

# Talladega College 1972 Catalog



## The Talladegan



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

# Catalog and Announcements of Talladega College

Talladega, Alabama 35160

APRIL  
1972



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

Cover design by John R. Scotford, Jr.  
College Designer, Dartmouth College  
Photographs by Adrian N. Bouchard  
College Photographer, Dartmouth College

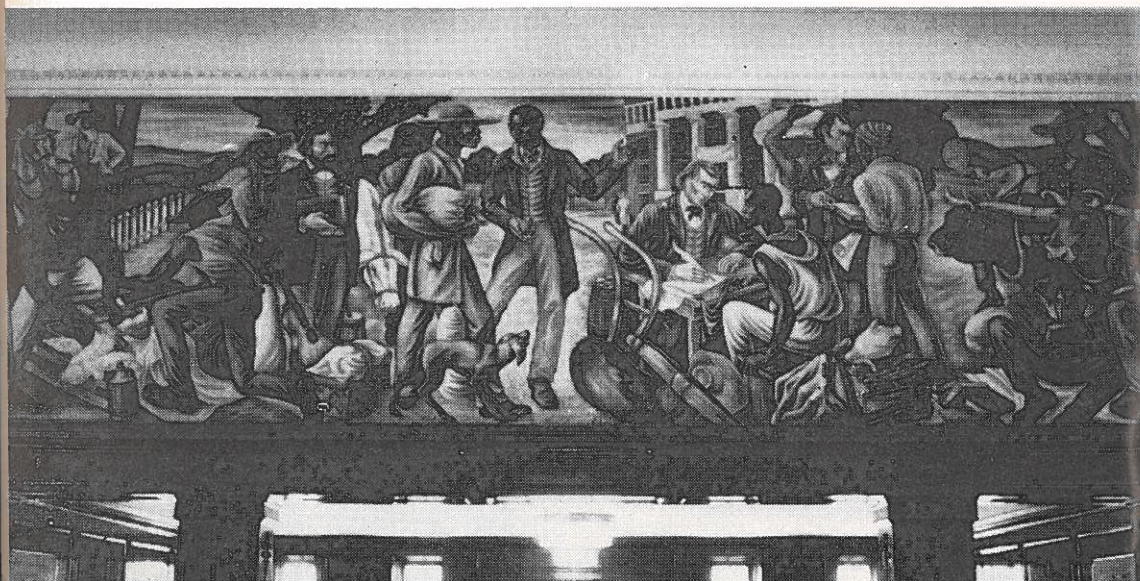
## AIMS OF THE COLLEGE

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.

One of a series of imposing murals in Savery Library depicting the founding and growth of Talladega College.



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Historic Swayne Hall is the oldest building on campus.

# 1972 Calendar 1973

## 1972

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## ACADEMIC CALENDAR

### 1972

- September 11, Monday—Faculty-Staff Orientation Conference at 10:00 a.m.
- September 13, Wednesday—Classes for First Year Students begin, 8:00 a.m.
- September 14, 15, 16, Thursday, Friday, Saturday—Registration for Upperclassmen. Late Fee Charged After 12:00 Noon, Saturday, September 16. (Offices open this Saturday until 12:00 Noon).
- September 18, Monday—All Classes of the One Hundred and Fifth Academic Year Begin at 8:00 a.m.
- September 30, Friday—Last Day to Add a Class.
- October 27, Friday—Last Day to Drop a Class—All Schedules Final.
- November 5, Sunday—Founders Day.
- November 13-17, Registration for Second Semester.
- November 22-23, Thursday, Friday—Thanksgiving Recess.
- December 20, Wednesday—Christmas Recess Begins at 5:30 p.m.

### 1973

- January 3, Wednesday—Classes Resume at 8:00 a.m.
- January 15, Monday—Birthday of Dr. Martin Luther King, Jr.
- January 19, Friday—Classes for First Semester End.
- January 20-26, Saturday-Monday through Friday, Final Examinations.
- January 27-February 2—Semester Break.
- February 3, Saturday—Late Registration After 12:00 noon.
- February 5, Monday—Second Semester Begins With Classes at 8:00 a.m.
- February 16, Friday—Last Day to Add a Class.
- March 16, Friday—Last Day to Drop a Class.
- April 20-29—Spring Recess.
- April 30—Classes Resume at 8:00 a.m.
- May 26-June 1, Saturday-Monday through Friday Examinations for Second Semester.
- June 2, Saturday—Class Day and Alumni Class Reunions.
- June 3—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, with an elevation of 700 feet sea level, is at the heart of a fertile valley in the foothills of the Blue Ridge.

#### GROUNDS

The college grounds comprise 130 acres, of which fifty are used for the main campus, and eighty 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.

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.



Silsby Hall is the science building on campus.

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.

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.

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.

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.

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.

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 has now been renovated to contain faculty and staff offices.

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.

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

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.

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.

Drewry Hall, named after Mr. Leonard Drewry, who was a professor of Education at Talladega College and organizer of the present Little Theater, was built in 1932 and remodeled in 1948. It houses guests.

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.

Juliette Derricotte House, built in 1940-41, is the gift of the Harkness Foundation. It is a faculty-staff residence and guest house. Named after Juliette Derricotte, Class of 1918, who at the time of her death in 1932 was a member of the Board of Trustees, it serves as 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 carrels, 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, with large, attractive dining rooms able to accommodate the whole college group, is under the supervision of Campus Chefs Inc. This 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.



One of the many beautiful views of the Talladega campus.

## 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.

*The Talladega Voice*, open to all students, is a campus magazine that publishes the best student writing done on campus.

## 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

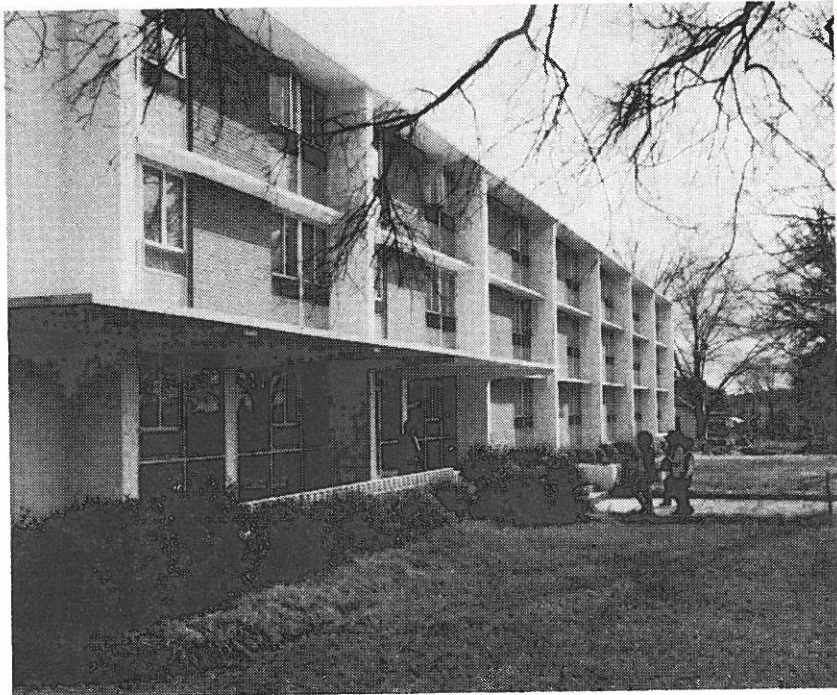
The Little Theatre, devoted to dramatic study, presents several productions during the year.

## 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 outdoor sports possible 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.



Ish Hall, one of the dormitories for women.

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

## 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.).

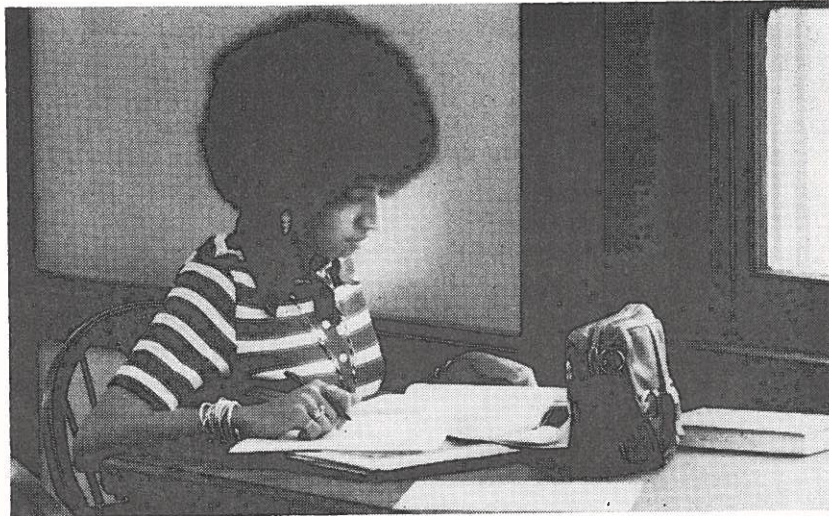
*College Work-Study Program*—Program of employment for students who need to work to remain in college.

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

### 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 \$364, 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 1966 bequest.

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

*The Henry C. McDowell Scholarship Fund*, established in November, 1967, by members of the Miami, Florida, Alumni Association and friends, at present amounts to \$820.

*The Reader's Digest Foundation Scholarship Fund* established by the Foundation's Directors in 1967. At present the fund amounts to \$12,500.

*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 \$800.

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

*The Trustees Scholarship Fund*, established in 1968 by the Board of Trustees. Present amount invested is \$10,149.58, from which the interest is to be used for scholarship aid.

#### 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.

*The Unitarian Universalist Fellowship Loan Fund* established in December, 1971 by Mr. John E. Anderson of Montgomery, Alabama, associated with the Equitable Life Assurance Society of the United States. Present amount invested is \$1,000.00, from which the interest is to be used for student loan purposes.

#### COMMUNITY LIBRARY FUND

*The Margaret H. Scott Community Library Fund* of \$1,530.00, 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 neophyte of the fraternity 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. 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.

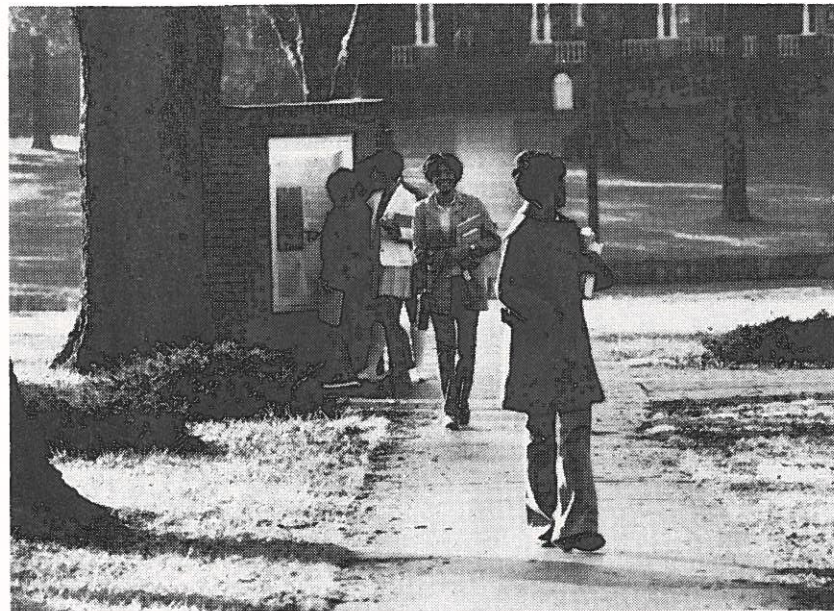
*The Evelyn A. Fennell Award*—A graduation award of a U. S. Bond (purchase price \$75 each) to a man and a woman who best exhibited outstanding school citizenship. Given in memory of Mrs. Fennell's son who died in the Navy on September 21, 1958, as the result of a training accident.

*The Napoleon Rivers, Sr., Award in Romance Languages and Literature*—Income from invested funds established in July, 1969, by Dr. Napoleon Rivers in memory of his father Napoleon Rivers, a 1922 graduate of Talladega College, 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, '30, and Dr. George Weaver, '30, 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, the heart of the campus, with Silsby Hall on the left and Swayne Hall in the background.



Students walking after an Autumn shower.

## 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>
<b>TOTAL ANNUAL EXPENSES .....</b>	<b>\$2,000.00</b>	

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>
<b>TOTAL PAYMENTS .....</b>	<b>\$2,000.00</b>	<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	
<b>TOTAL PAYMENTS .....</b>	<b>\$2,005.00</b>	

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

Deposits

Music Library

Required of all music students..... 2.50

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Dormitory

Room .....15.00

Key ..... 2.00

These deposits are refundable at the end of the year, or when a student withdraws and returns his room in good condition and his music and key to the proper person.

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Mail Box Rental, 3.00. Required of all students.

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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.

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*Special Fee:*

Late Registration .....\$10 first day; 1.00 each additional day.

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.



The stately columns of Swayne Hall.

## 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:

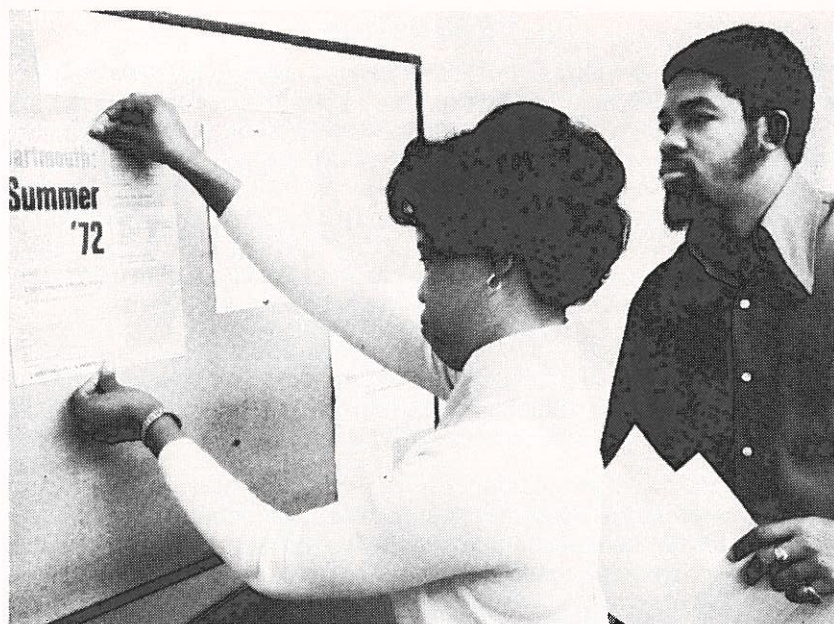
#### *General Requirements Preceding Concentration*

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:



The Director of Student Placement advising a student.

(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.



Special attention is given to the students' writing problems in the Communication Workshop.

**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 83). The concept of the "living-learning lab" embodies not only field experience but the conscious use of many aspects of the student's 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 originated in 1967. 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) 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.

### 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. Old and Medieval Literature.** An introduction to the literature of old and medieval England by a careful study of selected texts in translation. Special attention will be given to *Beowulf*, the Old English Elegiac tradition, and the Gawain poet. 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. Contemporary 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: Contemporary Black 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 involving an exploration of value, color, space and texture. Various media shall be used with emphasis on developing the following studies: still life, figures and landscapes. 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 two semester course. 3 credits each semester.

**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 two semester course. 3 credits for semester.

**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 two semester course. 3 credits for semester.



**202. Advanced French.** Continues work of second year. Designed to increase proficiency in spoken and written French. Readings in literature. Writing skill is developed through term papers, book reports, literary compositions. Course entirely conducted in French. Prerequisite: FRE 201 or examination. A two semester course. 3 credits for semester.

**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 two semester course. 3 credits for semester.

**203. French.** Initial course in written composition in French. Open to students of French 202. Second semester. 3 major credits.

**211. Intermediate French.** Training for reading skill. A two semester course. 3 credits for semester.

**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, the plastic arts, and history of France. A two semester course. 3 credits for semester.

**226. Seventeenth Century French Literature.** Study of the classical period: readings from Corneille, La Bruyere, Bossuet, La Fontaine, Fenelon, Racine, Boileau, Moliere. First semester. 3 credits.

**227. Sixteenth Century French Literature.** Study of the French literary Renaissance. Readings from Montaigne, Rabelais, Marot, Du Bellay, Ronsard. Second semester. 3 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 twentieth century writers: Bernanos, Camus, Claudel, Anouilh, Peguy, Gide, Sartre, Jammes, Marcel, Proust, Colette. A two semester course. 3 credits for semester.

**234. Advanced translation:** French-English and English-French. A two semester course. 3 credits for semester.

**235. Literary Appreciation.** History of literary appreciation in France and readings therein. First semester. 3 credits. Individual projects in literary appreciation. Second semester. 3 credits.

#### 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.

#### 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 vocalises 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, Lamperti, and Vaccai. Twice a week for major study; once a week for minor study. Required of all Music Majors. A Year Course.\*

**141, 142. Second and Third Year Voice.** Continued drill in the technique of breathing, tone placing, and phrasing; art songs from the standard classics; selections from the opera and oratorio; language elective; use of Vaccai, Lamperti, Concone, and Marchesi. Two

\*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.

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.

**160-161. 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 two semester course normally taken 2nd semester of sophomore year and 1st semester of the junior year. 2 credits.

**201. Harmony and Counterpoint, Sight Singing and Ear Training, Harmonic Dictation, and Keyboard Harmony.** Continuation of the study of chromatic harmony and expansion through old and new contemporary harmonic theories. 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. A Year Course. 2 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;

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

pieces by Baroque, Romantic and modern masters. Appearances in class and student public recitals. A Year Course. 4 credits.

**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

**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.** A study of political thought with emphasis on authority, community, freedom, disobedience, and rebellion. (Same as POL 220). 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.



The Head of the Music Department instructing a student.

## 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 colormetric 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 trigonometry. 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 performance 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 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. Co-requisite: MTH. 205. All mathematics majors take this course in the first semester of their sophomore year. 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.



Students and instructor conduct a biology class outdoors.

**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. 4 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. One semester is devoted to an introductory study of Physical Science through laboratory experiments on the nature of solid matter and matter in motion—the first principles of mechanics, energy, momentum—principles

of heat—Geometrical and physical optics in general, their applications—a survey of the structure of matter—atomic and molecular hypotheses—principles of chemistry, chemical reactions—principles of astronomy. The other semester is devoted to the study of Biological Science—included are principles and laboratory experiences on the cell, genetics, reproduction, metabolism, ecology and the variety of living things. 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, mechanic, 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.



### 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.

*Psychology.* Field trips to local institutions augment the courses in clinical, abnormal and personality psychology. Facilities are available to do experiments in animal learning, human cognitive functions and group communication processes. Computer aided experiments are encouraged.

*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,** accompanied by Student Workbook 1. Introduction to national income 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,** accompanied by Student Workbook 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 Cameralism, 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.

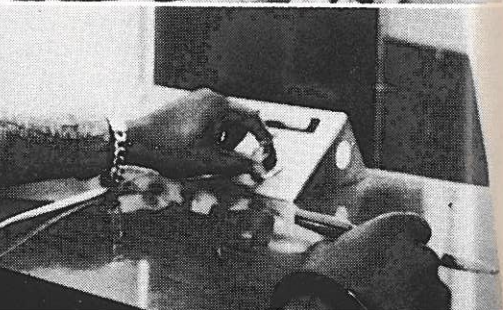
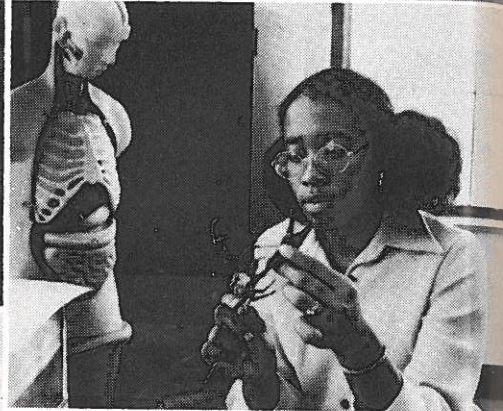
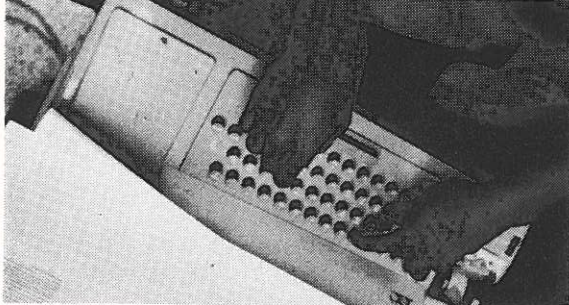
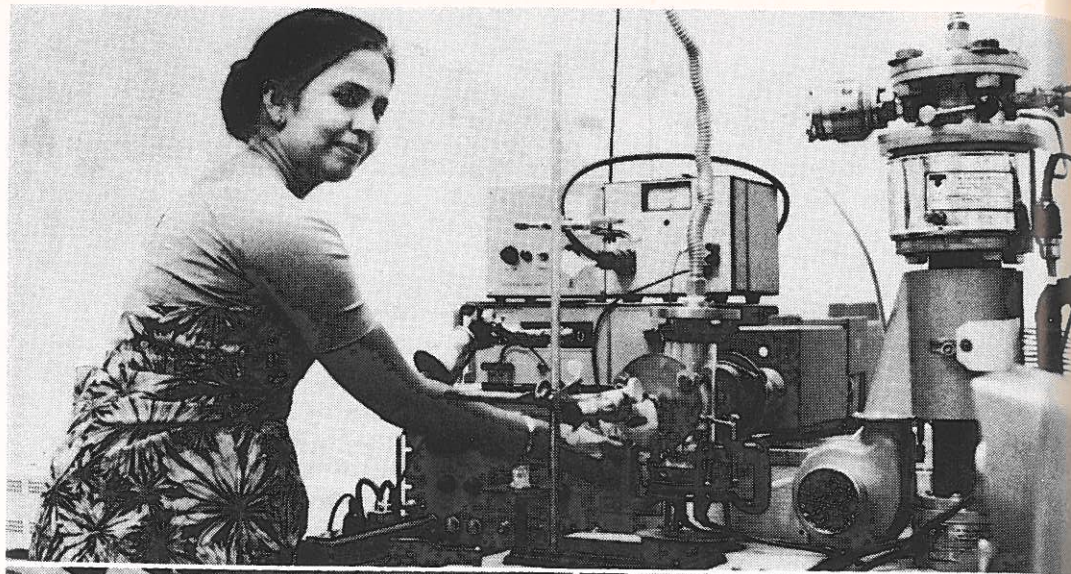
**204. Intermediate Micro Economics Theory.** Prerequisite: ECO. 201, 202. Topics include value and distribution theory, including theory of household behavior and the theory of the firm. Insofar as possible, theoretical economic concepts are given operational contents but the main emphasis is on the tools of economic thinking. One Semester. 3 credits.

**205. Intermediate Macro-Economics Theory.** Prerequisite: ECO. 201, 202. Topics include significant analysis of national income, employment and the problems related to consumption, saving, investment, growth, fiscal and monetary policies. 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 bank's policy in England, Europe and the United States monetary 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. Introduction to corporation, stocks, bonds. Introduction to cost accounting and analysis of financial statements. One Semester. 3 credits.

**222. Business Statistics.** Prerequisite: MTH. 104, 221. Forecasting with time series, regression, sampling distribution, probability. One Semester. 3 credits.

**223. Econometrics.** Prerequisite: ECO. 201, 202, 221. Application of mathematical models to economic systems. One Semester. 3 credits.

**230. Business Cycles and Forecasting.** Prerequisite: ECO. 202. 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 effects on business cycles. One Semester. 3 credits.

**232. Economic Growth of the United States.** Prerequisite: ECO. 201. A survey of the economic development of the U.S. with some note on the role of Afro-Americans. Topics include development of agriculture, labor, industries, trades and transportations. One Semester. 3 credits.

**234. Economic Problems of Black Community.** Prerequisite: ECO. 232. Analysis of current problems based upon the historical foundation of socio-economic road blocks to progress. 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. Comparative Economic Systems.** Prerequisite: ECO. 201, 202. Topics include comparative analysis of capitalism, socialism, communism, economic systems. Emphasis is placed on differences in pricing, allocation of resources, personal income distribution and introduction to economic planning. 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, 202. 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. Offered both Semesters. 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. Offered both semesters. 3 credits.

**246. Specific Methods For High School Subjects.** Courses in specific methods and materials for teaching on the secondary level in English, Social Sciences, Foreign Languages, Mathematics, and Natural Sciences. Prerequisite: EDU. 242. Offered both Semesters. 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 Psychology.** Emphasis on the physical, emotional, social and mental growth of the child from infancy to puberty, with an application of this knowledge to dealing with children in the 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

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 grade level. 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 opportunities for 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.



A friendly confrontation.

- 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.

The activities consist of speedball, volleyball, badminton, stunts and tumbling, swimming, and tennis.

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

The activities consist of advanced techniques in stunts and tumbling and tennis. Other activities include gymnastics, basketball, swimming and softball.

**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. Prerequisite: 231. 3 credits.

**203. Coaching of Team Sports.** A study of the techniques, philosophies, and psychology of coaching and officiating team sports. 3 credits. Prerequisite PE 231.

**205. Gymnastics.** Tumbling, simple stunts, pyramid building, calisthenics, stunts and routines on the parallel and horizontal bars, side and long horses, and trampoline are taught. Emphasis is also placed on methods of organizing and conducting classes, spotting hints and safety procedures. Prerequisite PE 231. 2 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. Prerequisites: BIO. 102, PE 231. One Semester. 3 credits.

**230. Tests and Measurements in Physical Education.** The theory of measurement in physical education, the selection and administration of appropriate tests, and the interpretation of their results by fundamental statistical procedures. Prerequisites: PE 231, EDU 241. 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. One Semester. 3 credits.



**232. Organization and Administration of Health and Physical Education.** A study of the philosophy, policies, and methods of organizing and administering physical education, intramural, athletic and health programs from the standpoint of the teacher. The role of the physical education teacher in conduct of the school health program and school recreation program. 3 credits. Prerequisites: PE 231, 212.

**233. Kinesiology.** The application of facts and principles of anatomy, physiology, and mechanics to problems of teaching physical education skills and activities of daily living. 3 credits. Prerequisites: BIO 232, PE 231.

**234. Swimming and Life Saving.** A study of techniques in swimming instruction and life saving. 2 credits.

**242. Adapted Physical Education.** The study of conditions which require physical education programs to be adapted to special needs of individuals, including analysis of normal and faulty postures. Principles and practices in application of exercises and activities for specific conditions. 3 credits. Prerequisites: PE 233, BIO 232.

**243. First Aid.** Practical application of techniques of first aid. Lecture and demonstration on first aid measures for wounds, hemorrhage, burns, exposure, sprains, dislocations, fractures, unconscious conditions, suffocation, drowning and poisons, with skill training in all procedures. 2 credits. Prerequisites: BIO 102, PE 212.

**244. Rhythmic Techniques.** A comprehensive study of techniques of dance education. Folk dancing, square dancing, modern dance and polyrhythmic activities are emphasized. Performance of teaching techniques, methods of class organization and safety procedures are stressed. 2 credits. Prerequisites: PE 231, 200.

**246. Specific Methods of Teaching Physical Education.** This course presents a wide variety of basic teaching techniques appropriate for use in the secondary schools. 3 credits. Prerequisites: EDU 243, PE 230.

#### POLITICS

**201. Politics I.** An introduction to theory, method, and problems of the study of politics through a comprehensive investigation of the U. S. political system. One Semester. 3 credits.

**202. Politics II.** An introduction to theory, method, and problems of the study of politics through a comprehensive investigation of U. S. state and local politics with emphasis on urban politics and Southern politics. One Semester. 3 credits.

**210. Politics and Society.** A study of the relationships between power and social processes with emphasis on experimental and field studies. One Semester. 3 credits.

**220. Political Philosophy.** A study of political thought with emphasis on authority, community, freedom, disobedience, and rebellion. (same as Phil. 254). One Semester. 3 credits.

**230. Constitutional Law.** A study of theories of jurisprudence, principals of U. S. Constitutional Law, and the processes of constitutional interpretation. One Semester. 3 credits.

**240. Public Policy.** A study of the politics of policy-making and the consequences of selected politics in the economic, welfare, and civil rights areas. One Semester. 3 credits.

**250. Urban Politics.** A study of conditions, organization, and style of politics in selected metropolitan areas. One Semester. 3 credits.

**260. Political Change.** A study of change of political structures and resistance to change in selected political societies. 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.

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

**220. Formal Thinking in Social Science.** Designed to give social science students practice in using scientific and mathematical patterns of thinking and to introduce some topics from philosophy of science, such as "forms of explanation" and "roles for experience", and some mathematically oriented ideas, such as probability and statistics, game and decision theory, information and control theory, and general system theory. Prerequisite: Permission of the instructor. One semester. 3 credits.

**225. History of Psychology.** Study of the philosophical origins of modern psychology, the resulting schools of psychology and the influence of these movements on the developments 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.

**245. Cognitive Psychology.** A seminar on psychology of thinking and behavioral control. Advanced topics concerning human information processing, learning, and self-regulation of behavior, including control by intention, will, and consciousness. Student presentations and papers will be required. Projects in human problem and puzzle solving will be included. Prerequisite: PSY 220 or permission of the instructor. 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 hu-

man 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.

**263. Criminology.** A study of the "causes" of juvenile delinquency and adult crime, apprehension of offenders, roles of police and the courts, and efforts at rehabilitation of criminals, in particular in jails

and prisons. One semester. 3 credits. (Offered 1972-73 and in alternate years.)

**266. Population.** A study of population in the United States and in the world, including studies of birth rate, fertility problems, death rate, migration, composition and distribution of the population. Prerequisite: SOC. 200. (Offered in 1973-74 and alternate years). 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.

**272. Urban Sociology.** The place of the city in American Society: its growth, problems of urban living, group life, personality, housing, city planning, and suburban development. One semester. 3 credits. (Offered 1973-1974 and in alternate years.)

**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 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. (Offered in 1972-73 and alternate years). 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. Man in Society I (or Human Behavior and the Social Environment I)** A foundation course for Social Work majors. It is designed to examine human behavior and the social environment from a "normal" development perspective, with special emphasis on the nature of the Black Man's adaptability to society as a bio-psychosocial being. Such growth will be viewed from the family as a social system providing the matrix for socialization of the individual. The span of the course is from conception through aging. One Semester. 3 credits.

**278. Man in Society II (or Human Behavior and the Social Environment II).** Prerequisite HB & SE I)—This course is designed as on going to Man In Society I. It undertakes to equip the student with a beginning understanding and knowledge of deviant behavior including emotional disorders in children and generally, the emotional/behavioral problems of living. Emphasis will be placed on the disturbing behavior of the impoverished and/or Black child, and those dysfunctions in the social systems that generate and contribute to such behavior. The span of the course is from conception through aging. One Semester. 3 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 on understanding social welfare as a social institution. Two Semesters. 8 credits.

**290 and 291 (III & IV).** Taken during the senior year. Focuses on

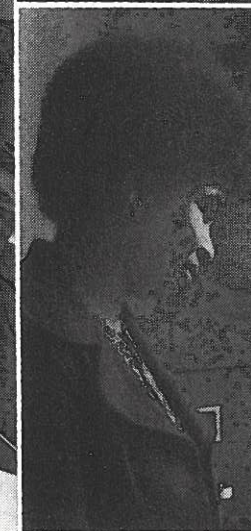
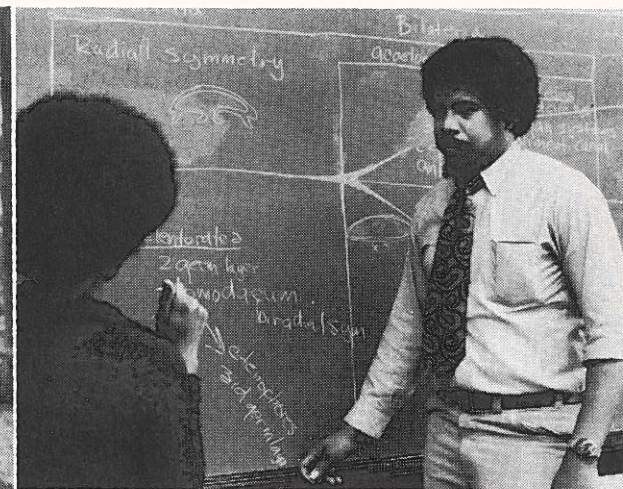
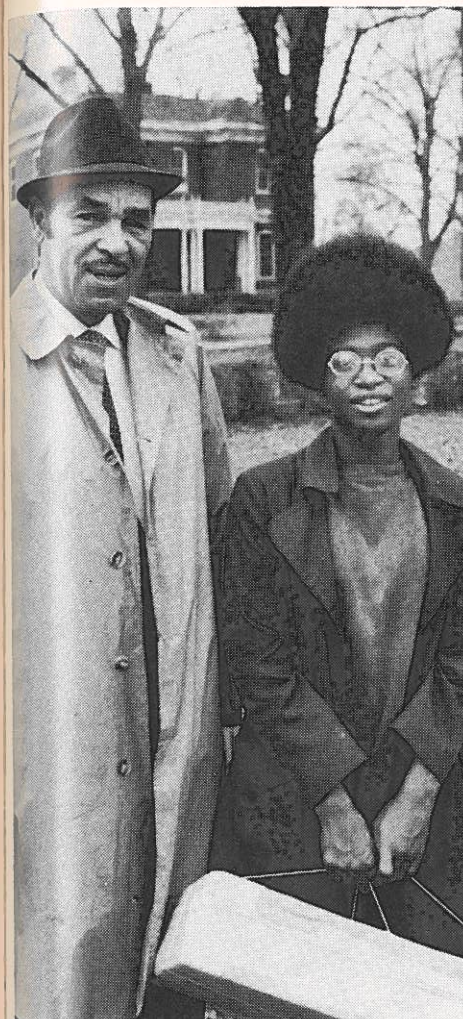
traditional and new approaches to social work practice as needed today and as may be predicted for tomorrow. Some knowledge of the service delivery systems and some understanding and development of values in social work as a profession. Emphasis will be placed on further development of basic attitudes, 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.

**293. Family & Child Welfare.** This course deals with services to children and their families: to provide an evaluative knowledge skill-base for a comprehensive delivery of services to children and families. (By permission of instructor only.) One Semester. 3 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.

**297. Gerontology.** Social processes in aging and their relationship to man's changing environment and his need for financial assistance, housing, medical care, and leisure time activities. (By permission of instructor only.) One Semester. 3 credits.

**305. Social Work Methods.** This course examines the process in social work practice with individuals, families and groups. Concepts, principles, techniques and components underlying this process are explored. Emphasis will also be placed on communication, interviewing, assessment, and other basic skills. One Semester. 3 credits.



**1971-72 SCHOLARSHIPS AWARDS***Hilliard White Scholar*

David Bowie

*William Savery Scholar*

Dennis Young

*Thomas Tarrant Scholar*

Patricia Frazier

*Ambrose Headen Scholar*

Antoniette Castor

*Catherine Waddell Scholar*

James Dixon

*Alfred P. Sloan Scholars*Sam Pittmon  
Robert D. Young*DeForest Scholars*Emma Borens  
Kyrel Broxton  
Antoniette Castor  
Audrey Ford  
Patricia Frazier  
Eloyd Gooden  
Melvin Jackson  
Faye Jeter  
Cynthia Jones  
Menee JonesGwendolyn Marbury  
Lindell McKie  
Patricia Miree  
Shirley Morrow  
Bettye Reynolds  
Geraldine Roberts  
Joyce Robinson  
Lucinda Stevens  
Sherman Upshaw  
Loregenia Wilson*Andrews Scholars*Donna Ager  
Johnna Andrews  
David Baldwin  
Shirley Bass  
Irene Baxter  
Ronnie Beavers  
Semidoll Bevel  
Ralph Bush  
Annette Bussey  
Roland Bussey  
Barbara Carstarphen  
Elsie Carter  
Ezzard Carter  
Mary Cheeseboro  
William Cook  
Michael Crews  
Larry Daniels  
Ola Dixie  
Susan CuCloux  
Venue Ellerson  
Ruthie Ellington  
Renee' Fair  
Juanita Florence  
Leevones Gillespie  
Martha Gillis  
Georgia Glover  
Gaynell Goggins  
Callie Green  
Shirley Griffin  
Angela Hall  
Quintella Harrell  
Veronica Hartsfield  
Jessica Hatch  
William Henry  
Louise Hicks  
Martha HinesClarence Hogan  
Patricia Hollenquest  
Sally Holt  
Ronald Hudson  
Bettie Jones  
Charlene Jones  
Gertha Lee  
Katie Levins  
Barbara Lumpkin  
Deborah Lundy  
Arthuree Mack  
Edward Mitchell  
Juanita Padgett  
Patricia Pettis  
Oglathia Pinkney  
Sam Pittmon  
Dorosalind Rice  
Sammy Rice  
Billy Sanders  
Dixie Sanders  
Anthony Scott  
Elizabeth Snyder  
Mary Stone  
Terone Stone  
Aronia Swain  
Patricia Tyree  
Jacquelyn Urquhart  
Countress Wallace  
Romona Washington  
Carol White  
Patricia White  
Cynthia Whitfield  
Alicia Willard  
O'Warrenton Wilson  
Shirley Wilson  
Robert Young*Sumner Scholars*Katie Arnold  
Stanley Bonham  
Reginald Brooks  
Youlanda BrooksMary Bush  
Gloria Cannon  
Anna Catia  
Carol Clayton

*Sumner Scholars*

Sandra Cohill	Joe McGhee
George Dye	Michael McGrady
Joyce Flournoy	Cunthia Mitchell
Rita Greeman	Debra Montgomery
Barbara Gilbert	Joe N. Moore
Eugene Glover	Willie Moore
Carl Green	Annie Pettway
Nora Herring	Herschelle Reed
Linda Hill	Jimmie Reeves
Ronald Horner	Elain Richardson
Winona Jacobs	Johnny Richardson
Deborah James	Eulaine Ross
Willie Jemison	Woody Freeman
Dorothy Johnson	Deloris Shepard
Cosandra Keaton	Melvin Sillmon
Mary Keith	Linda Simmons
Barbara Key	Lenetta Smith
Maria Keys	Roman Spinner
Patricia Kimbrough	Sandra Stanley
Dorothy Kinsey	Delores Taylor
Sandra Lackey	Nathaniel Townsel
Leroy Lang	Brenda Twymon
Gloria Lessington	Cornelia Vickers
Verlinda Lewis	Cynthia Weston
Lena Lockett	Victoria Whatley
Gloria Lockhart	Angela Wilson
Constance Marable	Peggy Woodson
Jacquelyn McClary	Linda Wright

*Alumni Scholars*

Harry Coaxum	Cynthia Ramseur
Sharon Cobb	Kathi Rubles
Pamela Darville	Karen Tappin
Glen Duncan	Phyllis Williams
Theron Green	Dennis Young

**GRADUATING CLASS OF 1971**

## Bachelor of Arts Degree

*Biology*

†Brady, Victoria  
 †Bonaparte, Yvonne Z.  
 Duhart, Delphine V.  
 Joiner, Jerry  
 †Jones, James E.  
 Miller, Henry, III  
 Quarterman, Mark, III  
 Shannon, Ronald V.  
 Simms, Richard L.  
 \*Stephens, Harvard W.  
 †Whittaker, Joseph J., III

*Chemistry*

†Almond, Hope Lee  
 Bryant, Wilmon Lee  
 †Glass, Daniel L., Jr.

*Economics*

Garrett, Catherine  
 Pears, Reva Ann  
 Renwick, Reginald A.  
 Ringling, Julius C.

*Elementary Education*

Anderson, Ella Mae  
 Brown, Lula Mae  
 Burton, Johnnie M. (Miss)  
 Chestnut, Marcella  
 Cordy, Dianne M.  
 Enochs, Jo Wanda A.  
 Harris, Lula B.  
 Montgomery, Lillie M.  
 Smith, JoAnn  
 Smith, Rita Blandon  
 Tate, Ervin A.

*English*

Adamson, Shirley A.  
 Augustus, Veronica  
 †Averiett, Sam W.

Burk, Patricia  
 Calhoun, Cornell H., III  
 Clapp, Karla F.  
 \*George, Lekha A.  
 Jones, Barbara A.  
 Lawler, Barbara Morgan  
 Madison, Eltrishia  
 Miller, Gloria J.  
 Pleasant, Jo Ann  
 Stubbs, Mae Frances  
 Walton, Mildred

*History*

Allen, Shirley B.  
 Baldwin, Lewis V.  
 Charley, Georgia Williams  
 Cole, Clinn L.  
 Conn, James S.  
 Elston, Arnold T.  
 \*Frasier, Roberta M.  
 Griffin, Babe Ray  
 Harville, Phillip M.  
 \*Hill, Ethel M.  
 †Jones, Charlene C. A.  
 McGuire, Minuard C.  
 Tobin, Clarence, Jr.  
 Tyner, Margaret  
 Waldrop, Melvin L.  
 Williams, Carollyn R.

*Mathematics*

Buggs, Ronald R.  
 Campbell, Norman P.  
 Frazier, Vendolyn Hall  
 Harmon, Archie B.  
 Hines, Jimmie  
 Holmes, Asenath T.  
 Hood, Alan L.  
 McCulloh, George C.  
 Willingham, Francena

\*With Honors  
 †With Departmental Distinction

*Math-Physics*

Johnson, Gwendolyn D.  
 †Mayweather, Lenard I.  
 Neal, Fauver T.

*Music*

†Burnside, Ira Stone  
 Cade, Kathleen G.  
 †Gibbs, Linda Ezell

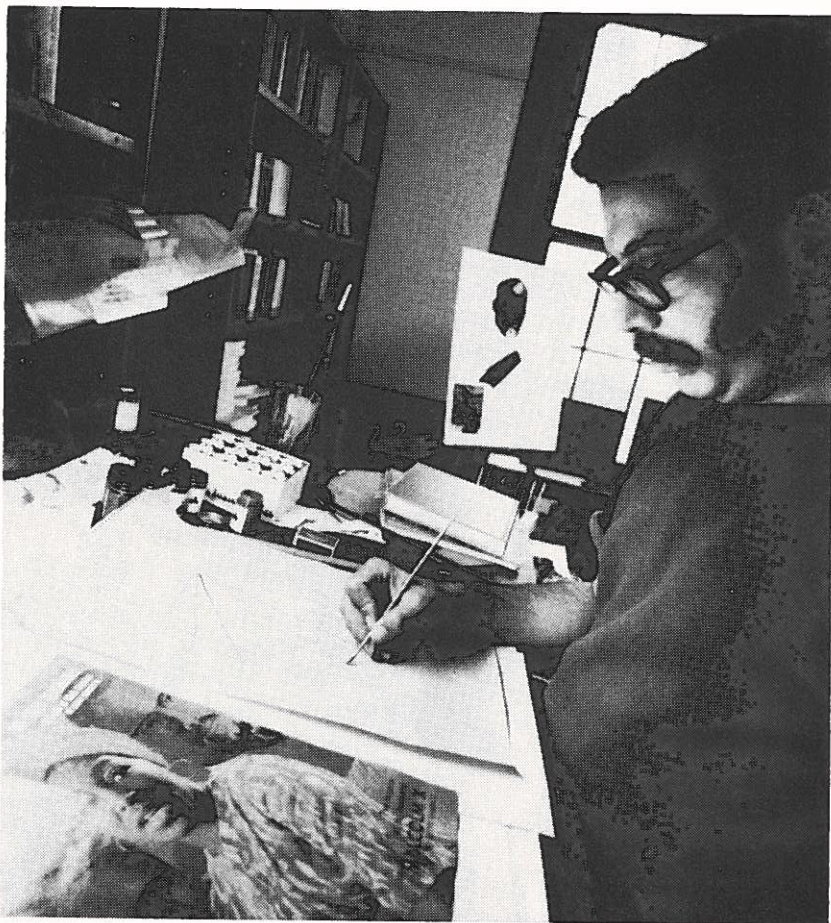
*Physical Education*

Brooks, Patricia M.

Butler, Mary Lee  
 Heflin, Annette D.  
 Hicks, Hattie Mae  
 Hicks, Peggy A.  
 Hughes, Willie K.  
 Jones, Geneva  
 Simmons, Ola Scales

*Psychology*

Bernard, Fredrica I.  
 Hamilton, Anita W.  
 Hanna, Angela K.



A Student working in the Community Workshop located on campus.

Humphrey, Kenneth D.  
 McLoyd, Vonnie C.  
 Meadows, Rosie Lee  
 Nobles, Janice  
 O'Neal, Earnestine  
 Sanders, Lelia M.  
 Simmons, Rita Diggs  
 Simmons, Victoria Streeter

*Sociology*

Bradley, William F., Jr.  
 (Soc. Work)  
 †Burt, Sharon D. (Soc. Work)  
 Farries, Linda Autrey  
 Hutcherson, Julia R.  
 (Soc. Work)  
 Johnson, Cormelia  
 (Soc. Work)

Jordan, Sadie Ruth  
 (Soc. Work)  
 Kennedy, Mildred Tolson  
 Oliver, Sterlin W.  
 (Soc. Work)  
 Perry, Lillian Y. (Soc. Work)  
 Polk, Madgelyn G.  
 (Soc. Work)  
 \*Singleton, Delores  
 (Soc. Work)  
 Smith, Jesse J.  
 Stith, Cecelia A.  
 Vincent, Shirley Cornelius  
 (Soc. Work)  
 Walker, John Paul  
 Williams, Angela Y.

## MEMBERS OF ALPHA CHI HONOR SOCIETY

Yvonne Z. Bonaparte  
 Wilmon Lee Bryant  
 Roberta M. Frasier  
 Lekha George  
 Ethel Hill  
 Asenath T. Holmes  
 Geneva Jones  
 Minuard C. McGuire  
 Delores Singleton  
 Harvard W. Stephens

## MEMBERS OF BETA KAPPA CHI HONOR SOCIETY

Baxter, Irene  
 Baldwin, David Leon  
 Bevel, Shirley  
 Daniels, Larry  
 Florence, Juanita  
 Henry, William Chester  
 Jackson, Melvin Curtis  
 King, Leevones Gillespie  
 Pittmon, Sam  
 Roberts, Geraldine

ELECTION TO "WHO'S WHO IN AMERICAN COLLEGES  
AND UNIVERSITIES" 1971-1972

Baldwin David Leon  
 Daniels, Larry Bernard  
 Dixon, James Ellis  
 Ford, Audrey Aleace  
 Frazier, Patricia Ann  
 Jackson, Melvin Curtis  
 King, LeeVones  
 Pittmon, Sam  
 Roberts, Geraldine  
 Snyder, Elizabeth  
 Tyree, Patricia Ann  
 Wilson, O'Warrenton

**AWARDS***Armstrong Award for Creative Ability*

Cornell H. Calhoun, III

*Avery Speech Award*

Yvonne Z. Bonaparte

*Buell Gordon Gallagher Award*

Patricia A. Frazier

William P. Cook

*Marye Elizabeth Weaver Scholarship Award*

Asenath T. Holmes

*Catherine Hughes Waddell Award*

James E. Dixon, III

*Elva Constance Cross Award*

Roberta M. Frasier

*George M. Fennell, Jr. Citizenship Award*

Johna B. Andrews

Joseph J. Whittaker, III

*Hamilton-Weaver Award (1970-71)*

Kyrel Broxton

*Whiton Writing Awards*

Sam W. Averiett, II

Mae F. Stubbs

*Jeter Award (1970-71)*

Ira Stone Burnside

*Presser Foundation Music Award*

Pauline Robinson

*Napoleon Rivers, Sr. Award in Romance**Languages and Literature*

Reginald A. Renwick

*Athletic Awards*

Most Valuable Player

Cornell H. Calhoun, III

Co-Captain Award

Cornell H. Calhoun, III

Co-Captain Award

Ervin A. Tate

*Alice M. Holman Scholarship in Music*

Johna B. Andrews

*Biology Department Awards—The Henry Cornelius*

Bacon and Thelma Nelson Bacon Awards

Yvonne Z. Bonaparte

Harvard W. Stephens

*History Department Awards*

Roberta M. Frasier

Ethel M. Hill

Minuard C. McGuire

*Library Student Assistant Awards*

Jacquelyn Streeter

Samuel A. Beachem

*Fanning Refectory Award*

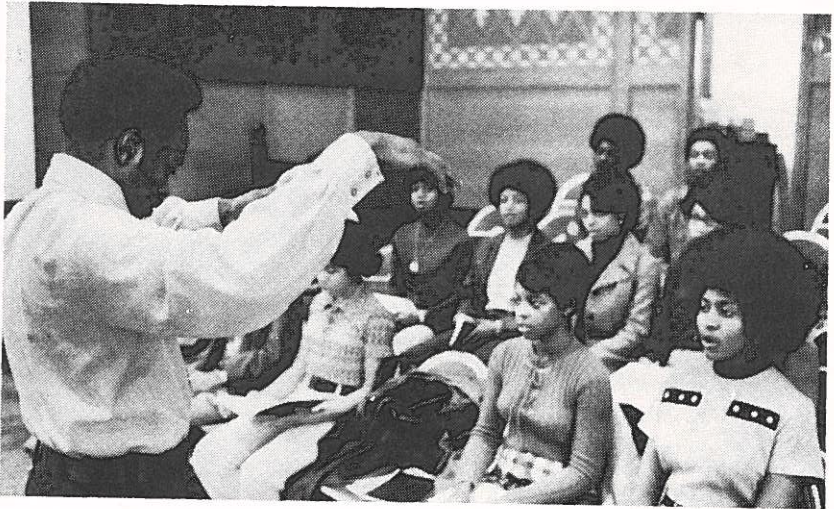
George C. McCulloh



**VISITING SPEAKERS AND ARTISTS****1971**

- Jan. 9 Mr. Curt Baxter, Y.W.C.A. Program Trainer, Philadelphia, Pa.
- Jan. 9-10 Miss Sandra Holmes and Miss Sally Stewart, Y.W.C.A. Secretaries, Atlanta, Ga.
- Jan. 10 Miss Ella Baker, Civil Rights Consultant, New York, N.Y.
- Jan. 10 Reverend Andrew L. Cooper, First Congregational Church, Birmingham, Ala.
- Jan. 10 Professor William Speller, Department of Psychology, North East Illinois University, State College, Chicago, Ill.
- Jan. 10 Baumel, Booth, Smith String Trio, New York, N.Y.
- Jan. 20 Mr. Tom Wetherly, Poet in Residence, Bishop College, Dallas, Tex.
- Feb. 14 Reverend N. Quintus Reynolds, Seventeenth Street Baptist Church, and Choir, Miss Carrie M. Thomas, Director, Anniston, Ala.
- Feb. 15-18 Miss Franzie Jones, and Mr. Henry Mitchell, Peace Corps volunteers to Fiji and Malaysia, from Knoxville, Tenn., and Grambling, La.
- Feb. 19 Al Fann and Company, theatrical ensemble, New York, N.Y.
- Feb. 21 Rabbi Randall M. Falk, M.H.L., Spiritual Leader of Congregation Ohaboi Shalom, Nashville, Tenn.
- Feb. 21 Dr. John M. Nixon, Alabama Chairman, N.A.A.C.P., Birmingham, Ala.
- Feb. 26 Eight Talladega Graduates, Career Day Speakers: Harry Parson, '50, American Airlines; James E. Hartsfield, '66, IBM; Juanita Curry Jackson, '67, Social Security; E. Michael Lampkin, '69, Health Service and Mental Health Administration; Virginia Woolfork Sanders, '68, Sheltering Arms Children's Service; William Harvey, '61, Asst. to the President, Fisk University; and Irvlyn Hillman, '70, Jacksonville, Florida, Board of Education.

- Feb. 26 Career Day Consultants: Edward B. King, Association of American Publishers; Ron Hudon and Tom Vanderberg, General Foods Corporation; Edgar A. Gambill, U. S. Civil Service Commission; Loland Granger and Edgar Harper, Social Security; David Justice, Alabama Commission on Social Welfare Manpower; and Nat Mosley, Federal Aviation Administration.
- Mar. 4 Dr. King F. Tam, Department of Microbiology, Leland Stanford University, Palo Alto, Cal.
- Mar. 7 Reverend Leon S. Craig, Foundation for Marriage and Family Counseling, Birmingham, Ala.
- Mar. 14 Reverend James I. Harrison, III, University Christian Ministry, Jacksonville State University, Jacksonville, Fla.
- Mar. 22 Mr. William Land, Commission for Racial Justice, United Church of Christ, New York, N.Y.
- Mar. 28 Dr. Konrad Kingshill, Missionary School Superintendent, Chiang Mai, Thailand.
- April 18 Miss Bernice Alexander, '70, graduate student, Department of Economics, Atlanta University, Atlanta, Ga.
- April 25 Dr. Henry H. Mitchell, Department of Black Church Studies, Colgate-Rochester Divinity School, Rochester, N.Y.
- April 25 Calvin C. Hernton, Associate Professor, Department of Afro-American Studies, Oberlin College, Oberlin, Ohio.
- April 26 Mr. Benny Andrews, lecturer in fine arts, New School of Social Research, New York, N.Y.
- April 29 Hon. Charles Evers, Mayor, Fayette, Miss.
- April 30 Burt D'Lugoff, Ray Larsen, Robert Nemiroff, play cast of *To be Young, Gifted and Black*, New York, N.Y.
- May 1 Raymond Jackson, pianist, New York, N.Y.
- May 2 Dr. John E. Wallace, First Congregational Church, Wellesley Hills, Mass.



Above and below, students reflect the many moods of the campus. In the middle, the Talladega Choir in rehearsal.

- May 2      Xavier University Opera Company, in Mozart's *Cosi Fan Tutte*, New Orleans, La.
- May 6      Curtis Mayfield, Popular Radio and TV singer.
- May 12     Dr. Wade Ellis, Department of Mathematics, University of Michigan, Ann Arbor, Mich.
- June 5     William R. Harvey, '61, Nashville, Tenn. Alumni Banquet speaker.
- June 6     Hon. Arthur Fletcher, Assistant Secretary of Labor, Washington, D.C. Commencement speaker.
- Sept. 19    Reverend John J. Borens, Jacob Chapel, C.M.E. Talladega, Ala.
- Sept. 26    Reverend M. S. Adams, Young Macedonia Baptist Church, Edgefield, S. C.
- Oct. 10     Reverend Latta R. Thomas, College Minister, Benedict College, Columbia, S. C.
- Oct. 12     Dr. David T. Lindgren, Urban Studies Program, Dartmouth College, Hanover, N. H.
- Oct. 17     Reverend J. S. Nettles, Mount Olive Baptist Church, Anniston, Ala.
- Oct. 24     Reverend Richard B. Kozelka, graduate student, New York, N.Y.
- Oct. 25-26   Dr. Jonathan Mirsky, Department of Chinese Studies, Dartmouth College, Hanover, N. H.
- Oct. 27     Miss Mariah Whitson, Chairman of the City Council, Talladega, Ala.
- Oct. 31     Dr. Walter D. Bingham, '45, Third Christian Church, Louisville, Ky.
- Oct. 31     Dr. Robert Rae, violist, Department of History, Auburn, Ala.
- Nov. 1      Alpha and Omega Players, in "Dialogue of Adam and Eve" by Mark Twain, Dallas, Tex.
- Nov. 6      Hon. John J. Miller, '54, Attorney and State Assemblyman, and Mr. Franklin W. Thomas, '46, City Personnel Director, Atlanta, Ga.
- Nov. 13     The Temprees, instrumentalists, Memphis, Tenn.

- Nov. 14 Dr. K. B. Rao, director, World University Service, New York, N.Y.
- Nov. 15 Preservation Hall Jazz Band, seven musicians, New Orleans, La.
- Nov. 21 Reverend Charles H. Nevett, First Baptist Church, Fairfield, Ala.
- Dec. 3 Mrs. Eloise Cornelius, '46, Department of Social Work, Chicago, University, Chicago, Ill.
- Dec. 5 Hon. Richard Arrington, Director, Alabama Center for Higher Education, and City Councilman, Birmingham.
- Dec. 6-10 Dr. Lillian C. R. Restaino, and Dr. Kathryn I. Scanlon, School of Education, Fordham University, New York, N. Y.
- Dec. 12 Hon. Clarence M. Mitchell, State Senator, Baltimore, Md.

### LITTLE THEATRE PRODUCTIONS

1971-72

*Fall*

HARVEY—Mary Chase

*Spring*

DEATH OF A SALESMAN—Arthur Miller

### ART EXHIBITS

1970-71 Art Exhibits

- International Graphic Art Society Print Show
- Photographic Show by L. Meeks, a New York artist and photographer
- Photographic Show by Dean Simpson and Ceramics by Syed Yunus
- Painting and Drawings by Christina Baklanoff
- Art Show by Talladega Students
- Paintings by Benny Andrews

### ENROLLMENT BY STATES

FALL 1971

Alabama .....	241
California .....	2
Connecticut .....	1
District of Columbia.....	3
Florida .....	58
Georgia .....	47
Illinois .....	9
Louisiana .....	6
Maryland .....	2
Michigan .....	4
Mississippi .....	2
Missouri .....	1
New York .....	23
North Carolina .....	2
Ohio .....	9
Oklahoma .....	1
Pennsylvania .....	3
South Carolina .....	89
Tennessee .....	6
Texas .....	3
Virginia .....	1
Washington .....	1
Wisconsin .....	1
	<hr/>
	515

*Foreign*

India .....	1
	<hr/>

	Men	Women	Total	
Full-Time Students	180	336		516

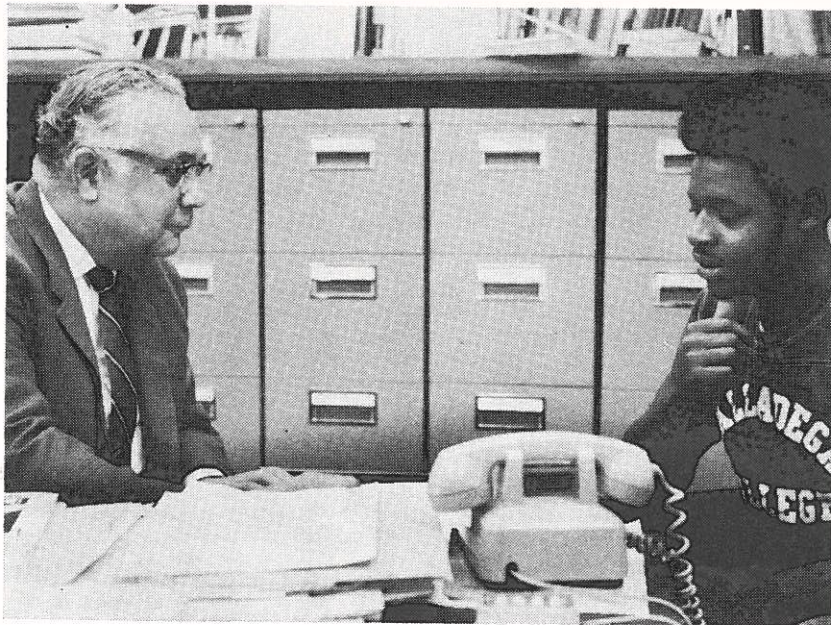
## FACULTY AND STAFF

## FACULTY

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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. Additional Study, University of Miami.
- Roland Braithwaite .....*Professor of Music*  
Mus.B., A.M., Ph.D., Boston University. Additional Study, Union Theological Seminary.
- Aleyamma George .....*Professor of Physics*  
B.Sc., Kerala University, India; M.Sc., Lucknow University; Ph.D., Kerala University. Additional Study, New York University.
- Mathew George .....*Professor of Social Science*  
B.A., Maharajas Collge; L.L.B., Law College of Benares Hindu University; L.L.M., Kerala University; D.B.C. Judicial, India.
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B.A., M.A., Boston College; S.T.L., Weston College; D.Phil., Oxford University.
- Oscar F. Hoffman .....*Professor of Sociology*  
B.A., Lakeland College; M.A., University of Wisconsin; Ph.D., University of North Carolina. Additional Study, Michigan State University, Northwestern University.
- Everett W. MacNair ..... *Professor of Religion*  
A.B., Williams College; B.D., Chicago Theological Seminary; Ph.D., Columbia University.
- \*Margaret L. Montgomery ..... *Professor of Humanities*  
Litt.B., Grove City College; A.M., Northwestern University. Additional study, University of Chicago; Northwestern University; New York University; Columbia University.
- Cohen T. Simpson ..... *Professor of Chemistry*  
A.B., Talladega College; M.S., Ph.D., State University of Iowa. Additional study, University of Chicago, University of Michigan.
- Carl R. Stockton .....*Professor of History*  
B.S.Ed., Southwest Missouri State; S.T.B., Boston University; Ph.D., Oxford University. Additional study, University of Louisville.
- Muriel Elaine Taylor ..... *Professor of Biology*  
B.S., Virginia State College; A.M., Columbia University. Additional study, Columbia University; Northwestern University.
- William J. Van Wagendonk .....*Professor of Biology*  
AB., M.S., Ph.D., Rijksuniversiteit

\*On Leave, 1971-72.

- Frank O. Wyse ..... *Professor of Mathematics*  
A.B., Harvard University; A.M., Princeton University; Ph.D., Oregon State University.
- James Adams .....*Associate Professor of Physical Education*  
B.S., Indiana Central College; M.S., Indiana University. Additional Study, University of Alabama, Oklahoma University.
- Getacheu Belayneh .....*Associate Professor of Economics*  
B.S., Central State, M.Sc., Southern Illinois, Ph.D. University of Utah. Additional Study, University of Michigan.
- James Boettler .....*Associate Professor of Physics*  
B.S., Lafayette College, M.S., Ph.D., University of Illinois.
- Bernard Bray .....*Associate Professor of Political Science*  
B.S., Indiana University, M.S., Kansas State. Additional Study, University of Kansas, University of Michigan.
- Leslie Dominits ..... *Associate Professor of Modern Languages*  
B.S., German Gymnasium and Timisoara; M.A., University of Cluj and School of Journalism of Buenos Aires; M.A., Mississippi State University; Ph.D., University of Budapest and University of Kolozsvar. Additional study, Columbia University, Jacksonville State, University of Wisconsin, Stanford University.
- Woodrow W. Dorsey ..... *Associate Professor of Chemistry*  
A.B., Clark College; M.S., Atlanta University. Additional study, Saint Louis University, Columbia University, East Texas University.
- Louis R. Dougherty ..... *Associate Professor of Economics*  
B.A., The College and Wharton School of the University of Pennsylvania; M.B.A., Graduate Division of the Wharton School of Finance and Commerce of the University of Pennsylvania.
- Orrin F. Hall .....*Associate Professor of English*  
B.A., New York University; M.Div., Drew University; M.A., New York University Graduate School. Additional Study, University of North Dakota.
- Catherine D. Hurst ..... *Associate Professor of English*  
B.A., Talladega College; M.S., Atlanta University. Additional study, University of Alabama.
- William D. Kray ..... *Associate Professor of Chemistry*  
B.S., California Polytechnical Institute at Pomona; M.S., Oregon State University; Ph.D., Universtiy of Montana. Additional study, Lawrence Radiation Laboratory.
- George W. Morton ..... *Associate Professor of Humanities and English*  
A.B., Atlanta University; M.A., Columbia University. Additional study, University of Houston.
- Gladys T. Neal ..... *Associate Professor of Music*  
Mus.B., Oberlin Conservatory of Music; Mus. M., American Conservatory of Music. Additional Study in Vienna, Nice and with Robert Goldsand.
- William C. Perkins ..... *Associate Professor of Education*  
B.S., Alabama A. & M.; M.A., Northwestern University. Additional study, Northwestern University.



The Dean of Instruction is always available for student consultation.

- Preston Brainard Rowe, Jr. .... *Associate Professor of Psychology*  
A. B., Dartmouth; Ph.D., Massachusetts Institute of Technology. Additional study, University of Michigan.
- William G. Spinner ..... *Associate Professor of Modern Languages*  
M.S., University of Lwow, Poland. Additional study, Institute of Foreign Languages, University of Lwow.
- Florence Bernard ..... *Assistant Professor of Music*  
B.S., Southern University; M.M.Ed., Louisiana University.
- Julius K. Bobroff ..... *Assistant Professor of Modern Languages*  
A.B., Roosevelt College, Chicago; M.A., State University of New York. Additional study, Hollins College.
- Lawson G. Bonaparte ..... *Assistant Professor of Education*  
B.S., South Carolina State; M.S., A and T State University; B.D., Interdenominational Seminary; STM, Boston University; Ed.D., Oregon State University.
- Horace R. Carney, Jr. .... *Assistant Professor of Music*  
A.B., Fisk University; M.A., Eastman School of Music.
- Eula C. Cokely ..... *Assistant Professor of Education*  
A.B., Talladega College; M.A., Putney Graduate School; M.S., University of Wisconsin. Additional study, University of Wisconsin and Peabody.

- \*Robert K. Diebold ..... *Assistant Professor of English*  
B.S., St. Louis University; M.A., Yale University.
- Robert C. Ghent ..... *Assistant Professor of Mathematics*  
B.A., University of Oregon; A.M., Harvard University.
- William M. Hodson ..... *Assistant Professor of Biology*  
B.S., Redlands; M.A., University of California at Los Angeles; Ph.D., University of South Carolina.
- \*Willis G. Jackson ..... *Assistant Professor of History*  
B.A., Transylvania College; B.D., Lexington Theological Seminary; M.A., Kansas State University. Additional study, Indiana University.
- Mary Clinton Jones ..... *Assistant Professor of Music*  
B.A., Talladega; M.A., State University of Iowa. Additional Study, Westminster Choir College, Aspen Music School, Colorado University and Adams State.
- Henrietta Long ..... *Assistant Professor of Physical Education*  
A.B., Talladega College; M.A., Atlanta University.
- Carrie A. McCray ..... *Assistant Professor of Sociology*  
A.B., Talladega College; M.S.S., New York University. Additional Study, Columbia University.
- Mildred Mary McDevitt ..... *Assistant Professor of Modern Languages*  
A.B., Trinity College; M.A., Emmanuel College; Ph.D., Boston College. Additional study, Russian School, Middlebury, Vt.
- Jeanne L. Morrison ..... *Assistant Professor of Psychology*  
B.S., University of Idaho; M.A., Washington State University; M.Ed., Oregon State University. Additional study, University of North Dakota.
- Richard A. Morrison ..... *Assistant Professor of Physics*  
B.A., College of Wooster; M.S., Ph.D., University of Chicago.
- Doris B. Morton ..... *Assistant Professor of English*  
B.A., Dillard University; M.A.T., Radcliffe College; M.A., University of Texas. Additional study, Brandeis University, University of Kentucky, University of Texas.
- Robert Richmond ..... *Assistant Professor*  
B. Mus.Ed., Denver University; M.M., Northwestern University.
- Vajapeyam S. Ranganathan ..... *Assistant Professor of Biology*  
B.Sc., St. Philomena's College, Mysore; M.Sc., Vikram University, Bhopal, India; Ph.D., Howard University.
- Harold M. Robinson ..... *Assistant Professor of English*  
B.S., M.A., University of Nevada; D.A., University of Oregon.
- \*Syed Shahabuddin ..... *Assistant Professor of Economics*  
B.A., Jehanzeb College; M. B. A., Karachi University; M. B. A., Kent State University.

\*On leave, 1971-72.

- Juliette Smith.....*Librarian and Assistant Professor of Education*  
B.S., Alabama State, M.L.S., Atlanta University. Additional Study, University of Minnesota.
- Daphne B. Thompson ..... *Assistant Director of Admissions and Assistant Professor of Education*  
A.B., Talladega College; M.A., Western Reserve University. Additional Study, University of Chicago.
- Elizabeth C. Williams.....*Assistant Librarian and Assistant Professor of Education*  
B.A., Spelman College; M.L.S., Syracuse University.
- Syed Yunus ..... *Assistant Professor of Art*  
B.A., B.T., University of Karachi; M.A., San Diego State College; M.F.A., University of Oregon. Additional study, Columbia University and Pratt Institute
- Julian L. Scott ..... *Registrar*  
A.B., Talladega College. Additional study, University of Chicago, Columbia University, and Fisk University.
- Dirett C. Alfred .....*Instructor of Physical Education*  
B.S., Kentucky State; M.S., Indiana University.
- \*Jerry Breecher .....*Instructor of Physics*  
B.A., St. Olaf College; M. A. Tufts University.
- Harold A. Franklin .....*Instructor of History and Social Science*  
A.B., Alabama State College; M.A., Auburn University.
- Lorain Harmon .....*Instructor of Physical Education*  
B.S., Alabama State; M.S., Indiana University.
- Robert A. Hollister ..... *Instructor of Mathematics*  
B.S., University of Florida; M.A., University of California.
- Shedrick Lyons ..... *Instructor of Speech and Drama*  
A.B., Fort Valley State College; M.S., Kansas State University.
- Margaret T. Perkins ..... *Instructor of History*  
B.A., Bennett College; M.A., Wellesley College.
- Howard Zehr, Jr.....*Instructor of Humanities*  
B.A., Morehouse; M.A., University of Chicago. Additional Study, Rutgers University.
- Lucille Allen.....*Faculty Associate in the Social Work Undergraduate Program*  
B.A., Texas Southern; M.S.W., Atlanta University.
- Francis A. Taylor ..... *Faculty Associate in the Social Work Undergraduate Program*  
B.A., Southern Illinois University; M.A., University of Chicago.
- Myrtle C. Simpson ..... *Assistant in the Communications Workshop*  
A.B., Straight College. Additional study, University of Michigan.

\*On Leave 1971-72.

- Miriam Putnam ..... *Assistant Librarian*  
A.B., Radcliffe College; M.L.S., Columbia University.
- Juliette S. Smith .....*Librarian*  
B.S., Alabama State College; M.L.S., Atlanta University.
- Leon P. Spencer ..... *Archivist in the Alabama Center for Higher Education Project*  
B.A., Wake Forest University; M.A., Indiana University; Additional study, Syracuse University.

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*Counselor of Women*

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*Assistant Business Manager*

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*Director of Placement; Counselor  
in Thirteen Colleges Curriculum Program*

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*Secretary to Director of Admissions and  
Alumni-Public Relations*

Minola Ratchford  
*Secretary in the Registrar's Office*

\*Half-year  
\*\*Part-time.

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*Secretary to Director of Thirteen Colleges Curriculum Program*

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*Operator of Duplicating and Mailing Service*

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*Secretary in Social Work Program*

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*Clerk-typist in Library*

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*Assistant in the Student Financial Aid Program*

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*Secretary in Counseling Offices*

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*Computer Laboratory Clerk*

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*Janitorial Supervisor*

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*Manager of Bookstore and Postoffice  
Head Resident, Crawford Hall*

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*Assistant in the Bookstore and Mail Clerk*

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*Assistant in Plant Operations*

Martha P. Hill  
*Assistant in Business Office and Post Office*

\*Herbert C. Boswell, M.B.A.  
*Accountant Assistant in Business Office*

Bonnie Rembert  
*Assistant in Business Office*

\*Eliza J. Byrd  
*Assistant in Business Office*

John E. Cole, Sr.  
*Manager of the Snack Bar*

Mary Swain  
*Clerk/Typist*

\*Half-year  
\*\*Part time

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*Buildings and Grounds Committee:*

- Arthur D. Shores, Chairman; Henry Drewry, Eunice W. Johnson, Howard Spragg, Gwendolyn Leapheart, James Kemp

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