 Rev. B. T. Wilson and choir of Peace Baptist Church, Mrs. Mollie Jemison, director, Talladega, Ala.
- Nov. 22 Rev. Henry C. Clay, Jr., United Methodist Church, district, Jackson, Miss.
- Nov. 22 Dr. Broadus Butler, President, Dillard University, New Orleans, La.
- Dec. 1 Miss Catherine C. Hung, Lecturer in Fine Arts, Department of Art, Americus High School, Americus Georgia.

### LITTLE THEATRE PRODUCTIONS

1970

CEREMONIES IN DARK OLD MEN—Lonne Elder, III

THE CHOCOLATE GARDEN (premiere)—Cornell Hubert Calhoun, III

### ART EXHIBITS

1969-70

Paintings by Mohinder S. Gill

Drawings by Arthur L. Bacon

Talladega College Art Students Show (first semester)

Collages and Paintings by Hans Bhalla

Paintings and Sculptures by Donald S. Dorsey

Talladega College Art Students Show (second semester)

### ENROLLMENT BY STATES

December 1970

Alabama .....	273
Arkansas .....	1
California .....	3
Connecticut .....	2
Florida .....	56
Georgia .....	45
Illinois .....	5
Indiana .....	3
Louisiana .....	5
Maryland .....	3
Massachusetts .....	1
Michigan .....	6
Mississippi .....	3
New Jersey .....	1
New York .....	26
North Carolina .....	1
Ohio .....	6
Oklahoma .....	1
Pennsylvania .....	3
South Carolina .....	74
Tennessee .....	6
Texas .....	2
Virginia .....	2
	<hr/>
	528

#### Foreign

India .....	2
Trinidad, West Indies .....	1

	<i>Men</i>	<i>Women</i>	TOTAL
FULL-TIME STUDENTS	189	342	531

## FACULTY AND STAFF

## FACULTY

- Herman H. Long ..... *President*  
A.B., Talladega College; M.A., Hartford Seminary Foundation; Ph.D., University of Michigan.
- Arthur L. Bacon ..... *Professor of Biology*  
A.B., Talladega College; M.S., Ph.D., Howard University.
- Vincent C. De Baun ..... *Professor of Humanities*  
A.B., Union College; M.A., Ph.D., Rutgers University.
- Aleyamma George ..... *Professor of Physics*  
B.Sc., College of Science, India; M.Sc., Lucknow University; Ph.D., Kerala University.
- Mathew George ..... *Professor of Social Science*  
B.A., Maharajas College; L.L.B., Law College of Benares Hindu University; M.L., Kerala University.
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A view from Foster Hall walk toward DeForest Chapel.

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