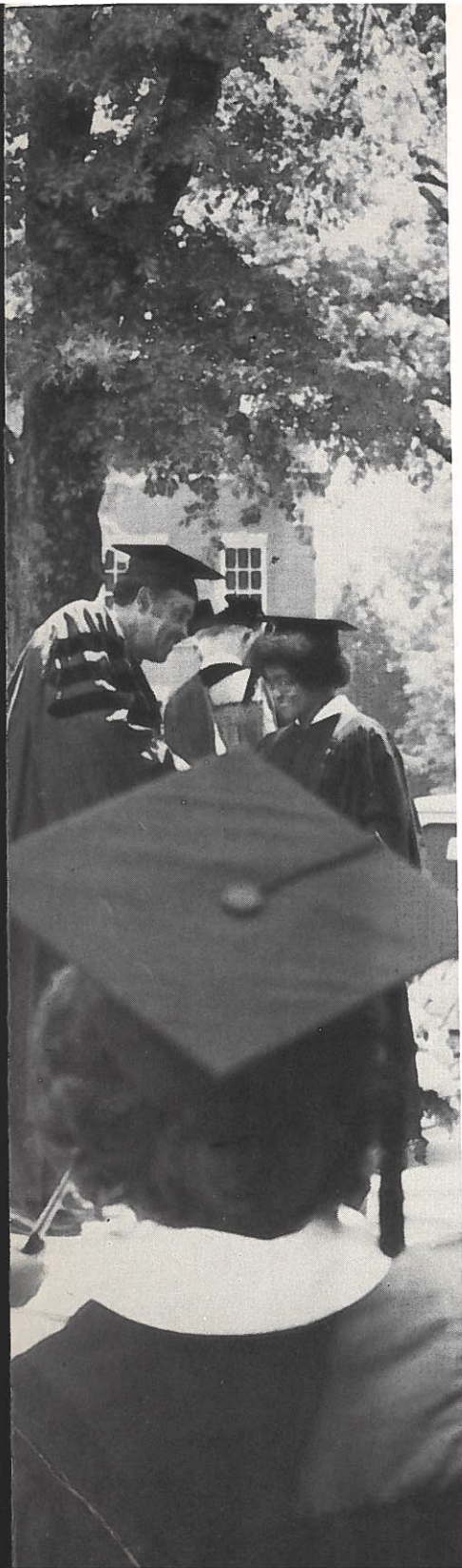


J. N. A.

THE TALLADEGAN



TALLADEGA COLLEGE is an independent, coeducational, four year, liberal arts college. It was founded in 1867 by the American Missionary Association and was chartered as a college by the State of Alabama in 1869.

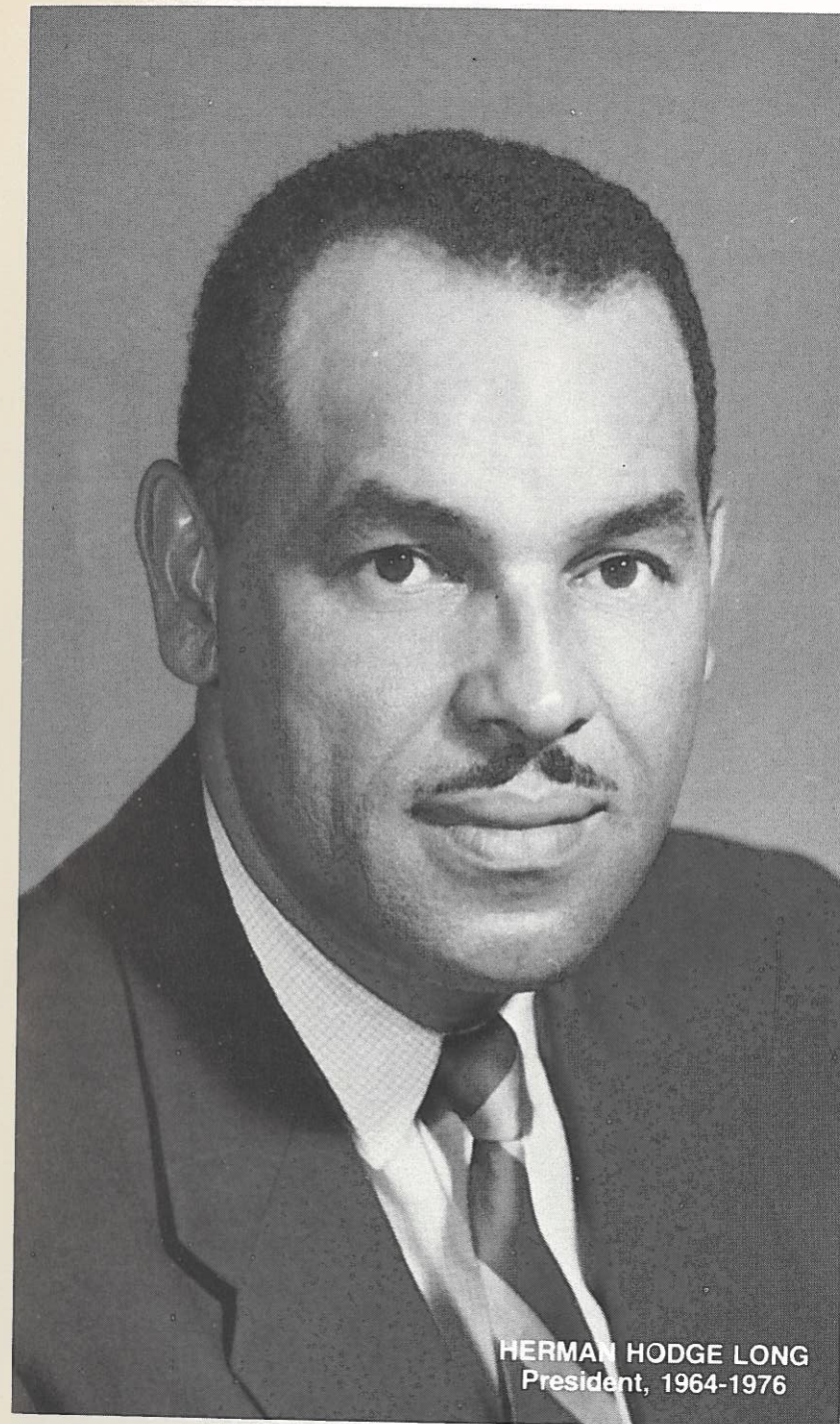
Talladega College is fully accredited by the Southern Association of Colleges and Schools.

Table of Contents

General Information	3
The Academic Program	9
Admission, Expenses, Financial Aid	19
College Life, Activities, Services	33
Divisions of Instruction	39
Historical Notes	81
Personnel	89

Photographs by Willem J. VanWagtendonk, Howard Zehr, Joe Lee and Marie Demery.

By the commitment of its charter Talladega College admits students of any race, sex, color and national or ethnic origin.



HERMAN HODGE LONG
President, 1964-1976



GENERAL INFORMATION

General Information

HISTORY

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 1853 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.

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.

AIMS OF THE COLLEGE

Talladega College is dedicated to the growing realization of the basic humanity of all persons and the development of their highest potential under the fatherhood of God and 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.

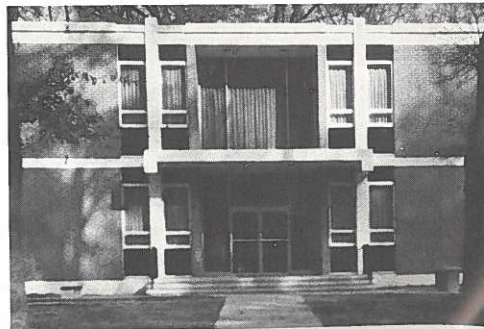
THE CAMPUS

Talladega College is located in the city of Talladega which is about fifty miles southeast of Birmingham, Alabama. The city is on a plateau, about 700 feet above sea level, in the heart of a fertile valley in the foothills of the Blue Ridge Mountains.

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.

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.

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 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. Silby, 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.

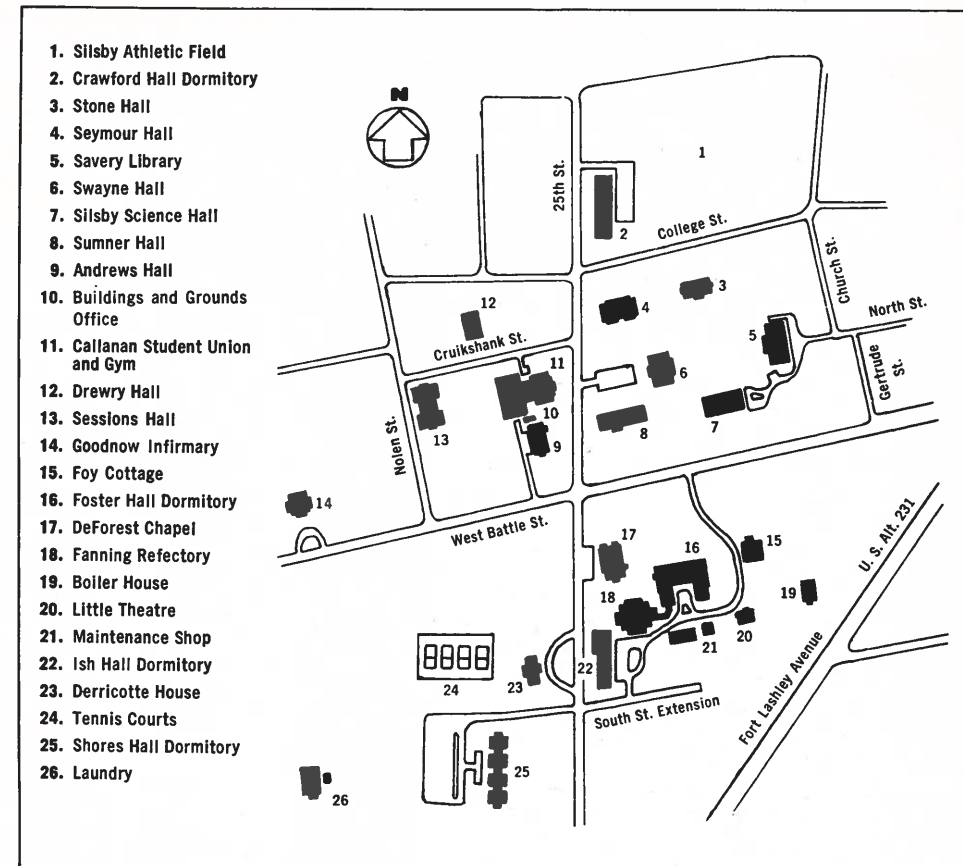
Juliette Derricotte House, built in 1940-41, is the gift of the Harkness Foundation. It is a faculty-staff residence and guest house. Named after Juliette Derricotte, Class of 1918, who at the time of her death in 1932 was a member of the Board of Trustees, it serves as a faculty-staff residence and 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.

Arthur D. Shores Hall, constructed 1973-74, is a co-educational dormitory. It is named for Arthur D. Shores, class of 1927, who has served for many years on our Board of Trustees and is a member of the City Council in Birmingham, Alabama.



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 56,000 volumes, exclusive of bound periodicals. This collection is supplemented by 382 current periodicals, 30 newspapers, slides, filmstrips, tapes, cassettes, microfilm, film 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.



THE ACADEMIC PROGRAM

THE ACADEMIC PROGRAM

Talladega College confers the Bachelor of Arts degree. 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 interests.

COURSES OF STUDY

General Education, which includes studies in communications skills, general humanities, social science, natural science, mathematics and physical education normally takes most of the freshman year and part of the sophomore year.

Programs are also provided for students with career interests in:

- Languages and literature
- Music and music performance
- Cultural heritage and history
- Biological and physical sciences
- Computational sciences
- Pre legal, pre civil-professional studies
- Social and economic studies
- Education

Plans to achieve goals reflected in these interests are provided in the following majors offered by the college:

EDUCATION

- Elementary Education
- Physical Education-Recreation
- Rehabilitation Education

NATURAL SCIENCES AND MATHEMATICS

- Biology
- Chemistry
- Mathematics
- Mathematics-Physics

HUMANITIES

- English
- Modern Languages-French
- Music

SOCIAL SCIENCES

- Economics
- History
- Psychology
- Sociology
- Social Work

SPECIAL 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 Arts 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.

Developing Programs THIRTEEN COLLEGE CURRICULUM PROGRAM (TCCP)—INTERDISCIPLINARY PROGRAM

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

The program originated in 1967. Students who successfully completed TCCP work 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.

In 1973 the techniques and methodology developed in the general program were carried over into major courses. Several interdisciplinary programs have been developed and implemented to enhance and add breadth to upper level work.

To a large measure, then, the Talladega curriculum reflects the innovative thrust of these academic experiments.



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. Students showing exceptional skills in mathematics or communications may be excused from taking one or both semesters of the regular first-year courses.

During the first two years students carry the normal load of seven-teen or eighteen hours of class work per week.

FIRST YEAR GENERAL REQUIREMENTS

1. **Communications 101, 102** 6 SH
Communications 100 may be required prior to Communications 101, 102 depending on previous preparation. Placement will be determined by examination at time of first registration.
2. **Humanities 101, 102** 6 SH
3. **Mathematics 101, 102** 6 SH
4. **Natural Sciences 101, 102** 8 SH
Basic requirement: NS 101-102 which includes a semester of Biological Science and a semester of Physical Science. For students with adequate preparation or special interests:
Biology 101, 102
Chemistry 101, 102
Physics 101, 102
5. **Social Science 101, 102** 6 SH
For some courses of study, it may be advisable to substitute a course in French, German or Spanish.
6. **Physical Education 101, 102** 2 SH
In addition, freshmen will be required to participate in the orientation program.
Students apply to one of the four divisions under which the major departments are organized (see list of majors on page 6) during the sophomore year. General program advisors and heads of major departments will assist students in making wise decisions.

SECOND YEAR REQUIREMENTS FOR NATURAL SCIENCE AND MATHEMATICS

1. One each semester:
Communications 201, 202, 203, 204, 205 2 or 3 SH
Elective in Social Science or Humanities 3 SH
2. **Mathematics** 6 SH
3. **Biology, Chemistry or Physics** 8 SH

4. **German or French** 6 SH
5. **Elective in Social Science or Humanities** 6 SH
(Must be Social Science 101, 102 if not taken in freshman year)

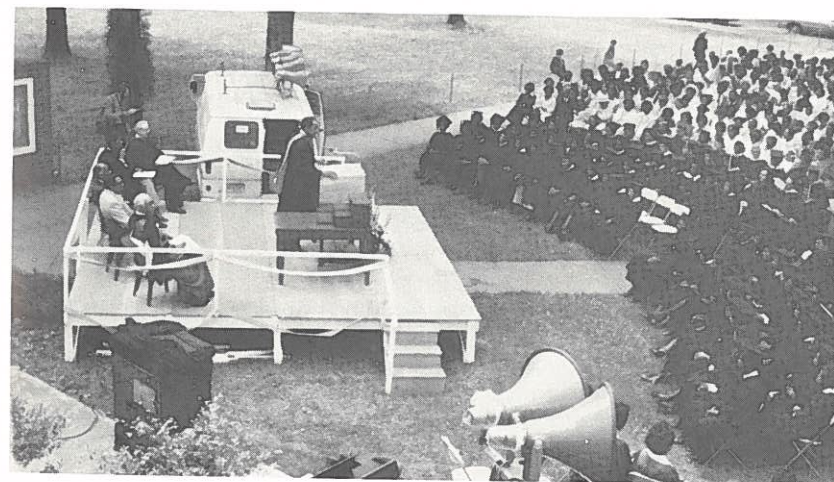
SECOND YEAR REQUIREMENTS FOR EDUCATION, SOCIAL SCIENCES AND HUMANITIES

1. One each semester:
Communication 201, 202, 203, 204, 205 2 or 3 SH
(Must be 201 if grade in COM 102 is less than B)
Elective 3 SH
2. **Humanities requirement:** One course each semester selected from general offerings in Art, Literature (English and Foreign), Music, Philosophy and Religion. A list of courses meeting this requirement will be available at pre-registration and registration. 6 SH
3. **Language if required in prospective major or elective** 6 SH
4. **Elective each semester in prospective major field** 6 SH
5. **Elective in Social Science each semester** 6 SH
(Must be Social Science 101, 102 if not taken freshman year)

THIRD AND FOURTH YEAR REQUIREMENTS

Sixty (60) SH of studies under the supervision of a major department. Special requirements of the Music Department are shown on page 14.

Departmental requirements and details of the curriculum patterns for all majors are published in **Curriculum Patterns** available upon request from the Office of the Dean.



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) The student 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) The student 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) The student 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) The student 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.
- (5) The student must pursue successfully the courses designated as preparatory for his field of concentration.
- (6) The student must complete such work in Physical Education as can be secured in the course numbered 101 and 102 in that department.
- (7) The quality of the work done by the student must be such that the faculty will feel that he can pursue profitably work in a field of concentration.

REQUIREMENTS IN FIELD OF CONCENTRATION

The student must meet the following requirements in his field of concentration:

- (1) The student 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) The student 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 admissions 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.

It should be noted that, due to special conditions in some departments, the requirements for graduation may exceed the approximately 124 hours normally required and that every student must maintain a C average in his major department and a C over-all average to graduate.

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 131-134, 231-232. 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 courses in voice numbered MUS 141-142 are 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.

GRADING

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 above average; Grade C of average; Grade D poor but passing and Grade F unsatisfactory. For work that has not been complete 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.

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.

The Academic Review Committee uses the minimum academic requirement for graduation, a C average, as its guide in assessing student progress.

Voluntary withdrawal is determined on the basis of request from a parent, guardian, or 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.

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 senior 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.

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 4. 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.



add
more
specifics



Admissions, Expenses, Financial Aid

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.

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

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 class or not.

REQUIREMENTS FOR ADMISSION

A candidate for admission into the General Division (normally the first two years) 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.

TRANSFER STUDENTS

As noted above, our academic program is divided into two parts—the General Division Program and the Major Division Program. Page 12 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 or 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.

The College also admits students who have taken less than two years of academic work at other institutions. Any such courses will be considered for transfer credit, and the student's program will be planned to reflect the advance placement gained by the transfer of credit.

APPLICATION FEES

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.



EXPENSES

The college spends approximately \$5,150.00 per year on each student, but the annual standard cost for the resident student is only \$2,570.00. 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	\$1,395.00*	✓
Room	515.00	
Board	<u>660.00</u>	
	\$2,570.00	

If a student obtains permission to take more than 18 hours, there is a charge of \$51.67 for each additional semester hour. Students taking less than 12 hours of credit are charged \$51.67 per semester hour.

Payments must be made as follows:

First Semester: August 22-27	\$1,285.00**
Second Semester: January 5-7	<u>\$1,285.00**</u>
	\$2,570.00

INSTALLMENT PAYMENTS

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

First Semester: August 22-27	\$ 647.50
October 24	642.50
Second Semester: January 5-7	642.50
March 13	<u>642.50</u>
	2,575.00

DEPOSITS AND SPECIAL FEES

DEPOSITS

Advance registration fee (new students only, see Application Fees, p. 20)	\$10.00 ✓
Room reservation deposit	\$15.00 ✓
Key deposit	\$2.00 ✓
Music library deposit	\$2.50 ✓

*Plus music fees when applicable

**Upon registering for the semester

Mail Box Rental (required of all students) \$3.00
Fee for Diploma (required when a student qualifies for a degree) \$10.00
Late Registration Fee (See Academic Calendar, back cover, for the penalty dates each semester) \$10.00 first day; \$1.00 each additional day.

The advance registration fee is credited towards tuition; the other 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.

LABORATORY FEES

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.

MUSIC INSTRUCTION FEES

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

- (1) 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
- (2) Use of practice piano or organ
 One hour per day \$10.00 per semester
 More than one hour per day 20.00 per semester
- (3) Group instruction in piano or voice
 per student \$12.00 per semester

MEDICAL CARE

In extended illness a charge is made for hospital service at the rate of one dollar per day. The student must pay for all prescribed medicines.

REGULATIONS ON FINANCIAL MATTERS

TUITION REFUND POLICY

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

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.

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.

A fee of \$1.00 will be charged for replacing a lost ID card.

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

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

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

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.

FINANCIAL AID

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. 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.

Scholarships, Grants and Employment—Four kinds of financial assistance are available: Scholarships & Grants, Loans, Supplemental Educational Opportunity Grants (SEOG) 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.

Headen, Savery, White and Tarrant Scholarships—Each year the incoming freshman who makes the highest score on the SAT or ACT 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.

Alumni Scholarships—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.

DeForest, Andrews and Sumner Scholarships—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 follow: DeForest Scholars, \$900; Andrews Scholars, \$650; and Sumner Scholars, \$450.

Catherine Waddell Award—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, Savery or Tarrant Scholars.)

AVAILABLE ASSISTANCE PROGRAMS

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

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

National Direct 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.

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 Scotford.

The Henry C. McDowell Scholarship Fund, established in November, 1967, by members of the Miami, Florida, Alumni Association and friends, at present amounts to \$1,155.

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. The amount invested is at present \$1,505.

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 \$13,084.58, from which the interest is to be used for scholarship aid.

The David Aronow Scholarship Fund, established in May, 1973, by Mr. David Aronow, President of the David Aronow Foundation in New York City, amounts to \$5,000.

The Josephine Crawford—Wilfred Haddock Scholarship Fund of \$25,000, established in March, 1975, by the directors of the Whispering Willows Camp, through the good offices of Dr. Willis Pitts ('32) and Mrs. Frances Pitts, the income from the investment to be used for no fewer than two grants each year to worthy and needy students preferably from the Greater Boston, Massachusetts area.

The Ella Mae Gibson Foster Scholarship Fund of \$2,000, established in March, 1975, by Mr. Lawrence Foster, Jr., in honor of his mother. The income from this fund is to be given annually to a dedicated student interested in entering the teaching field.

The Andrew J. Bess Scholarship Fund of \$2,000, established in April, 1975, by Mr. Bess, honoring his daughter, Mrs. Andre June Bess Bailey, who graduated from Talladega College in 1952, for assistance to worthy and academically promising students.

The Dorothy Lorane Howard Memorial Scholarship Fund established by Dr. Spencer Thomas in 1975 honoring the life and spirit of his niece, Dorothy Lorane Howard, the income from which is to be given as an award to a needy and worthy student who exemplifies sincere motivation and dedication to the pursuit of learning and is of at least average scholastic achievement.

The Talladega College Alumni of Greater New York—The Thomas G. Weaver Scholarship Fund, \$2,683, established in January, 1976, by the Talladega College Alumni of Greater New York, honoring the memory of Judge Weaver.

The Minuard B. Miller Scholarship Fund of \$2,220, established in March, 1976, by the Talladega College Alumni Club of Tuskegee, honoring the memory of Mr. Miller, a long time member of the faculty and staff of Talladega College.

The Surdna Foundation Scholarship Fund of \$25,000, from a larger grant given to the college in March, 1976, this amount to endow scholarships for academically promising students.

The Margaret L. Montgomery Memorial Scholarship Fund of \$4,000 established from a bequest from the estate of Miss Montgomery and the donations of friends and former students, honoring the memory of a long time member of the faculty of Talladega College.

The Frank G. Harrison Scholarship Fund of \$2,000, established by the Talladega College Alumni of Greater New York honoring a long time member of the faculty of Talladega College.

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 \$2,000, from which the interest is to be used for student loan purposes.

The Robert A. Brown, Jr. '52 Memorial Scholarship Fund, established in 1962 by members of the class of 1952 in memory of their classmate the late Robert A. (Red) Brown, Jr., who at the time of his death in 1971 was head of the Department of Pulmonary Disease at Meharry Medical College, Nashville, Tennessee. At present the amount invested is \$2,300.

The Gallagher-Long Scholarship Fund, established in 1972 by the General Alumni Association in honor of the Sixth and Ninth Presidents of Talladega College. Amount invested \$6,039.36.

The Marilyn Joan Mackey '58 Memorial Scholarship Fund, established by the class of 1958. Amount invested at present \$265.00.

The Gilmer-Kennedy-Bush-Olatungi Scholarship Loan Fund, established by Mrs. Amy Bush Olatungi ('50) in May, 1975, the interest from the principal amount of \$4,800 to be used as a student loan fund.

COMMUNITY LIBRARY FUND

The Margaret H. Scott Community Library Fund of \$1,565, 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 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.

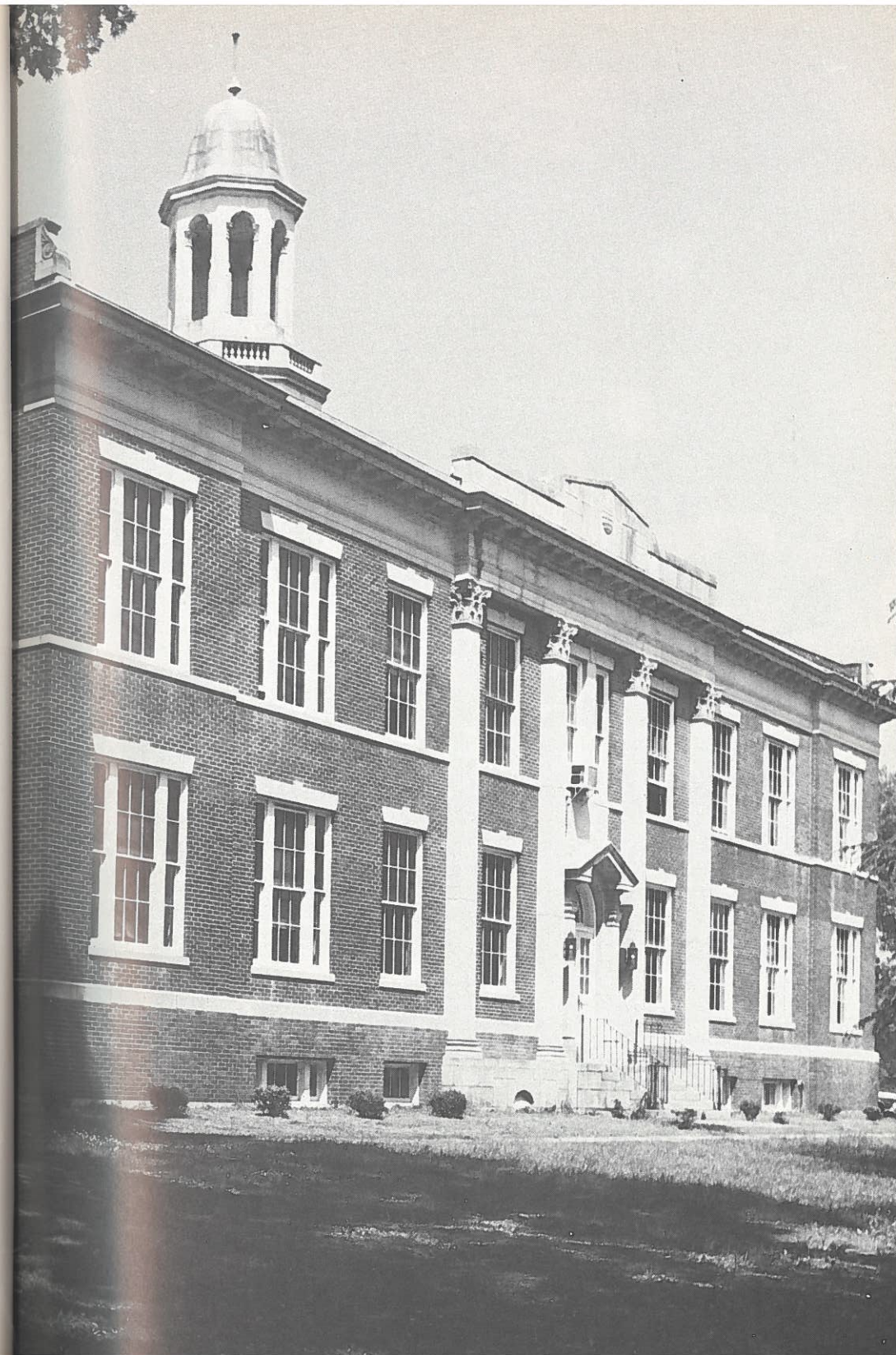
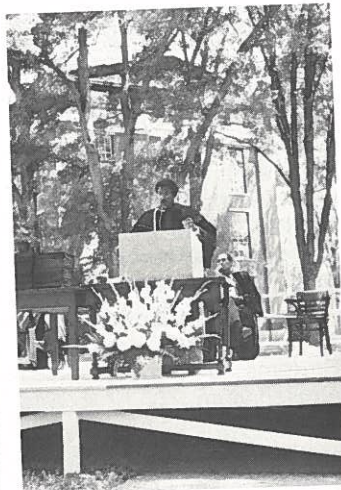
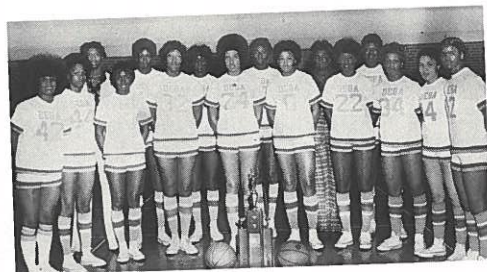
The Evelyn A. Fennell Award—A graduation award of a U.S. Bond (purchase price \$75 each) to a man and woman who best exhibited outstanding school citizenship. Given in memory of Mrs. Fennell's son who died in the Navy on September 21, 1958, as the result of a training accident.

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 the late 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 Harriet Salter Rice Award—Income from invested funds established by the late Mrs. Rice, her parents, daughters and friends, to be given each year to the sophomore who by some exhibition of creative talent and academic performance, shows outstanding potential for future development and contribution to the humanizing process around him.

The Theodore Presser Award—an award given annually by the Presser Foundation to Talladega College to be awarded to music student, preferably to one interested in teaching and, all other qualifications being equal, to one needing financial assistance.



College Life, Activities, Services

Complementing the academic life are a variety of activities that complete the life of the Talladega College student. They range from common informal gatherings, such as "hanging on the wall" in front of Callanan Union or the popular late morning coffee in the Snack Bar, to the demanding rehearsals of the Little Theatre and the College Choir. Nearly everyone comes out for the highly competitive indoor intramurals and the varsity basketball games. There are student clubs in most major fields of study. A number of upperclassmen join together in social fraternities and sororities to enjoy the recreational and social life they provide. Freshmen and other new students arrive on campus a few days early in the Fall to get to know one another and the campus through the Freshmen Orientation Program. Cultural activities developed by students and faculty are also important to the style of life on the campus.

RELIGIOUS LIFE

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, and from various denominations, serve as college pastors during the year. Regular non required 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, associated with their joint agency, the World Student Christian Federation. There are also fellowship meetings, and a variety of other groups, which serve the many spiritual and human needs of students and faculty.

The religious activities of the College are coordinated by the Chapel Committee, made up of both students and faculty members, and chaired by a student. The Director of Religious Activities serves as advisor to this committee. The College Marshals (students) assist the Chapel Committee in its work, usher for chapel services and help the Student Worship Committee in planning and leading worship.



**COLLEGE LIFE, ACTIVITIES,
SERVICES**

ORIENTATION OF NEW STUDENTS

Orientation activities include a meeting with the President, registration, a tour of the campus, a special tour of the library, placement tests, meetings with student leaders and a number of social activities. In addition there are meetings and discussion groups for new students throughout the first semester.

HOUSING AND DINING

Talladega College is primarily a residential college, as almost all students and most faculty live on campus. The common living experiences provided by the residence halls and dining facilities contribute in special ways to the total educational experience offered by the College.

Dining services for both faculty and students are provided in the college refectory, Fanning Hall, under supervision of Campus Chefs, Inc.

There are four student residence halls: men are housed in Crawford Hall and women in Foster and Ish Halls. A coed dormitory, Shores Hall, complete with health care facilities, has been added recently. Each dormitory has facilities for a head resident. Foster Hall has well-furnished living rooms on the lower floors serving as social centers for the college women, while in the basement are service rooms. Laundry service is provided for residents.

The College owns sixteen houses, three mobile homes and an eight-unit apartment building on the campus which serve as homes for members of the faculty and staff and their families.

HEALTH SERVICES

The college provides adequate facilities for the maintenance of the health of its students. Voorhees Infirmary has a full-time nurse, and a physician is on duty part-time four days a week and on call at all times. The college also maintains contact with the city hospital for services of a serious nature for its students.



STUDENT ACTIVITIES

SOCIAL

The Social activities of the College are under the supervision of a committee of students and faculty-staff members. A program designed to provide wholesome recreation with desirable social experiences is produced. Chapters of national sororities and fraternities contribute to the social life of the College. These include Alpha Kappa Alpha, Alpha Phi Alpha, Delta Sigma Theta, Kappa Alpha Psi, Omega Psi Phi, Phi Beta Sigma, Sigma Gamma Rho, and Zeta Phi Beta. There are also informal social groups. Several times a year these social organizations provide activities for children in the Talladega Community as part of their service role.

MUSICAL

The College Choir, open to students and faculty, receives careful training in voice production as well as in general choral technique. The rehearsal schedule is demanding. The forty-voice Choir provides a variety of music for Sunday services, including anthems, spirituals and gospels, among others. In addition it presents concerts several times a year, rendering works such as the Vivaldi Gloria, the Poulenc Gloria, Handel's Messiah, recent works by contemporary black composers and others. There are short one-day tours to nearby cities and longer tours normally at spring recess.

Concerts by outstanding recitalists are arranged by the Lecture-Recital Committee. Also, members of the music faculty present recitals.





DRAMATIC ARTS

The Little Theatre, providing training in acting, lighting and stage production, presents several productions each year. Among the most recent plays produced by students are: *Freeman* and *The Sty of the Blind Pig* (Phillip Hayes Dean), *The Black Terror* (Richard Wesley), *Ain't No Stranger Now* and *a Bird of Passage Out of Night* (Shedrick Lyons), and *The Chocolate Garden* (Cornell Calhoun III). Two of these plays were written by a faculty member and one by a student.

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.

FINE ARTS

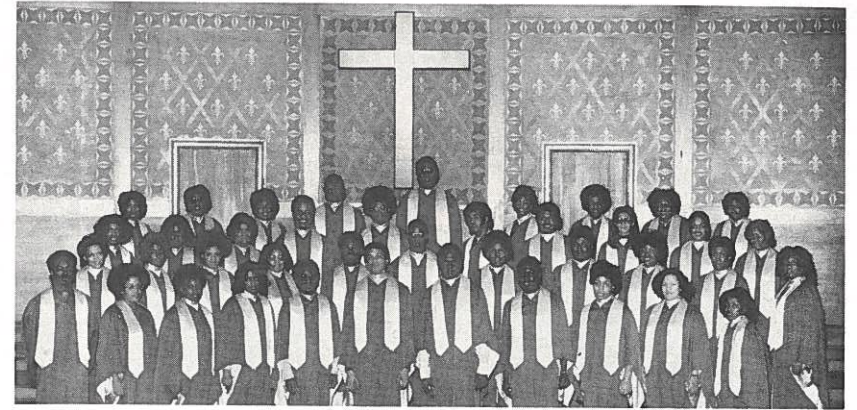
Each Spring the College produces a Fine Arts Festival which is a highlight of the cultural activities. The Festival includes the production of a play by the Little Theatre, performance by the College Choir, and a dance program. Outstanding concert artist and performing groups are invited from across the nation to participate. Students and faculty exhibit drawings, oil paintings, pen-and-ink sketches, water colors and pastels, pottery and other works. Lectures on a variety of topics are given.

During the year there are exhibitions of art by students and faculty in Savery Art Gallery. Works of artists of note are shown in exhibits at other times.

SPORTS

Ample provisions are made for basketball, baseball, volleyball, badminton, 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.

Two varsity basketball teams, the Talladega Tornadoes, and the Lady Tornadoes, provide highlights to the recreation program. They are supported by the Pep Squad and the Cheerleaders.



STUDENT CLUBS

Many of the college major departments have student clubs relative to their own academic pursuits. These include the Biology Club, Economics Club, English Club, Arna Bontemps Historical Society, Math Club, Physical Education Club, Psychology Club, and Social Work Club. In addition there are a Library Club, A Pre-law Society, two honorary societies (Alpha Chi and Beta Kappa Chi) as well as local chapters of the National Education Association, Music Educators National Conference and the National Rehabilitation Association.

GOVERNMENT

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 faculty and administrative officials, *ex officio*. Questions of policy are discussed in the Council, and when a consensus is reached, the policy agreed upon goes into effect.

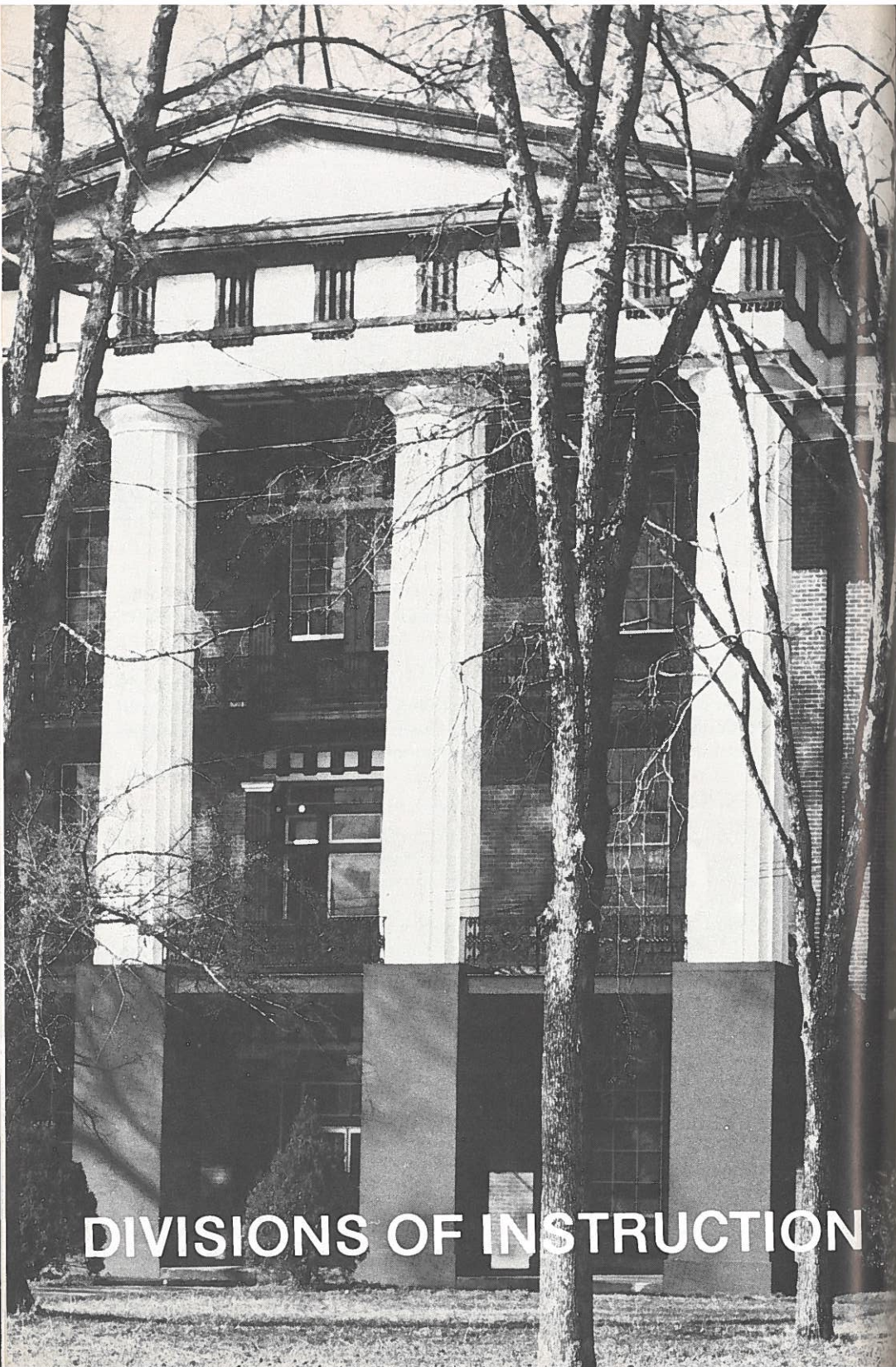
The Student Senate is composed of representatives from each of the organizations on campus. It serves as a forum in which the students express their views and formulate the proposals on which they wish Council action.

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 a monthly campus newspaper published by a staff of student volunteers. It deals basically with matters of interest to the student population.

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



DIVISIONS OF INSTRUCTION

Divisions of Instruction

DIVISION OF EDUCATION

The Division of Education includes: General Education, Secondary Education, Elementary Education, Physical Education and Health, and Rehabilitation Education. Its purpose is the training of professional educators. The public schools of Talladega, Talladega County, and the City of Anniston are used to provide our students with laboratory experiences. Cooperative exchange programs have been established with Fordham University, The University of Rochester, and Michigan State University which enable Talladega College students to receive laboratory experiences in selected Northern cities. Occasionally schools in other parts of the country are used.

Major programs are offered in Elementary Education, Physical Education and Rehabilitation Education. The Department of Secondary Education offers courses leading to teacher certification in academic subjects.

The **Rehabilitation Education Program** offers courses leading to the Bachelor of Arts in Education degree with specialty courses in Orientation and Mobility for the Blind, Rehabilitation Teaching for the Blind, and Rehabilitation Teaching for the Deaf. Admission to the program is by written application. Each applicant must arrange a personal interview with members of the program's instructional staff. Those desiring to major in Orientation and Mobility must present evidence that they process normal hearing and have visual acuity of 20/40 or better with best correction. Enrollment is limited. Certain courses are open to non-majors by permission of the program director only.

GENERAL EDUCATION

200. Introduction to Education. Required first course in professional education designed to provide information, concepts, theories related to many aspects of the teaching profession that concern today's prospective teachers. Prerequisite: PSY 200. 3 credits.

241. Human Development and Learning. A problem centered course with emphasis on the psychological contributions to the problems of physical, emotional, social, mental, and educational growth. Attention is given to the application of this knowledge to dealing with learners in the school environment. Modes of learning, skill acquisition, transfer of training, individual differences, and other aspects of human development are stressed. Prerequisites: EDU 200, PSY 200. 3 credits.

300. Developmental Reading in Classroom. Emphasis placed on basic reading theories, instructional methods, learning modalities, appraisal of reading abilities, standardized reading tests and inventories, teacher-made assessment tests, materials of instruction, and reading program construction. Prerequisite: EDU 200. 3 credits.

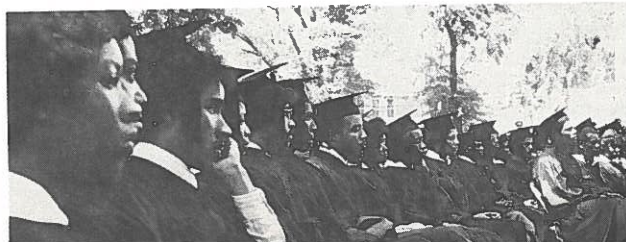
SECONDARY EDUCATION

304. Principles and Practices of Secondary Education. The course is designed to give general understanding of the objectives and practices of secondary education, organization, administration, supervision, and undergirding philosophies. Prerequisites: EDU 241, EDU 200. 3 credits.

305. Educational Measurement and Evaluation. A study of methods of construction and criteria for evaluation of tests used in elementary and 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 each semester. 3 credits.

306. 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. Prerequisites: EDU 200, EDU 304. Offered each semester. 3 credits.

307. Practice Teaching (Secondary). Student teaching in public schools under the direction of a college supervisor and critic teachers. Involves observations, participation, and directed teaching. Seminars are scheduled periodically during the semester to enable students to share common experiences and provide faculty the opportunity to review and reinforce methods and techniques. Prerequisite: A minimum of 15 hours of professional education courses as determined by the Department. Offered each semester. 6 credits.



ELEMENTARY EDUCATION

271. Curriculum. A critical study of the organization, construction and administration of the elementary curriculum in the light of modern educational principles and objectives. An overview is given of the subjects now included in the curriculum and the reasons for their inclusion. Offers opportunities for special projects related to individual and group interests. 3 credits.

284. Art Education Workshop. See ART 225.

285. Childrens Literature. A study of childrens 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. 2 credits.

292. Science for Elementary Teachers. A general survey of biological and physical science. Designed for elementary 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. 2 credits.

311. Teaching of Social Studies in the Elementary School. 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. 3 credits.

312. Elementary School Music Methods. See MUS 312. Prerequisite: EDU 241. 3 credits.

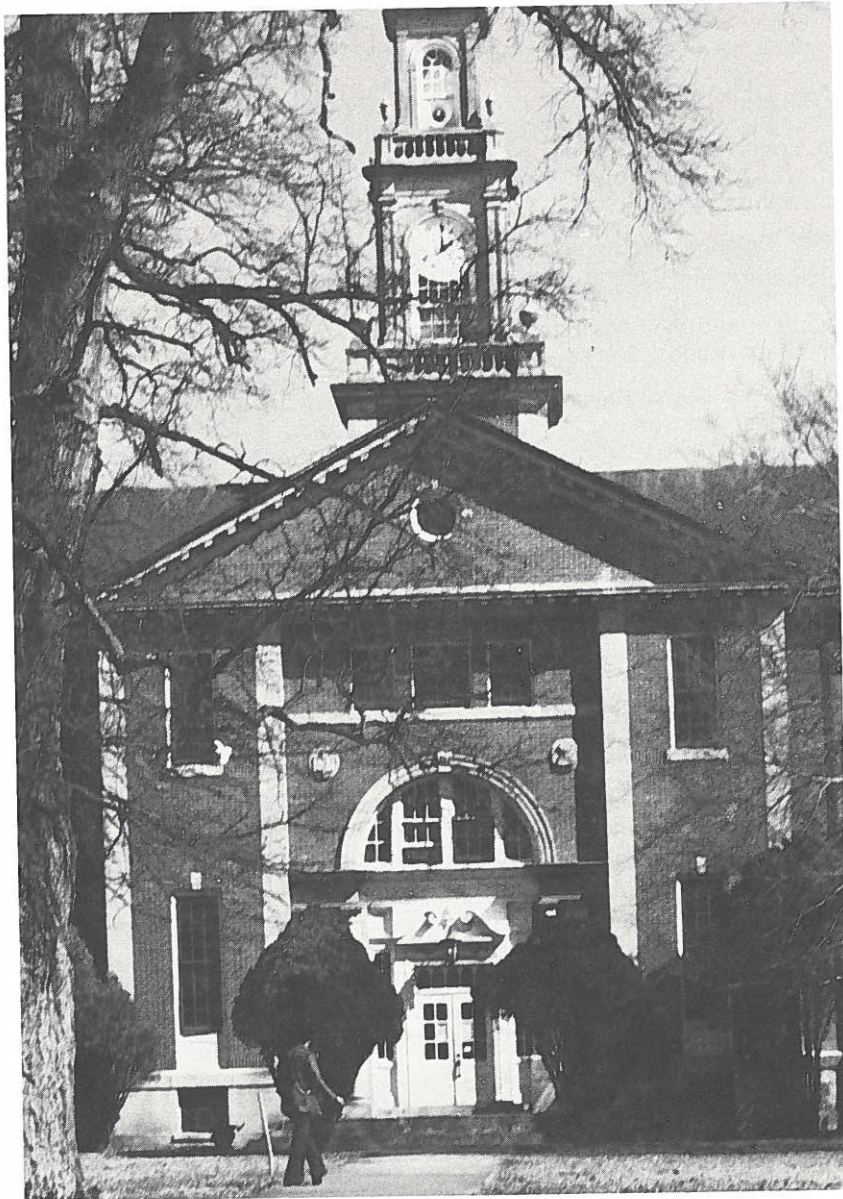
313. Physical Education Methods for the Elementary School. A study of the organization and administration of physical education in elementary schools. Games and physical education activities suitable for elementary school physical education programs, various techniques and methods and the philosophy of elementary education are stressed. Prerequisites: PE 101-102, EDU 241. 2 credits.

314. 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 training in both the subject matter and methods of teaching language arts subjects. 2 credits.

315. 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. 2 credits.

316. 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. Students will be provided with opportunities for Early Classroom Experience in elementary schools. Prerequisite: EDU 271. 2 credits.

317. Principles of Teaching in the Elementary Schools. A course in methods and materials in the elementary school. Special attention is given to professional competencies and personal qualities which contribute to success in teaching. Students will be provided with opportunities for Early Classroom Experience in elementary schools. Prerequisite: EDU 271. 3 credits.



PHYSICAL EDUCATION AND HEALTH

101-102. Physical Education. The activities consist of speedball, volleyball, badminton, stunts and tumbling, and tennis. Required of all first-year students. 1 credit each semester.

201-202. Advanced Physical Education. The activities consist of advanced techniques in stunts and tumbling, and tennis. Other activities include gymnastics, basketball, swimming and softball. 1 credit each semester.

301. 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. 3 credits.

302 Physical Education Methods for the Elementary School. See Edu 313. Prerequisites: PE 101-102, EDU 241. 2 credits.

303. Coaching of Team Sports. A study of techniques, philosophies, and psychology of coaching and officiating team sports. Prerequisite: PE 301. 3 credits.

304. School Health Education. Acquaints 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: PE 301, BIO 102. 3 credits.

305. Gymnastics. Tumbling, simple stunts, pyramid building, calisthenics, stunts and routines on the parallel bars, side and long horses, and trampoline are taught. Emphasis is also placed on methods of organizing and conducting classes. Safety hints and procedures. Prerequisite: PE 301. 2 credits.

306. 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. Prerequisites: BIO 102, PE 304. 2 credits.

310. 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. Prerequisites: PE 301, 304. 3 credits.

311. Kinesiology. The application of facts and principles of anatomy, physiology, and mechanics to problems to teaching physical education skills and activities of daily living. Prerequisites: PE 301, BIO 342. 3 credits.

312. 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. Prerequisites: PE 311, BIO 342. 3 credits.

313. Organization and Administration of Recreation. This course presents the history of play and efficient methods of organizing and conducting home, school and community activities, such as techniques and principles of organizing and conducting recreation programs for community playgrounds, recreation centers, community swimming pools, group outings, parent-teacher entertainment, community parks, church recreational occasions, and all types of organized recreation. Included will be a study of design, construction, and maintenance of recreational facilities such as playlots, neighborhood playgrounds and parks, and recreational centers. 3 credits.

314. Specific Methods of Teaching Physical Education. This course presents a wide variety of basic teaching techniques appropriate for use in the secondary schools. Prerequisite: EDU 304. 3 credits.

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

344. 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. Prerequisite: PE 301. 2 credits.

390. Seminar in Physical Education. A course for Physical Education majors to study physical education as a whole as well as its place in the elementary and secondary school. A comprehensive review of literature in physical education and related areas. 3 credits.

REHABILITATION EDUCATION

201. Introduction and Orientation to Rehabilitation. Provides an overview of the current status of the field. Review the traditional attitudes and beliefs about the handicapped, and identifies the philosophy behind the rehabilitation movement in America. Open to non-majors. 3 credits.

209. Education and Psychology of Exceptionals. An introductory course in exceptional individuals. Emphasis upon psychological, social and medical factors relative to handicapped persons. The effects of disability on emotional and physical functioning. Open to non-majors. 3 credits.

210. The Dynamics of Blindness. A study of psychological and sociological effects of blindness on the development of personality. Concept formation and research specifically related to visual impairment are stressed. Instructional implications and remedial techniques are emphasized. 3 credits.

211. Psychology and Education of the Deaf. A consideration of the effects of hearing impairment upon children and adults. Research studies of the social, motor, intellectual, and psychological development of hard of hearing and deaf individuals. 3 credits.

301. Principles of Orientation and Mobility. An introductory course in orientation and mobility for those majoring in this area. Techniques of using the Long Cane for independent travel are presented. Concentrated experience under simulated blindness is given to develop an understanding of problems encountered in independent functioning and methods used to cope with these problems. 3 credits.

302 Orientation and Mobility for Teachers of the Blind. A review of theories and research related to orientation in the environment and object perception in the blind. The use of guide dogs, canes, human guides and other sensory devices is covered. Methods of developing skills of the blind in orientation and mobility are stressed. 3 credits.

303. Anatomy and Use of Sensory Mechanisms. A thorough study of the anatomy of the major senses (visual, auditory and tactical) and diseases affecting their function. Practical suggestions are given to dealing with sensorily impaired persons of all ages. Vocational and educational implications are stressed. Open to non-majors. 3 credits.

304. Braille and Other Communications for the Blind. Includes programmed instruction in the reading and writing of braille. Use of the slate and stylus, braille writer, and other tactual materials will be emphasized. Recorded and other electronic reproduction methods will be discussed. Open to non-majors. 3 credits.

310. Communications Methods I. Language development of the hearing impaired with special emphasis on problems and procedures. Two 1-hour lecture periods and one 1-hour laboratory period in manual communication weekly. 3 credits.

311. Communications Methods II. Systems and techniques of developing language in children and adults who are deaf. Two 1-hour lecture periods and one 1-hour laboratory period in manual communication weekly. Prerequisite: REH 310. 3 credits.

312. Training in Speech. English speech sounds and their development in hearing impaired children. Various methods of teaching speech are studied. 3 credits.

313. Instructional Media for the Deaf. Examination, evaluation, and development of materials and methods particularly used for deaf. Information retrieval systems will be studied. Open to non-majors. 3 credits.

314. Educational and Vocational Guidance for the Deaf. Study and practice of guidance for the deaf, including career planning and information sources. Varied experiences will be offered outside the classroom in guidance and guidance-related settings. 3 credits.

315. Arts and Crafts for the Handicapped. See Art 225. 3 credits.

390. Practicum in Rehabilitation. Guided experience in the instruction of sensory impaired persons under the close supervision of Master instructors. The development of lesson plans and progress reporting are stressed. Prerequisite: REH 201 or REH 310-311. 3 credits.

391. Internship in Rehabilitation. One semester of full-time on the job experience at a school or agency serving the sensory impaired. Prerequisite: Completion of a specialty core in rehabilitation. 8 credits.

395. Independent Study in Rehabilitation. A course in which students propose, research and prepare a written project on a subject related to the specific area of rehabilitation in which they are majoring. Prerequisite: Completion of a specialty core in rehabilitation. 4 credits.



DIVISION OF THE HUMANITIES

The Division of the Humanities includes: Humanities, Communications, English, Fine Arts, Modern Languages, Music, Philosophy, and Religion.

Communications. A workshop is available with appropriate resource materials and faculty assistance for those who wish to develop basic writing skills.

Fine Arts. A Workshop offering opportunities to students in handi-crafts, 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.

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.

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.



HUMANITIES

101-102. 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. 3 credits each semester.

COMMUNICATIONS

101-102. Communications. Designed to assist the student to express his ideas clearly and creatively on a variety of personal and public topics. The study of reading and writing skills is concurrent with an introduction to literary forms. 3 credits each semester.

201. Practice in Writing. A course adapted to the needs of individuals. Open to all who have satisfied the requirements of COM 102. 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. 2 credits.

203. Advanced Writing. Development of skills in the use and writing of the argumentative paper and such expository forms as the report, critical review, abstract and research paper, with special emphasis falling on research procedures and the development of the research paper. Prerequisite: B or better in COM 102 or 201. 3 credits.

204. Creative Writing. Work with a variety of fictional forms based on a careful study of the theory and structure of different types of fiction, such as the short story, poem and play. Prerequisites: B or better in COM 102 or 201. 3 credits.

205. Journalism: Basic Reporting. The study and practice of news and interpretive writing for the daily newspaper. Prerequisite: B or better in COM 102 or 201. 3 credits.

206. Journalism: Feature Writing and Beat Reporting. The study and practice of feature writing, specialized reporting, editorial writing, headline writing, newspaper photography, and layout of the modern newspaper. Prerequisite: COM 205. 3 credits.

ENGLISH

- 205. Critical Approaches to Literature.** An introduction for non-majors to the various perspectives that can be brought to bear on literature: historical, formalistic, psychological, mythological, etc. 3 credits.
- 207. Survey of English Literature, Beginning to 1800.** 3 credits.
- 208. Survey of English Literature, 1800 to Present.** 3 credits.
- 310. 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. 3 credits.
- 311. Chaucer.** A reading and discussion of the complete text of *The Canterbury Tales* in middle English, supplemented by critical readings. 3 credits.
- 312. Shakespeare.** A careful study of the principal plays with special emphasis on Shakespeare's development as a dramatist. 3 credits.
- 320. Renaissance Poetry.** Intensive study of the poetry of the English Renaissance, from Skelton to Milton, emphasizing the major Elizabethan and Metaphysical poets. 3 credits.
- 321. 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. 3 credits.
- 322. 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. 3 credits.
- 330. Romantic Movement.** A study of the major romantic poets: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. 3 credits.
- 331. 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. 3 credits.
- 335. American Literature, Beginning to Civil War.** A survey of American Literature from the Puritans to Whitman, with special emphasis on major writers of the American Renaissance: Emerson, Thoreau, Hawthorne, Melville, and Whitman. 3 credits.
- 336. Black American Literature, Beginning to 1920.** A critical study of representative black American writers from the beginning to 1920, including slave narratives, autobiography, fiction and poetry. 3 credits.
- 340. Modern Literature.** A sampling of some modern English and American writers, from 1890 to the present. Emphasis is placed on major poets and novelists of the 1920s and 1930s, including Eliot, Joyce, Yeats, Hemingway, and Faulkner. 3 credits.
- 341. Modern Drama.** A study of nineteenth and twentieth century drama from Ibsen to the present, including continental, English, and American dramatists. 3 credits.

- 345. American Literature, Civil War to Present.** A sampling of modern American Literature. Writers studied generally include Dickinson, Twain, Crane, James, Hemingway, Fitzgerald, Faulkner, Frost, and Stevens. 3 credits.
- 346. Black American Literature, 1920 to Present.** A critical study of works by representative black American writers from 1920 to the present. Core authors: Langston Hughes, Arna Bontemps, Richard Wright, Ralph Ellison, James Baldwin, LeRoi Jones, and Don Lee. 3 credits.
- 350. Linguistics.** Descriptive in nature, the course focuses on the basic principles of American English, with emphasis on historical, regional, literary/colloquial, and social (or class) variations. Careful study and close analysis will help the student understand and appreciate the forces that determine whether or not a particular linguistic pattern is accepted, tolerated, or rejected in a given cultural context. 3 credits.
- 390. Seminar in Criticism.** Using the historical approach, the course focuses on the critical principles of representative critics from the Classical period to the present time; particular attention is given to practical application of some of the various theories advanced. Restricted to seniors. 3 credits.
- 395. Tutorials by Arrangement.**

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 audiovisual aids. Critical evaluation of principles and practices in the art field emphasizing contemporary trends. 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. 3 credits.
- 216. Ceramics Workshop I.** This course is designed to introduce the student to the use of clay as an art medium. Such methods as coil, pinch, drape, slab and template are introduced, and instruction is provided in the use of the potter's wheel. Basic glaze application and decoration will be included. The student will be encouraged toward originality and experimentation. 3 credits.
- 217. Ceramic Workshop II.** A continuation of Ceramic Workshop I. Includes advanced wheel and hand building methods as well as basic glaze formulation. Opportunity to learn kiln stacking and firing. 3 credits.
- 219. Introduction to Drawing.** This is a studio course which introduces the student to basic materials and their uses. Still Life, the human figure, and landscapes are the subjects through which the student is encouraged to develop his/her abilities to visually observe and express through drawing. 3 credits.

223. Creative Painting Workshop. The student will be introduced to various concepts of picture making and will explore some of these as well as his/her own. Oil will be the primary medium with some use of water color and acrylics. 3 credits.

225. Art Education Workshop. Exploration of various art media to develop creativity in handling materials applicable in the elementary school programs. 3 credits.

315. Graphic Arts Workshop. An introduction to the basic uses of line, texture and color, etc. in various print media. This course is intended to introduce fundamental technique and to encourage experimentation in the uses of tools and materials. Opportunity is provided for work in linoleum blocks, wood cut, lithography, serigraphy and etching. 3 credits.

326. Contemporary Black American Artists. An art historical survey course of contemporary black American artists in relation to the past and modern movements in art. There will also be studio work in the areas of painting, graphics, sculpture, and ceramics. 3 credits.

327. 19th and 20th Century American Art. A lecture/studio course designed to broaden the student's understanding and appreciation of American art. Through art historical research and studies, the student will be presented to major American artists and the methods for organizing art exhibitions. Studio work will be in the areas of painting, graphics, sculpture, and ceramics. 3 credits.

328. Sculpture. This is an introductory course to the major areas of sculpture: clay modeling, plaster casting, wood carving, and ceramic sculpture. 3 credits.



MODERN LANGUAGES

French

101-102. 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. 3 credits each semester.

201-202. 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 102, or examination. 3 credits each semester.

301-302. 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 202 or examination. 3 credits each semester.

303. Advanced French Composition. A course in written composition in French. Open to students of French 302. Second semester. 3 credits.

304-305. Advanced Readings in French. Training for reading skills. 3 credits each semester.

306-307. French Civilization. The course consists of two parts: the first part deals 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. 3 credits each semester.

308. 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.

309. Sixteenth Century French Literature. Study of the French literary Renaissance. Readings from Montaigne, Rabelais, Marot, DuBellay, Ronsard. Second semester. 3 credits.

310. Eighteenth Century French Literature. Study of the Enlightenment period and the main writers: Montesquieu, Voltaire, Diderot, Rousseau. This course requires readings of representative authors. Offered alternate years. 3 credits.

311. Nineteenth Century French Literature. This course includes the development of the doctrines of Romanticism as seen in the poetry, drama and novel of the period. The main literary currents of the time: realism, naturalism, symbolism and the Parnassian movement. Offered alternate years. 3 credits.

312-313. Twentieth Century French Literature. Study of twentieth century writers: Bernanos, Camus, Claudel, Anouilh, Peguy, Gide, Sartre, Jammes, Marcel, Proust, Colette. 3 credits each semester.

314-315. Advanced French Translation. French-English and English-French. A two semester course. 3 credits each semester.

316-317. Literary Appreciation. History of literary appreciation in France and readings therein. Individual projects in literary appreciation. 3 credits each semester.

German

101-102. Elementary German. A course organized to give students an elementary reading, writing and speaking skill in German and the foundations of German grammar. 3 credits each semester.

201-202. 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 102 or examination. 3 credits each semester.

Spanish

101-102. 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. 3 credits each semester.

201-202. Intermediate Spanish. Review of grammar, composition and stress on conversation. Speaking, writing and reading knowledge of more difficult and idiomatic texts. Prerequisite: SPA 102 or examination. 3 credits each semester.

301-302. Advanced Spanish. Intensive practice in spoken and written Spanish. Selected reading with supplementary compositions on related themes of practical interest. Laboratory materials provide additional oral-aural practice. Prerequisite: SPA 202 or examination. 3 credits each semester.

303. Spanish Civilization. Readings in the historical, social, political and cultural background of Spain. 3 credits.

304-305. Spanish Literature of the Golden Age. Emphasis on Cervantes and the dramatists of the Seventeenth Century. 3 credits each semester.

306. Advanced Spanish Composition and Translation. Writing of reports, commercial correspondence and advertisements. Translations Spanish-English and English-Spanish. 3 credits.

340. Topics in Spanish. A topics course to fill the need as evident at the time for Spanish majors. Offered as needed. May be repeated. 3 credits.



MUSIC

101-102. 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. 5 credits each semester.

131-132. 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. 1 or 2 credits each semester.*

133-134. 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. 1 or 2 credits each semester.*

141-142. 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. Twice a week for major study; once a week for minor study. Required of all Music Majors. 1 or 2 credits each semester.*

143-144. Second Year Voice. Continued drill in the technique of breathing, tone placing, and phrasing; art songs from the standard classics; selections from the opera and oratorio; language elective. Two lessons a week for major study; one a week for minor study. 1 or 2 credits each semester.*

151-152. 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 for moderate difficulty. Scales for Pedals in major and minor keys. Works by pre-Bach masters. Class recitals. 1 or 2 credits each semester.*

*2 credits for students with an applied music emphasis in this area, 1 credit for others.

201-201. 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 or a given motif, and transposition. 5 credits each semester.

220. 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. 3 credits.

231-232. 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. 2 credits each semester.

241-242. 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. Two lessons per week for major study; one per week for minor study. 1 or 2 credits each semester.*

251-252. 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. 1 or 2 credits each semester.*



*2 credits for students with an applied music emphasis in this area, 1 credit for others.

261-262. 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. One credit each semester. (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. Normally taken 2nd semester of sophomore year and 1st semester of the junior year. 1 credit each semester.

291. College Choir. Rehearsal and performance for Sunday services at the college Chapel, preparation for local concerts and tours. Auditions required for admission. May be taken with or without credit. One-half credit; one credit for participants in the travel group.

301-302. 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. 5 credits each semester.

303-304. Counterpoint. Introduction to sixteenth century vocal counterpoint. Continuation of harmonic counterpoint including invertible counterpoint, canon, the invention, and fugue exposition. 2 credits each semester.

305-306. 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. 4 credits each semester.

307-308. 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 on sonatas, symphonies, and chamber music; variation and rondo forms. Prerequisite: MUS 305 or equivalent. 4 credits each semester.

312. 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. 3 credits.

313. Elementary School Music Methods. Similar in outline to MUS 312, but directed to the needs of the music major. 3 credits.

314. 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, MUS 313. 3 credits.

315. 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 313. 6 credits.

316. Directed Observation and Teaching in the Secondary School. Provision for a variety of supervised experiences in recording adolescent behavior in school situations, designed to develop skill in observation, followed by teaching, under supervision of the critic teacher, on both secondary school levels. Prerequisite: MUS 314. 3 credits.

320. 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 220. 2 credits.

321-322. 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 220 or equivalent. 2 credits each semester.

331-332. 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. 1 or 2 credits each semester.*

333-334. 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 work by Bach, a sonata of Beethoven, lyrical and dramatic pieces from the Romantic Period, and Impressionistic and/or contemporary compositions. 1 or 2 credits each semester.*

341-342. 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. 1 or 2 credits each semester.*

343-344. 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. 1 or 2 credits each semester.*

351-352. Third Year Organ. Exercises of increased difficulty. Hymn tunes and anthems. Bach: Chorale Preludes; Preludes, Toccatas, and Fugues; Trio Sonatas. Compositions by Franck. Selections from the symphonies and sonatas of Romantic and modern masters; pieces by Baroque, Romantic and modern masters. Appearances in class and student public recitals. 2 credits each semester.

353-354. 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. 1 or 2 credits each semester.*

361-362. Instruments. Course designed for instruction in the basic techniques. Open to all students. Requirement for Music Majors. 1 credit each semester.

371-372. 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 302, 306, 313. 1 credit each semester.

*2 credits for students with an applied music emphasis in this area, 1 credit for others.

PHILOSOPHY

201. 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.) 3 credits.

202. Introduction to Logic. An introduction to the basic elements of sound reasoning, with an emphasis on identifying and formulating logically correct arguments. 3 credits.

305. History of Philosophy I. Greek and Medieval readings. 3 credits.

306. History of Philosophy II. Modern and contemporary readings. 3 credits.

310. Ethics. See REL 310. Prerequisite: REL 102 or PHI 201. 3 credits.

320. Political Philosophy. See POL 320. 3 credits.

330. Seminar on Topics in Philosophy. Consideration of a selected problem in Philosophy as an introduction to research problems in Philosophy, with an emphasis on the relation of Philosophy to other disciplines. The topic selected will be intensively analyzed and an independent research project, based on primary sources, will be required. May be repeated with the consent of the Philosophy Department and the Chairman of the student's area of concentration. Prerequisite: 6 credits in Philosophy or the consent of the instructor. 3 credits.

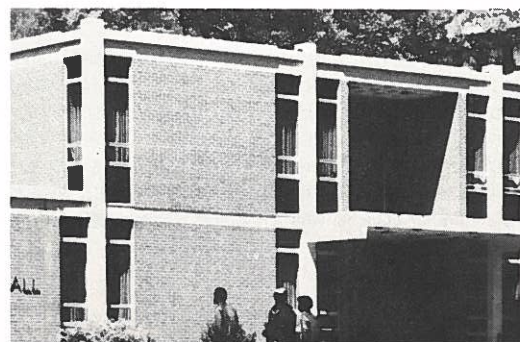
RELIGION

201. Survey of Religion. An objective study of Christianity and other world religions. (Sophomores may fulfill the second-year Humanities requirement in this course; juniors and seniors may earn Major Division credit by writing a term paper.) 3 credits.

310. Ethics. A survey of the major schools of ethics, with special reference to Christian ethics. Prerequisite: REL 201 or PHI 201. 3 credits.

320. 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 201. 3 credits.

380. Seminar on Religious Topics. Intensive study of some concentrated religious subject. Prerequisites: REL 201 and either REL 310 or REL 320. 3 credits.



DIVISION OF THE NATURAL SCIENCES AND MATHEMATICS

The Division of Natural Sciences and Mathematics includes: Natural Sciences, Biology, Chemistry, Mathematics, and Physics.

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.

Computing Facilities. The college owns a Digital Equipment Corporation PDP 11/40 computer with eleven terminals located in key places on the campus. This interactive system services both academic and administrative needs of faculty, staff and students.

MSBS Research and Training Program. The Talladega College MSBS (Minority Schools Biomedical Support) Program* consists of faculty research, student research training and, an enrichment program, and involves two departments, Biology and Chemistry. The objectives of the program are to: provide a research capability in the areas of Biomedical Science, train students for biomedical research, and to make a research contribution to the college community and the society at large.

Certain students are selected to engage in quality research as trainees of the Biology and Chemistry Departments' biomedical investigators. Two major research projects are ongoing. Trainees receive stipends and course credit for their efforts.

The enrichment phase of the program includes a lecture series, interdisciplinary Biomedical Seminar Course and a spring symposium. All are required for the trainees and open to the public.

Brookhaven Semester Program. Talladega College has very close ties with Brookhaven National Laboratories. The Brookhaven semester program allows for students of proven ability to do research and study at Brookhaven National Laboratory. The student is allowed to take up to 10 semester hours and transfer these units back to the home institution.

There is also an opportunity for summer work at the laboratory. The semester program has travel and living allowances and carries a small stipend.

PREPARATION FOR CAREERS IN MEDICINE

Talladega College offers preparation that produces students well-qualified for the study of medicine. The total college liberal arts experience facilitates understanding and the acquisition of intellectual patterns that can be employed in a variety of fields, including medicine, dentistry and allied health professions. Specific medical college requirements may be met with a major in either Biology or Chemistry. A premedical program with another major is possible, provided the student satisfies the medical school's admissions requirements. The Talladega College Premedical Advisory Committee provides guidance in course choices, supplies information about medical and other professional schools, arranges contacts with medical schools, and lends assistance with the medical school application procedure. Talladegans have met with success at such medical schools as Dartmouth, Harvard, Howard, Iowa, Meharry, University of Alabama and elsewhere.

*The Talladega College MSBS Program is supported by a grant from the Division of Research Resources of the National Institutes of Health.

NATURAL SCIENCES

These two courses are designed to meet the needs of prospective non-science and science majors. They constitute a year sequence in Natural Science and may be taken either semester.

101. Biological Science. A course devoted to the study of biology. Included are principles and laboratory experience on the cell, genetics, reproduction, metabolism, ecology and the variety of living things. 4 credits.

102. Physical Science. A course 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. 4 credits.

BIOLOGY

101. Principles of Life. A human-oriented course which presents the basic unifying principles of living systems. Included are units on metabolism, genetics, reproduction and cellular structure and activity. Two 1-hour lecture periods and two 2-hour laboratory periods per week. 4 credits.

102. Organismic Biology. A course intended for the science major which presents an overview of living organisms and their ecology, evolution and behavior. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: BIO 101 or NS 101. 4 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. 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. 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. 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. 3 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. 4 credits.

324. Comparative Vertebrate Embryology. A unit devoted to the study of the development stages of the fish, frog, and mammal. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: BIO 222. 4 credits.

325. 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. 4 credits.

328. 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, CHE 201. 4 credits.

341. 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 201, PHY 102. 4 credits.

342. 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. 4 credits.

343. 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 201, PHY 102. 4 credits.

390. 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. Variable credit.

391-392. MSBS Seminar. An interdisciplinary (Biology and Chemistry) seminar course dealing with topics of a biomedical and biochemical nature. Reports are given by MSBS staff, trainees, and guest lecturers. May substitute for BIO 390. Open only to selected students. 2 credits each semester.

393-394. MSBS Research. A course designed to teach selected participants the latest skills and techniques. The student works on a research problem under the supervision of an MSBS investigator. This course carries a stipend and may substitute for BIO 395. 5 credits each semester.

395. Senior Project. Research conducted by seniors under the direction of departmental faculty. Prerequisite: Senior status and/or consent of the Department. 1-3 credits.

CHEMISTRY

101-102. 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. 4 credits each semester.

201-202. 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 101 or its equivalent. 4 credits each semester.

225. 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 102 or consent of the instructor. 4 credits.

226. 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 225. 4 credits.

301-302. Physical Chemistry. An advanced study of states of matter, colligative properties of matters, thermodynamics, photochemistry and chemical kinetics. Two 1-hour lectures and two 2-hour laboratories per week. Prerequisite: CHE 225, MTH 208, PHY 102. 4 credits each semester.

318. Theoretical Organic Chemistry. A thorough study on the structure and reactivity of organic compounds. Three 1-hour lectures. Prerequisite: CHE 202 or its equivalent. To be offered on demand. 3 credits.

319. Advanced Inorganic Chemistry. A study of the properties of inorganic compounds with emphasis on chemical bonding, complex ion formation and acid-base theory. Prerequisite: CHE 225 or its equivalent. To be offered on demand. 3 credits.

320. Qualitative Organic Analysis. A study of the structure determination of unknown organic compounds. One 1-hour lecture and two 2-hour laboratories. Prerequisite: CHE 202 or its equivalent. 3 credits.

390. Senior Seminar. A reading course to be offered on demand. The subject content will vary depending upon the specific need of the individual and instructor. 4 credits.

391-392. MSBS Seminar. An interdisciplinary (Chemistry and Biology) seminar course dealing with topics of a biomedical and biochemical nature. Reports are given by MSBS staff, trainees, and guest lecturers. May substitute for CHE 390. Open only to selected students. 2 credits each semester.

393-394. MSBS Research. A course designed to teach selected participants the latest laboratory skills and techniques. The student works on a research problem under the close supervision of the MSBS investigator. To be taken concurrently with CHE 391-392. This course carries a stipend open only to selected students. 3 credits each semester.

395. 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. 4 credits.

MATHEMATICS

101-102. 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. 3 credits each semester.

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 101-102 above. 3 credits.

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

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

207. Linear Algebra. Real finite-dimensional vector spaces. Corequisite: MTH 205. All mathematics majors take this course in the first semester of their sophomore year. 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. 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. Two hours lecture, two hours laboratory per week. Prerequisite: MTH 205 or permission of the instructor. 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. 3 credits.

311. 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. 4 credits.

312. Analysis II. Topics in analysis. Prerequisite: MTH 311. 4 credits.

321. Differential Equations. Prerequisite: MTH 208. 3 credits.

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

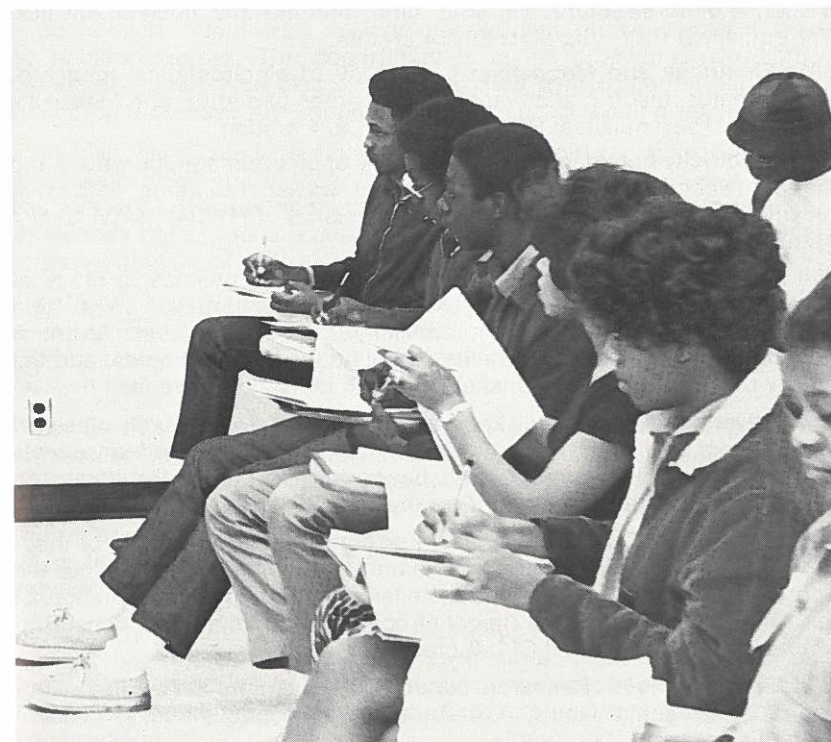
342. Algebra II. Topics in algebra. Prerequisite: MTH 341. 3 credits.

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

380. 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. 3 credits.

390. Senior Seminar. Preparation and delivery of material by students. Originality encouraged. Prerequisite: MTH 380 or permission of the instructor. 3 credits.

395. Senior Project. A course in which the student engages in individual research and study under the direction of departmental faculty. Prerequisite: Senior status and/or consent of the Department. 1-3 credits.



PHYSICS

101-102. Introductory Physics. An introduction to the fundamentals of mechanics, wave motion, thermodynamics, electricity and magnetism, light, and modern physics. 4 credits each semester.

250. Special Topics. A course composed of material of special interest to the instructor and the student. May be taken more than once. Prerequisite: Consent of instructor. Variable credit.

310. 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. 3 credits.

320. 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 205. 4 credits.

325. 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. 4 credits.

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

341. 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. 4 credits.

342. 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. Prerequisites: PHY 341, MTH 311. 4 credits.

350. 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. 4 credits.

360. Advanced Laboratory. Laboratory work employing both classical experiments and tools currently in use in research. A student selects approximately ten experiments to be performed during the semester. May be taken more than once. Prerequisite: PHY 102. 2 credits.

370. 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. Prerequisites: PHY 330, MTH 311. 3 credits.

395. Senior Project. Research conducted by seniors under the direction of departmental faculty. Prerequisite: Senior status and/or consent of the Department. 1-3 credits.

DIVISION OF THE SOCIAL SCIENCES

The Division of Social Sciences includes: Social Sciences, Economics, History, Politics, Psychology, and Sociology and Social Work.

Economics. Field trips to commercial institutions augment many economics courses. The department is in the process of developing models to supplement classroom discussion with computer simulation. Accounting courses are supplemented by an accounting laboratory.

History. The Talladega College Historical Collections in the Savery Archives provide original resources, especially in Black Studies, including oral history tapes, manuscripts, and other archival materials. Students may utilize these resources in research projects, and participate in the collection of oral history.

Politics. The political and governmental resources of the Talladega area are used to develop a political laboratory. A collection of research instruments is developed and maintained for student use. Theory and method are integrated in all aspects of the Politics Program.

Pre-Law Curriculum. Students may elect to take a history major within an interdisciplinary pre-law curriculum. This curriculum includes courses in the social sciences, in addition to communications, philosophy and English. Students seeking admission to law school receive assistance in preparing for the L.S.A.T. and applications. Conferences with practicing lawyers, law students and professors, and visitation of area law schools, are arranged.

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. Two majors are offered in this department: a major in sociology and a major in social work.

Sociology. Sociologists believe that the structure of society determines how wealth is allocated and why people act the way they do. By understanding the ways in which society operates sociologists try to plan changes for the better and provide policy alternatives for the future. Students and faculty assume the broad responsibility of reading and talking about almost every major aspect of man's social life. The department maintains active programs for student field experience, research, and community development.

Social Work. Concurrent with his course offerings the student in Social Work is involved in a "living-learning" lab and seminar. Through the use of the "living-learning" concept, students and instructors are creatively engaged in a continual process of exploration into the human condition. Issues and problems are assessed and means of solving some of the problems are defined and utilized. Students are placed in settings which will provide them learning experiences in working with individuals, families, groups, communities and larger systems. The program is accredited by the Council on Social Work Education and students graduating from such a program may spend only one instead of two years in some graduate schools.

Social Science Research Program. The program provides students with an opportunity to do research and to share their findings with other students and with faculty members. Topics are selected for their relevance to the community and the region.

Social Sciences in the Community Workshop. An interdisciplinary workshop of students and faculty designed to encourage involvement of the social sciences in the community, thereby giving students an opportunity for field research and other types of field learning experiences, and at the same time increasing knowledge of the region.

Criminal Justice Program. Talladega College is a member of a consortium, with nine other Black Colleges, which engages in Criminal Justice research, training and educational programs. Coordinated by Positive Futures, Inc., the program is funded by the Law Enforcement Assistance Administration. The program operates through a "Core Course Series" which is mutually offered and transferable within consortium institutions. The following experimental core courses are offered on an elective basis:

Introduction to Criminal Justice. An interdisciplinary course designed to study the internal machinery of the Criminal Justice System. This would include the history of Criminal Justice, various aspects of the law and its processes, human behavior, geopolitics, and other related areas. Course content also covers the administration of justice, rehabilitation, and crime and delinquency.

Topics in Criminal Justice. This course will focus upon special areas of content such as Juvenile Justice, Law Enforcement, Correctional and Penal Systems, the Court System, and Criminal Law using an interdisciplinary approach.

SOCIAL SCIENCES

101-102. Introduction to the Social Sciences. Students are exposed to perspectives which enable better understanding of American society and day-to-day social realities. The courses are interdisciplinary, and they provide tools students can use in analyzing contemporary society. 3 credit hours each.

300. Social Science in the Community. An interdisciplinary course containing several components, including an internship in the community, a seminar and modules which might cover such areas as depth interviewing, practical politics, community and library resources, data interpretation, organizations and ethics. Objectives include integrating classroom learning with community experiences and overcoming traditional discipline boundaries. Credit ranges from 2 to 6 credit hours, depending on what components of the course are elected. Students must have the permission of their major advisors to enroll.

ECONOMICS

201. Principles of Economics I. Introduction of Economics to National Income accounting, Keynesian Theory of employment, income and output; Growth and full employment, inflation, credit and the financial system; Current economic problem. 3 credits.

202. Principles of Economics II. Consumption, production, exchange and distribution. Theory of the firm cost analysis, structure of markets. Determination of rent, interest, profits and wages. 3 credits.

207. Marketing Principles. Wholesaling, retailing, direct sales, agents, advertising, theory of sales, various merchandising techniques, use of media, sales management problems, and market research, theory and application. 3 credits.

211. Elementary Accounting I. Application of the accounting equation, the use of the general journal, sales journal, cash receipts and purchase journals, special ledgers and controlling accounts, accounting reports, income statement, capital statement and the balance sheet statement; receivables and payables. 3 credits.

212. Elementary Accounting II. Inventory controls, deferrals, accruals, and long lived assets, plant depreciation, partnership and corporation accounting, manufacturing and process, cost systems, and job order cost systems, budgetary control and standard cost systems. Prerequisite: ECO 211. 3 credits.

304. Intermediate Macroeconomic Theory. Analysis of National Income Accounting. Keynesian Model of Employment, Income and Output vs Classical Model. Analysis of consumption, saving and investment. Static vs Dynamic Analysis. Growth Models. Fiscal and Monetary Policy, role of government. Prerequisites: ECO 201, 202. 3 credits.

305. Intermediate Microeconomic Theory. Analysis of consumer behaviour, demand, indifference curves, and theory of value. Production, theory of the firm, analysis of costs, revenues, long run, and short run. Analysis of market structure distribution theory, general equilibrium analysis. Prerequisites: ECO 201, 202. 3 credits.

310. Economic Problems of the Black Community. Consultation with instructor. Analysis of current economic problems based upon the historical foundations of socioeconomic road blocks to progress, study of ideology policies and programs for future. 3 credits.

315. Labor Economics. Development of labor theories, collective bargaining, union aspects, management aspects, labor laws and their interpretation, wage theories, productivity concepts, fringe benefits, frictions in wage determination, labor markets, race and related discrimination in the labor markets, working conditions. Prerequisites: ECO 201, 202. 3 credits.

320. History of Economic Thought. Medieval economic thought, mercantilism, physiocrats, classical economists, the historical school, Austrian school, Karl Marx and the Socialist, Neo Classical economists, the mathematical school, Keynes, the Institutionalists, Modern economist. 3 credits.

325. Money and Banking. History of money and banking. Structure and functions of a commercial bank. The Federal Reserve Bank, functions, and role. Monetary policy. Financial institutions. International monetary policy balance of payments. International monetary fund. Prerequisite: ECO 201, 202. 3 credits.

330. Economics of Development. Measure of economic development. Theories of development and growth. Survey of models. Resources and economic development. Policy—planning, balances vs unbalanced growth. International issues. Prerequisites: ECO 201, 202. 3 credits.

335. Mathematical Economics. Application of calculus to economics; finding maxima or minima of a curve, determining equilibrium and stability of the equilibrium, using differential and difference equations to determine dynamic properties of an economic model. Prerequisites: ECO 305, MTH 200, 205, 251. 3 credits.

340. Business Cycles and Forecasting. Types of variations in Economic activity—seasonal, trend, irregulars and cyclical. Analysis of theories related to the business cycle. Measurement of variations in economic activity. Time series analysis. Study of recent business cycles. Prerequisites: ECO 304, 305, 325. 3 credits.

345. Comparative Economic Systems. An analysis of capitalism, marxian socialism, the British system of economic planning, the welfare state in the United States, and England, the market oriented communist economy of Yugoslavia, the economy of the Soviet Union, and Chinese communism. Prerequisites: ECO 201, 202. 3 credits.

350. International Economics. Theory of International trade, comparative advantage, factor endowment and non competing groups. Balance of trade, balance of payments accounts, trade restrictions. Exchange rates—International monetary policy; Devaluation, International agreements. Prerequisites: ECO 201, 202. 3 credits.

355. Public Finance. A study of Revenues expenditure and debt. Examination of theories of taxes and analysis of different taxes, theories of expenditure and borrowing. Fiscal policy and role of the budget. Problems of Federal Finance and Intergovernmental relations. Prerequisites: ECO 304, 305. 3 credits.

399. Seminar. Preparation of reports by the class on specific economic problems. Emphasis will be on application theory of practical problems. Prerequisites: ECO 304, 305. 3 credits.

HISTORY

GENERAL

201. Historiography. An introduction to the historical process: readings in and discussion of historical research and writing. Emphasis will be placed on understanding the principles and skills of research, with practice in writing. Primary sources from the Talladega College Historical Collections will be utilized. 3 credits.

395. Advanced Historiography. Research problems in selected historical areas, culminating in written project(s), drawing upon primary sources when possible. This project is designed by the student in consultation with history faculty competent in the particular research area. Refining skills in organizing research, data collection, scholarly apparatus and historical writing will be emphasized. Required of all senior history majors. 3 credits.

390. Topics in History. An intensive analysis of selected topics. A research project may be required. May be repeated with the consent of the Chairman. 3 credits.

European History

211. 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. 3 credits.

212. European History Survey II. An examination of selected topics in European history from Waterloo to the present. 3 credits.

301. 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. Prerequisite: HIS 211. 3 credits.

302. 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. Prerequisite: HIS 211. 3 credits.

303. Eighteenth Century Europe. An examination of significant developments in Europe from 1715 to 1815—the Enlightenment and the French Revolution. Prerequisite: HIS 211. 3 credits.

304. Nineteenth Century Europe. An examination of significant developments in Europe from 1815 to 1914—nationalism, and the social problems of increasing industrialization. Prerequisites: HIS 211, 212. 3 credits.

305. Twentieth Century Europe. An examination of significant developments in Europe during a period of World War, depression and totalitarianism. Prerequisites: HIS 211, 212. 3 credits.

310. 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. 3 credits.

American History

- 213. United States History Survey I.** A survey of political, cultural, social and ethnic developments in America from the sixteenth century to the Reconstruction era. 3 credits.
- 214. United States History Survey II.** A survey of political, cultural, social and ethnic development in America from the Reconstruction era to the present. 3 credits.
- 215. 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. 3 credits.
- 330. 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. Prerequisite: HIS 213. 3 credits.
- 331. The Civil War and Reconstruction.** An examination of the causes of the War, its impact and consequences. Prerequisites: HIS 213, 214. 3 credits.
- 332. 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. Prerequisite: HIS 214. 3 credits.
- 333. Twentieth Century United States.** A history of the United States from the Depression and two World Wars to urban and social crises. Prerequisite: HIS 214. 3 credits.

Non-Western History

- 210. Comparative Ancient Civilizations.** The rise and fall of Egyptian, Mesopotamian, Hebrew, Greek and Roman civilizations; their enduring contributions to the modern world. 3 credits.
- 216. History of East, Central and Southern Africa.** A survey of East, Central, and Southern African History, from pre-history through pre-colonial to colonial history. 3 credits.
- 217. History of West Africa.** A survey of West African History, from pre-history through pre-colonial to colonial history. 3 credits.
- 350. The Rise of African Nationalism.** An examination of primary and secondary African resistance to the establishment of European rule in the late 19th century; of African adaptation and protest in the early 20th century; and of the emergence of independence movements to the Second World War. Prerequisites: HIS 216 or 217. 3 credits.

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. 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. 3 credits.

270. Comparative Politics I. An introductory comparative study of selected political regimes. 3 credits.

310. Political Sociology. A study of the relationships between power and social processes with emphasis on experimental and field studies. 3 credits.

320. Political Philosophy. A study of political thought with emphasis on authority, community, freedom, disobedience, and rebellion. 3 credits.

330. Constitutional Law. A study of theories of jurisprudence, principles of U. S. Constitutional Law, and the processes of constitutional interpretation. 3 credits.

331. Administration of Justice. A study of law enforcement processes, court processes, and correctional processes in relation to constitutional law. Student research is an important element of this course. 3 credits.

350. Urban Politics. A study of distribution of power in relation to allocation of values for urban populations, with special focus on Blacks. 3 credits.

360. Political Change. A study of change of political structures and resistance to change in selected political societies. 3 credits.

380. International Organization. A study of power and strategy in the international system. 3 credits.

390. Topics in the study of Politics. An analysis of a selected topic. A research project is required. May be repeated with the consent of the politics program. 3 credits.

PSYCHOLOGY

200. Introduction to General Psychology. Major areas, concepts, and methods employed in modern psychology. 3 credits.

201. Advanced General Psychology. An introduction to basic theories of learning, perception, and motivation. Prerequisites: PSY 200. 3 credits.

202. Social Psychology. An examination of social behaviors, behavior of peoples in groups. Special attention will be given to methodology of social psychology research and how results are used to validate theories. 3 credits.

203. 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. 3 credits.

300. 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. 3 credits.

301. Introduction to Abnormal Psychology. Discussion of deviancy and how deviant behavior is described and explained in each of the major theoretical approaches. Attention is given to deviancy in the various stages of development. 3 credits.

320. 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. 3 credits.

321. Foundations of Psychology: Contemporary Theories. Study of theoretical positions currently influential in psychology. 3 credits.

322. Introduction to Clinical Psychology. Designed to acquaint the student with advanced techniques in behavior therapy. Special attention will be given to management of treatment programs, evaluation and systems analysis. 3 credits.

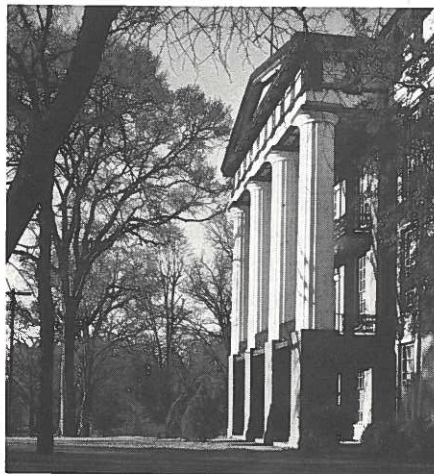
323. Experimental Psychology. Primarily intended to develop skill in the design, execution, and analysis of experiments, as well as developing critical skills for the reading of experimental work. Prerequisites: PSY 200, 201, 203, or permission of the instructor. 3 credits.

380. 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 203 or permission of the instructor. 3 credits.

381. Counseling. A study of behavior-based methods of dealing with problems in clinics, schools, churches, institutions, families. Study will include treatment of both individuals and groups. 3 credits.

382. 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 200, 201. 3 credits.

390. 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. 3 credits.



SOCIOLOGY AND SOCIAL WORK

There are two major programs in this department. The course offerings are listed by major—Sociology and Social Work.

Sociology

Soc. 200. Introduction to General Sociology. Elementary analysis of social interaction, social structure, and social stratification. 3 credits.

Soc. 201. Advanced General Sociology. Principles of organization and change in informal groups, formal organizations, and institutions; with some emphasis on the nature and interrelationship of major social institutions (family, religion, economy, etc.). 3 credits. Prerequisite Soc. 200.

Soc. 210. Introduction to Anthropology. Introduces students to the concepts which help us understand man's many different ways of life in different areas of the world and at different times from pre-history to the present. A cross-cultural perspective is gained by use of case-studies of primitive, peasant and modern societies. 3 credits.

Soc. 211. Advanced Anthropology. Emphasis on understanding contemporary cultures, the relationship of the individual to culture, cultural change, and the application of anthropological method and knowledge to problems. 3 credits. Prerequisite Soc. 210.

Soc. 220. Social Problems in American Society. Analysis of problems with special emphasis on understanding problems in the context of change and conflict. The student is encouraged to explore efforts being made to solve the problems. 3 credits.

Soc. 261. Minorities: Racial and Ethnic Relations. By examining relationships between and among racial and ethnic groups in our own and other societies, an attempt is made to analyze and understand patterns of inequality, causes and consequences of racism and ethnocentrism, power relationships, possibilities for change. 3 credits.

Soc. 271. 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. 3 credits.

Soc. 280. Global Society. Life on an interdependent Planet. Intended to help students understand the increasing interdependence of nations and peoples of the world; the connection between our own community and the world. Emphasis is placed on the Third World developing nations of Africa, Asia and Latin America. 3 credits.

Soc. 300. Criminology. The study of a total interacting system, including an introductory history and general orientation to theories of criminality, criminal behavior, causation and the law. 3 credits.

Soc. 302. Religion in Culture. Examines the nature and importance on beliefs and values, the relationships of these to other aspects of society, and the role of religion in influencing behavior and integrating cultures. 3 credits.

Soc. 310. Political Sociology. A study of the relationships between power and social processes with emphasis on experimental and field studies. 3 credits.

Soc. 311-312. Research Methods & Design. Semester one: introduction and use of major statistical and computer techniques for dealing with social science data, followed by an introduction of scientific social science research techniques, including observation, interviewing, sampling, case analysis, social survey, and attitude measurement. Semester two: a planned research experience designed to stimulate students to expand on and use concepts introduced in the first semester. 3 credits each semester.

Soc. 320. Topics in Sociology. Examination of selected topics in Sociology. Topic in a given semester determined by student and faculty interest and needs. May be repeated for credit if there is no duplication. 1-3 credits.

Soc. 321. Sociological Theory. The study of selected major sociological theories from the classic to the contemporary. 3 credits.

Soc. 325. Urban Sociology. Major trends in urbanization, local and cooperative, historical and contemporary. Topics include distinctive social patterns of the city and the metropolis, problems of urbanization and urban areas, class and ethnicity in the city, regional and urban planning. 3 credits.

Social Work

Soc. 230. 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. 3 credits.

Soc. 290. 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. 3 credits.

Soc. 331. Human Behavior & Social Environment I. A foundation course for Social Work majors. It is designed to examine human behavior and the social environment from a normal-developmental—process perspective. Special emphasis is directed toward ethnic content which reinforces man's adaptability to society as a bio-psychosocial being. Focus will be directed toward the individual, family, social groups, organizations, community and society. Thus a system's approach will be utilized in understanding how and why such relationships are so inextricably bound together. 3 credits.

Soc. 332. Human Behavior and Social Environment II. This course is designed as the second-phase of Human Behavior and Social Environment I. Therefore, it is assumed that students possess a basic knowledge of human behavior and the relationships of individuals, family, social groups, organizations, community and society. The course is directed toward a taxonomy of problem areas that relate to dysfunctions in the social system. A systems approach will be used to foster an integration of social and environmental content. Such areas as developmental, analytical, psychological, psychoanalytical, and ethnic content will be included in this approach. Additional theory will come from other disciplines that study human behavior as economics, biology, geology and religion. Prerequisite: Soc. 331. 3 credits.

Soc. 333. Communities. Theories, Analysis, 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. 3 credits.

Soc. 335. Family & Child Welfare. This course deals with the system of family and child welfare services in the United States. Current practices, philosophy, issues and problems will be explored. Exploration of ideas for a more comprehensive approach to family and children services will also be an aspect of the course. 3 credits.

341-342-343-344. Living-Learning Lab and Seminar I, II, III, IV. During the four semesters of the junior and senior years, students in social work are involved in a "living-learning" lab and seminar. The concept involves the idea that not only classroom and field activity but aspects of the student's total living experience can be consciously used as a part of his educational experience. Field experiences include planned field projects for juniors which closely correlates these experiences with their core social work and social science courses. Field instruction is the intensive practicum/learning experience for seniors.

Soc. 341-342. Living Learning Lab & Seminar I, II. Taken during the junior year. Closely correlates these experiences with Soc. 203 and 331-332. Emphasis will be on values, human behavior, and social functioning as well as on understanding social welfare as a social institution. Beginning practice skills are also introduced at this level. 2 credits each semester.

Soc. 343-344. Living Learning Lab & Seminar III, IV. Taken during the senior year as an integrating mechanism for the advanced methods course, senior level field instruction and social policy course. 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 advanced practice skills necessary for students going into the social work profession. 6 credits each semester.

Soc. 350. 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 230. 3 credits.

Soc. 351. Topics in Social Work. A course dealing in a special areas of content as social treatment, administration/management, social work and the law, ethics and social work, and other areas of particular interest within social work. 3 credits.

Soc. 355. Social Work Methods. This course is designed to review the present purpose and purview of social work and to identify its major fields of practice. The focus is upon advanced practice skills which evolves from the "Living-Learning" approach. Consequently, knowledge, attitudes and skills are integrated into the generalist approach for the practice of social work. 3 credits.

INTERDISCIPLINARY OFFERINGS

COURSES

INT 201 Energy and Politics. A multidisciplinary approach to the subject of energy focusing on problems related to understanding energy, its sources, the causes of our present dilemma and contributing to solutions by the dissemination of knowledge and ideas. Experimentally offered with funding under Title III of the Higher Education Act of 1965.

INT 202 Roots of Contemporary Values. A team taught course examining certain contemporary values and problems and the development of these through history. Attention is focused on selected topics such as the idea of progress, art as expression, imperialism, nationalism, individualism, rationality, and attitudes toward change. Emphasis is placed on comparisons between Western and non-Western traditions. Experimentally offered.

INT 204 Blacks in American Society and Culture. A team taught course for students who wish to participate in a supervised, independent study setting using a variety of methods and media. The main content objective of the course is the survey of Blacks in American Society from an Afro-American historical perspective—from slavery to the present—with careful attention given to the artistic productions contributed to the mainstream as effected by and reflected in the socio-economic patterns of growth in this country. Experimentally offered with funding under Title III of the Higher Education Act of 1965.





HISTORICAL NOTES

HISTORICAL NOTES

1976-77 SCHOLARSHIP AWARDS

Hilliard White Scholar: Robert Cater

Thomas Tarrant Scholar: Ollivette Hill

Catherine Waddell Scholar: Penzola Milton

Ambrose Headen Scholar: Rosalyn Wright

Deforest Scholars

Adjajiet Kiuofie Franci
 Juliette Ball
 Jimmie Mae Bennet
 Vanessa Bush
 Terry Carwell
 Regina Echols
 Dorothy Goggins
 Betty Hutchinson
 Doris James
 Betty Jones
 Gloria Jones
 Lysbia Land

David McGhee
 Penzola Milton
 Frederick Murray
 Gladwyn Murray
 Okude Naohito
 Martin Polite
 Phyllis Rowe
 John Savage
 Brenda Seals
 Quentine Shaw
 Walter Shields
 Earlene Spratling

Ophelia Suttles
 Easter Taylor
 Richard Taylor
 Gerrie Tinker
 Dwight Thomas
 Nina Thomas
 Jacqueline Thomas
 Robert Turner
 Rudolph Varner
 Edward Young

Andrews Scholars

Alane Love
 Levi Aldrige
 Sybil Andrews
 Marilyn Austin
 Sandra Boyd
 Jesse Brightharp
 Geraldine Brooks
 Robert Bryan
 Belinda Carmichael
 Robert Cater
 Pamela Davis
 Delesilyn Elston
 Maxine Foster
 Leroy Frazier
 Ruth Green
 Robert Green
 Almarie Harrell
 Brenda Irby
 Caryl James

Dorothy Jenkins
 Charles Jones
 Joel Jones
 Martha Jones
 Bruce Kaalund
 Gloria Maxwell
 Linda Mealing
 Ruth Meggett
 Deborah Middleton
 Karen Minus
 Phaer Mitchell
 Karon Moore
 Patricia Murray
 Laura Nash
 Kenneth Newkirk
 Debbie Owens
 Cornelius Page
 Horace Patterson
 Beverly Perry

Althea Rodgers
 Janice Rogers
 Shelia Rogers
 Patricia Ross
 Larry Roundtree
 Beverly Simmons
 Linda Simmons
 Autherine Smith
 Wayne Steverson
 Cynetha Thompson
 Delores Wagstaff
 Ida Watson
 Barbara Williams
 Kathy Willis
 Vanissa Wilson
 Rosalyn Wright
 Gloria Holloway
 Mary Wesson

Sumner Scholars

Angelo Agee
 Christine Alexander
 Mary Baulkmon
 Angela Baughman
 Lynetta Bell
 Rita Faye Benjamin
 Gregory Beresford
 Dorothy Bethea

Karen Bonner
 Carolyn Brown
 Sandra Brown
 Sheryl Brunson
 Cynthia Bruton
 Bernadette Burke
 Cynthia Burroughs
 Jeanette Bussey

D'Jaris Canty
 Sterling Coleman
 Benjamin Cotton
 Juanita Curry
 Evangeline Darden
 Arvester Denson
 Cynthia Dubose
 Sheila Fleming

Regenia Frazier
 Marcia Gibson
 James Gleason
 Barry Gooden
 Adron Griffin
 Sandrus Griffin
 Freda Haley
 Herbert Henderson
 Martha Hill
 Melvin Hill
 Arthur Horton
 Isaiah Hugley
 Dionne Hurst
 Napoleon Jackson
 Christine James
 Bruce Johnson
 Cheryl Jones
 Deborah Jones
 Johnette Jones
 Rosalind Jones
 Charlotte Kelley
 Catherine Key
 Cleo Larry
 Pamela Lockhart

Jennifer Lovelace
 Undra Marbury
 Charles Matthews
 Vickie Mitchell
 Sandra Molden
 Delores Montgomery
 Vanessa Morris
 Jacques Mosley
 Marion Nash
 Mattie Nicholson
 Darrell Norman
 Robin Parham
 Elsie Parker
 Denise Perryman
 Edwin Phifer
 Solomon Pollard
 Michelle Poole
 Angela Powell
 Carol Rawls
 Gregory Reese
 Maxine Rivers
 Katie Rogers
 Virginia Ross
 Donna Rudolph

Vernon Ruff
 Ola Scott
 Kathrynne Shelborne
 Lucille Shelton
 Sabrina Sheppard
 Angela Spratling
 Sheila Stinson
 Ephraim Stockdale
 Brigitte Thomas
 Mildred Thomas
 Sylvia Thomas
 Mary Turner
 Cory Veal
 Verdell Vincent
 Mildred Warthen
 Michael Washington
 Rodney Wilson
 Richard Wright
 Clarence Wynn
 Clarence Young
 Myrtis Young
 Paula Yette
 Stephen Wilson

Surdna and Aquinas Scholars

Sandra Baker
 Marcia Conner
 Helen Curry
 Joe Elston
 Reginald Floyd
 Loren Gilmore
 Davon Grey
 Angelia Griggs

Della Hatch
 Royce Hayden
 Coleman Henderson
 Sheila Jordan
 Gaynoe Knight
 Marcus Lloyd
 Derwin McGriff
 Carol Ogletree

Althea Payton
 Brian Roberts
 Marlon Slater
 Valencia Smith
 Sylvia Spratling
 Laverne Sullivan
 Debra Thompkins
 Thomas Wiggins

Crawford Haddock Scholars

Salley Bailey
 Darlene Moore

ALUMNI SCHOLARS

Banks, Alma C.
 Conner, Marcia L.
 Hatch, Della L.

Henderson, Coleman D.
 Hill, Ollivette R.
 Ogletree, Carol D.
 Sullivan, Laverne

Thompkins, Debra A.
 White, Melody C.
 Wiggins, Thomas

MEMBERS OF ALPHA CHI HONOR SOCIETY

Barclay, Juliette Ball
 Boyd, Sandra
 Denson, Paul
 Elston, Delesilyn
 Hunter, Mercedes
 Hutchinson, Betty
 Irby, Brenda
 James, Doris

Jones, Betty
 Jones, Gloria
 Key, Catherine
 Meggett, Ruth
 Milton, Penzola
 Mitchell, Martha
 Shaw, Quentin L.
 Smith, Autherine

Spratling, Earlene
 Suttles, Ophelia
 Taylor, Easter
 Turner, Robert
 Wesson, Mary
 White, Chester

MEMBERS OF BETA KAPPA CHI SCIENTIFIC HONOR SOCIETY

Andrews, Michelle
 Andrews, Sybil
 Barclay, Juliette Ball
 Boyd, Sandra
 Cater, Robert
 Cotton, Benjamin
 Gooden, Barry

Jackson, Napoleon
 Jones, Betty
 Key, Catherine
 Love, Alane
 Milton, Penzola
 Newkirk, Kenneth
 Phifer, Edward

Rawls, Carol
 Shaw, Quentin
 Shelborne, Kathrynne
 Spratling, Earlene
 Veal, Corey
 Washington, Michael

WHO'S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES

Barclay, Juliette Ball
 Frazier, Leroy, Jr.
 Gosha, Henry O.
 Hutchinson, Betty P.
 Jenkins, Dorothy
 Jones, Betty

Jones, Deborah T.
 Jones, Martha D.
 Milton, Penzola
 Mitchell, Phaer
 Patterson, Horace
 Riley, Theodore

Shaw, Quentin
 Sheppard, Sabrina
 Suttles, Ophelia
 White, Chester
 Wynn, Clarence

AWARDS

The Armstrong Award for Creative Ability: Patricia Murray
The Whiton Writing Awards: Brenda Seals & Angela Baughman
The Buell Gordon Gallagher Award: Quentin Shaw & Betty Jones
The Avery Speech Awards: Martin Polite & Carolyn Brown
The Marye Elizabeth Weaver Scholarship Award: Vanessa Bush
Catherine Waddell Award: Penzola Milton
The Elva Constance Cross Award: Maxine Foster
The Evelyn A. Fennell Award: James Gleason & Maxine Foster
The Harriet Salter Rice Award: Patricia Murray
Dorothy Lorane Howard Memorial Scholarship: Juliette Ball
Ella Mae Gibson Foster Scholarship: Earlene Spratling
Henry Cornelius and Thelma Nelson Bacon Awards: James Gleason & Michelle Pool
Napoleon Rivers Sr. Award: Barbara Edwards
Community Service Award: Stephanie Stanley
Theodore Presser Award: Joel Jones & Constance Lawhorn
Alice M. Holman Award: Ida Watson
Hamilton-Weaver Award: Isaiah L. Davis

GRADUATING CLASS OF 1976

BACHELOR OF ARTS DEGREE

BIOLOGY

Crosby, Joyce Geraldine
 Gleason, James Erthr, Jr.
 Perkins, Thomas Charles
 Phipps, Michael Channing
 Pool, Michelle Robyn

ECONOMICS

Aldridge, Levi William
 Bickerstaff, Lindsey Bernard
 Elston, Jerry
 Hurst, Rochelle Deonne
 Lovelace, Jennifer Inez
 Myers, Kenneth Edward
 Raiford, Glen Albert

ELEMENTARY EDUCATION

McIntyre, Audrey Gail
 Russell, Gregory Randolph
 †Thomas, Mildred Jean
 *Thomason, Jacqueline
 †Young, Myrtis Jean

ENGLISH

Baughman, Angela
 †Brown, Carolyn LaVerne
 †Burke, Katie Bernadette
 Curry, Juanita
 Harrington, Zedia Yvonne
 *Rowe, Phyllis Muriel
 *Seals, Brenda Curry

HISTORY

*Polite, Martin Luther
 Work, John Wesley, V.

MATHEMATICS

*Bush, Vanessa Deniese
 Fleming, Sheila Marie
 Greene, Robert Cecil, Jr.
 Murray, Gladwyn Leslie
 Seawood, Marvin
 Williams, Barbara Ann
 Wilson, Vanissa Kay

MATH-PHYSICS

Bussey, Milton Wallace

MODERN LANGUAGE

Brunson, Sheryl Edvina
 Edwards, Barbara Ann

MUSIC

†Foster, Maxine
 Free, Barbara Lorraine

PHYSICAL EDUCATION

Jackson, Woodie James
 Jordan, Contessa Dorrday

PSYCHOLOGY

*Bennett, Jimmie Mae
 Bennett, Myron Vincent
 Brown, Deborah Anne
 Butler, Laurence
 Gunn, Leonard Joseph, Jr.
 Hale, Gregory Joseph
 Mays, Clifford
 Molden, Sandra Faye
 Sheehy, Paul Lawrence
 Sheppard, Myrdis Yeldell
 *Tinker, Gerrie Elaine
 Walker, Annette

REHABILITATION EDUCATION

Day, Linda Ann
 Gibson, Marcia Elaine
 Land, Lysbia Lynette
 Roberson, Daisy Louella
 Shelton, Lucille
 Thornton, Bernard Thomas

SOCIAL WORK

Austin, Marilyn Joyce
 Brightharp, Jesse
 DuBose, Cynthia Rita
 Estell, Roy Jerome
 Harrell, Almarie Lynette
 Johnson, Lucy Ann
 Nash, Marian Elizabeth
 Oglesby, Karl Alphonzo
 Pugh, Clarence James
 Turner, Mary Alice
 Wright, Richard Alvin

SOCIOLOGY

Howard, Patricia Ann
 Robinson, Sandra Denise
 Stovall, Sheree Daisy

AS OF JUNE, 1945

McCloud, Willard Leverne M.D.
 Simkins, George Christopher, Jr. DDS

*With Honors
 †With Departmental Distinction

GEOGRAPHIC BREAKDOWN OF ENROLLMENT (First Semester 1976-77)

STATE OR COUNTRY	NUMBER ENROLLED
Alabama	275
California	6
Connecticut	3
District of Columbia	16
Florida	25
Georgia	89
Illinois	30
Indiana	4
Iowa	2
Kentucky	2
Louisiana	1
Maryland	4
Massachusetts	1
Michigan	16
Mississippi	3
Missouri	2
New Jersey	9
New York	30
North Carolina	4
Ohio	11
Oklahoma	1
Pennsylvania	5
South Carolina	64
Tennessee	13
Virginia	2
West Virginia	1
FOREIGN —	
Africa	2
England	1
Japan	1
West Indies	1
	624
SPECIALS	5
	629

VISITING SPEAKERS AND ARTISTS

1975

- Sept. 14**, Rev. James T. Crutcher, Sixteenth Street Baptist Church, Birmingham, Alabama
- Sept. 15**, Don Ryan, Pianist
- Sept. 21**, Rev. Charles Mickle, Memphis, Tennessee
- Sept. 28**, Rev. Dr. James W. Taylor, Charleston, South Carolina
- Oct. 5**, Rev. Dr. Maurice Cherry, Paine College, Augusta, Georgia
- Oct. 15**, Herndon Spillman, Organist
- Oct. 19**, Rev. John Porter and Youth Choir, Sixth Avenue Baptist Church, Birmingham, Alabama
- Nov. 2**, Sidney A. Vassall, TV Director
- Nov. 6**, Mrs. Henrietta Canty, Atlanta, Georgia
- Nov. 6**, Film, The Learning Tree
- Nov. 6**, Oliver Franklin, Director, Annenburg Center, University of Pennsylvania
- Nov. 16**, Rev. Z. L. Grady, Morris Brown AME Church, Charleston, South Carolina
- Nov. 17**, Stillman College Band, Karl Huff, Director, Tuscaloosa, Alabama
- Nov. 23**, Rev. Paul Johnson, Montgomery, Alabama
- Dec. 7**, Talladega College Choir, Christmas Concert
- Jan. 15**, Rev. Horace Patterson, Speaker, Martin Luther King, Jr. Day
- Jan. 22**, Dr. Joe Johnson, Atlanta, Georgia, Speaker
- Jan. 25**, Rev. Raymond F. Harvey, Tuskegee, Alabama
- Jan. 29**, Dr. Richard English, University of Michigan

1976

- Feb. 1**, Rev. O. R. Jackson, Jacobs Chapel CME Church, Talladega, Alabama

BLACK HISTORY WEEK

- Feb. 8**, Ms. Dorothy Autrey, Bethune-Cookman College, Daytona Beach, Florida, Speaker
- Feb. 11**, Dr. Nathan Hare, Speaker
- Feb. 12**, Dr. James Spady, Philadelphia, Pennsylvania
- Feb. 13**, Ms. Dianne McIntyre, Affiliate Artists, Inc., New York, New York, Dancer
- Feb. 14**, Stanley Ware, Tenor, Oakwood College
- Feb. 22**, Rev. Dr. Everett W. McNair, Chapel Hill, North Carolina
- Feb. 26**, Mr. Mal Goode, ABC News Correspondent, Teaneck, New Jersey, Speaker
- Feb. 29**, Rev. B. E. McKinney, Greater Ebenezer Baptist Church, Talladega, Alabama
- Mar. 1**, The New England Sinfonia, Jon Robertson, Conductor
- Mar. 25**, Angela Davis, Los Angeles, California, Speaker
- Mar. 21**, Rev. Dr. Nelson H. Smith, New Pilgrim Baptist Church, Birmingham, Alabama
- Mar. 23**, Rev. Clifford Alexander, Talladega, Alabama

- Mar. 24**, Miles College Gospel Choir, A. B. Sheed, Director, Birmingham, Alabama
- Mar. 29**, Alabama State University Band, Danny Davis, Conductor, Montgomery, Alabama
- Mar. 31**, Singing Stones, Glenview, Illinois

SEVENTEENTH ANNUAL ARTS FESTIVAL

- April 3**, Opera—"The Merry Wives of Windsor" by Otto Nicolai, The National Opera Company
- April 4**, Rev. Paul Smith, Speaker
- April 4**, Symposium, Blacks on the American Music Stage, 1976-1976, Frank Harrison, Owen Dobson, Leonard dePaur, Panel
- April 5**, Concert, Stanley Turrentine, Jazz Musician
- April 6**, Photography Exhibit, Talladega College Faculty and Students
- April 6**, Art Exhibit and Gallery Talk, Ceramics by Dr. Clifton Pearson
- April 7**, Conversation with Eubie Blake—Dianne McIntyre, Commentator; Filmstrip of Blake and Nobel Sissle
- April 7**, Concert, Ramsey Lewis
- April 8**, Lecture, Dr. Stanley King, Speaker
- April 8**, Dance Concert, Talladega College Student Workshop
- April 9**, Symposium, The Contemporary Black Musical Stage, Clayton Riley, Critic
- April 9**, Lecture, Haki Madhubuti (Don Lee), Poet
- April 10**, Recital, Frances Walker, Pianist
- April 11**, Lecture, Al Young, Novelist
- April 11**, Dr. Reuben A. Sheares II, Speaker
- April 12**, Film, "Gunja and Hess," directed by Bill Gunn

- April 23**, Rev. Edward Bonner, Gadsden State College, Gadsden, Alabama

- April 25**, Rev. Samuel Varner, Brooklyn, New York

- April 29**, Ms. Donita Stobaugh, Kimberly Clarke, Childersburg, Alabama

- April 29**, Alabama A & M University Symphonic Band, Barney Smart, Director, Normal, Alabama

- May 2**, Rev. Thomas M. Dixon, Pineland, South Carolina

- May 16**, Hon. John J. Miller, Berkeley, California, Commencement Speaker

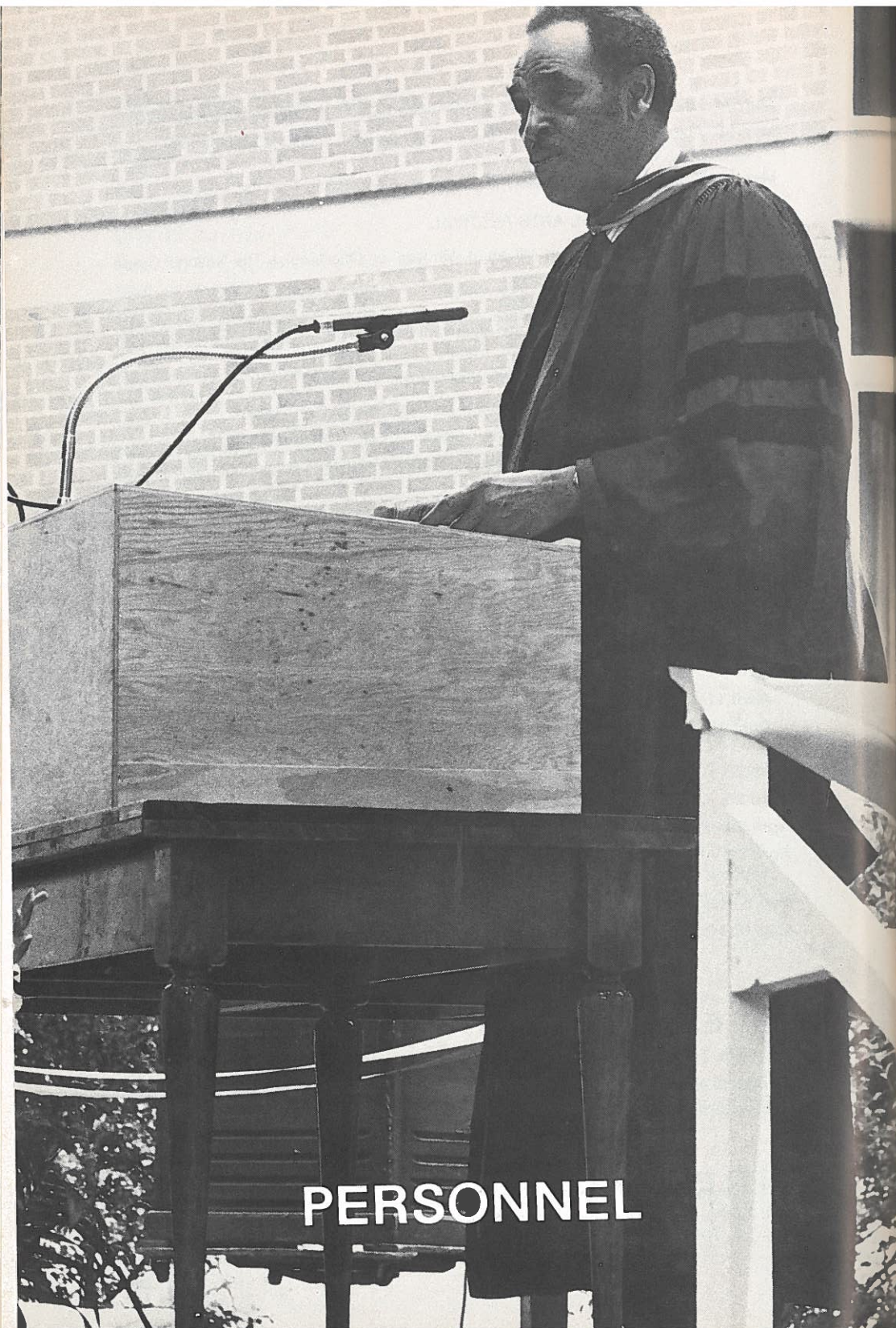
ART EXHIBITS

- Fall, 1975**, Talladega Students' Art Show Photo Exhibition by Faculty of Talladega College

- Spring, 1976**, Ceramic Exhibition by Clifton Pearson
Art Education Exhibition by Students of Talladega College

LITTLE THEATER PLAYS

- April 12-17**, The Cock of the Walk by Shedrick Lyons
Dec. 1-5, The Amen Corner by James Baldwin



Personnel

ADMINISTRATIVE STAFF

Herman H. Long, *President*, Deceased, August 1976, A.B., Talladega College; M.A., Hartford Seminary Foundation; Ph.D., University of Michigan.

Aaron Brown, *Interim President*, October, 1976—May, 1977 A.B., Talladega College; M.A., Atlanta University; Ph.D., The University of Chicago; Additional Study, Columbia University; Litt.D., Lane College; LLD., Livingstone College; Ed.D., Daniel Payne College.

Joseph N. Gayles, *President*, March, 1977, A.B., Dillard University; Ph.D., Brown University; Additional Study, Oregon State University, University of Uppsala.

James Roland Braithwaite, Dean of the College and Buell Gordon Gallagher Professor of Humanities, Mus.B., A.M., Ph.D., Boston University.

Milton S. Hurst, Dean of Students, A.B., M.B.A.

Fred D. Montgomery, Business Manager, Director of Auxiliary Enterprises

Clarence Dortch, B.S., Assistant Business Manager, Comptroller

Julian Licetti Scott, A.B., Registrar

G. Herbert Gessert, A.B., M.B.A., B.D., Director of Institutional Research and Planning and Development

Joe A. Lee, A.B., Director of Development (Alumni and Public Affairs) Affairs

Juliette Smith, B.S., M.L.S., Librarian

Archie Wesley, B.S., M.S., Superintendent of Buildings and Grounds

Everlee Jones, Assistant Librarian, B.S., M.S.L.S.

John H. McCray, A.B., Director of Admissions

Stanley M. Browne, B.A., M.A., Editor of the TALLADEGAN and Director of the NEWS BUREAU

Moses J. Holmes, Jr., B.S., M.S., Director of Financial Aid

Jerome Ratchford, B.S., M.A., Coordinator of Title III Programs

Douglas Morris, B.S., Ph.D., Computer Analyst/Programmer

Yolanda Swain, B.S., Research Assistant in Planning and Institutional Research

FACULTY

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*On leave first semester, 1976-77.

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*On leave 1976-77

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**1st Semester 1976-77.

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*On leave 1976-77

STAFF

Valerie W. Alfred, R.N., College Nurse

Shirley Ash, Clerk-Secretary to Director of the Thirteen Colleges Curriculum Program

Julia T. Baker, Technical Assistant-Computer Room

Bessie Bowie, Clerk-Secretary, Counseling Office

Iola Brown, Clerk-Secretary in Rehabilitation Program

Idaperle Bryant, R.N., Relief Nurse

Alma C. Cooper, Relief Dormitory Director

Jeanette B. Davis, Clerk-Secretary, Social Work

Andre Dickerson, B.S., Admissions Counselor

Willie I. Dickerson, Relief Dormitory Director

Helen Mary Dominits, Assistant in the Library

Charles Elliott, B.A., Recruitment Counselor and Assistant Basketball Coach

Jonyrma Elliott, B.A., Assistant Admissions Director

Barbara English, Secretary to Director of Institutional Research and Planning and Development

Clarence E. Fortune, Printing and Mailing Clerk

Aelisa Hill, Clerk-Secretary in the Business Office

Osie S. Hines, Dormitory Director

John A. Jemison, Janitorial Supervisor

Mollie Jemison, Assistant Dormitory Director

Edward Jennings, BFA, MFA, Curator of the Talladega Art Collection

Cynthia Johnson, B.A., Accounting Clerk-Secretary, Federal Programs

Myrtis Johnson, Secretary in the MBS and MISIP Programs

Barbara J. Jones, Director of Shores Hall and Counselor of Women

***Edythe Jones**, B.A., Clerk-Secretary in the Rehabilitation Program

Margaret Jones, Assistant in the Library

Mary McKinney, B.S., Clerk-Secretary in the Placement Office

Charles Moore, Assistant in Plant Operations

Maxine Herring Parker, Secretary to the President

Minola S. Ratchford, Clerk-Secretary in the Title III Office

*Part of the year

Bonnie Rembert, Technical Assistant in the Business Office

Brenda Sawyer, Mail Clerk in Post Office

Ernestine Seals, Clerk-Typist in the Library

Jo Ann Swain, B.S., Clerk-Secretary in Registrar's Office

Deloris S. Terry, B.S., Secretary to the Dean of the College

Julius O. B. Thomas, Relief Dormitory Director

Willie Thomas, B.A., Manager of Bookstore and Postoffice; Supervisor, Student Union

A. F. Toole, B.S., M.D., Physician

Brenda Tuck, Key Punch Operator and Secretary to the Computer Analyst/Programmer.

Peggy Turner, Secretary-Clerk in the Alumni-Public Relations Office

Bennett Webb, B.A., Dormitory Director

Ruth B. Welch, Cashier and Assistant in the Bookstore

Vivian Whiting, B.A., Accounting Assistant in the Business Office

Kathy Willis, B.A., Secretary-Bookkeeper, Office of Planning and Development

Margaret W. Woods, Bookkeeper and Clerk-Secretary, Superintendent of Buildings and Grounds

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 San Francisco, California Dr. Cohen T. Simpson '28
 St. Louis, Missouri Rev. Paul Smith '57
 Talladega, Alabama Quentin Gresham '65
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TALLADEGA COLLEGE BOARD OF TRUSTEES

OFFICERS FOR 1976-77

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Henry N. Drewry, Vice Chairman
G. Herbert Gessert, Secretary
Warren H. Brothers, Treasurer

TERM OF OFFICE EXPIRES IN 1978

Wesley A. Hotchkiss, New York, New York
Warren H. Brothers, Chicago, Illinois
Henry N. Drewry, Princeton, New Jersey
Theodore A. Jones, Chicago, Illinois

TERM OF OFFICE EXPIRES IN 1979

Colman S. Ives, Kenilworth, New Jersey
Arthur D. Shores, Birmingham, Alabama
Gwendolyn Leapheart, Albany, New York
Edward E. Elson, Atlanta, Georgia

TERM OF OFFICE EXPIRES IN 1980

Brandt Ayers, Anniston, Alabama
Charles M. Grace, Santa Monica, California
James Kemp, Chicago, Illinois
Howard E. Spragg, New York, New York
Jeremiah Kaplan, New York, New York

TERM OF OFFICE EXPIRES IN 1981

Joseph N. Gayles, Jr., Talladega, Alabama

EMERITUS MEMBERS

Alan Knight Chalmers, New York, New York
Donald P. Cottrell, Worthington, Ohio
Arthur D. Gray, Chicago, Illinois

EXECUTIVE COMMITTEE

Henry N. Drewry, President; Warren H. Brothers, Edward E. Elson, Wesley A. Hotchkiss, Colman S. Ives, Arthur D. Shores, Joseph N. Gayles, Jr. (Ex-Officio)

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ACADEMIC AFFAIRS (PLANNING & PROGRAM) COMMITTEE

Henry N. Drewry, Chairman; Brandt Ayers, Charles M. Grace, Wesley A. Hotchkiss, Colman S. Ives, Jeremiah Kaplan

INDEX

Academic Calendar/**100 and Inside Back Cover**
 Academic Program/**9-17**
 Alabama Center for Higher Education/**10**
 Administrative Staff/**89, 92-93**
 Admission Requirements/**19**
 Aims of the College/**4**
 Alumni Association/**96**
 Alumni Clubs/**96**
 Applications/**19**
 Art Exhibit/**87**
 Athletic Facilities/**4, 5, 36**
 Awards/**29-30, 83**
 Biology/**59, 61-62**
 Board of Trustees/**97**
 Buildings/**5-6**
 Calendar/**99**
 Campus Map/**7**
 Chemistry/**59, 63**
 Choir/**33, 35, 55, 87**
 Class Attendance/**17**
 Classification of Students/**14, 16**
 Clubs/**33, 35, 37**
 College Council/**37**
 Communications/**46, 47**
 Community Library Fund/**28**
 Computer Facilities/**60**
 Cooperative Programs/**10**
 Courses of Study/**9**
 Deposits/**20, 21-23**
 Descriptions of Courses/**39-78**
 Dining Services/**17, 34**
 Diploma/**14, 22**
 Dormitories/**6, 23, 34**
 Dramatic Arts/**33, 36, 87**
 Divisions of Instruction/**9, 39-78**
 Economics/**67, 69-70**
 Education Division/**9, 39-45**
 Elementary Education/**41, 42**
 Employment/**25**
 Engineering Program/**10**
 English/**46-49**
 Enrollment/**85**
 Expenses/**21-23**
 Faculty/**90-93**
 Faculty Housing/**6, 34**

Fees/**19-23**
 Financial Aid/**23-30**
 Fine Arts/**46, 49, 50**
 Fine Arts Activity/**36, 87**
 Fraternities/**35**
 French/**51**
 Funds for Student Aid/**23-30**
 General Division/**9, 12, 14, 16, 19**
 German/**52**
 Grading/**16**
 Graduates/**84**
 Graduation Requirements/**14-16**
 Gymnasium/**33, 36**
 Health Services/**19, 34**
 History/**67, 71-72**
 History of the College/**1, 3, 5, 78-87**
 Honor Societies/**37, 83**
 Honors at Graduation/**16**
 Housing/**34**
 Humanities Division/**9, 46-58**
 Information/**98**
 Installment Payments/**21**
 Interdisciplinary Program/**78**
 Late Fees/**21-22**
 Library/**6, 7**
 Little Theatre/**33, 36, 87**
 Loan Funds/**25, 28**
 Location of College/**4**
 Major Fields of Study/**9, 15**
 Map/**7**
 Mathematics/**59, 64-65**
 Medical Care/**19, 22**
 Modern Languages/**46, 51-52**
 MSBS Medical Program/**60**
 Music/**13, 15, 19, 22, 46, 53-57**
 Musical Activities/**33, 35**
 Natural Science Division/**9, 59-66**
 Organization of Courses/**9**
 Orientation/**34**
 Personnel/**89**
 Philosophy/**58**
 Physical Education/**37, 39, 43-44**

Physics/**9, 10, 60, 65-66**
 Politics/**67, 73**
 Pre-Law/**67**
 Psychology/**67, 73-74**
 Publications/**37**
 Refectory/**6, 23, 34**
 Refund Policies/**22, 23**
 Registration Fees/**21-23**
 Regulations/**17**
 Rehabilitation Education/**39, 44-45**
 Religion/**58**
 Religious Life/**33**
 Requirements for Admission/**19-20**
 Requirements for Graduation/**14-16**
 Residence Requirements/**16**
 Scholars/**24, 77-78**
 Scholarship Aid/**24-30**
 Scholarship Funds/**25-28**
 Secondary Education/**39-40**
 Social Activities/**33**
 Social Science Division/**9, 67-78**
 Social Work Program/**11, 68, 77-78**
 Sociology/**68, 75-78**
 Sororities/**35**
 Spanish/**52**
 Sports/**36**
 Staff/**89, 94-95**
 Student Admission/**19-20**
 Student Aid/**24-30**
 Student Assistance Programs/**25**
 Student Clubs/**35, 37**
 Student Government/**37**
 Student Life/**17, 33-37**
 Theatre/**3, 36, 87**
 Thirteen College Curriculum Program/**11**
 Transfer Students/**10, 19-20**
 Trustees/**97**
 Tuition/**21**
 Veterinary Medicine/**10**
 Visiting Speakers and Artists/**86, 87**
 Withdrawal from the College/**16, 22-23**
 Who's Who in American Colleges/**83**

1977

S	M	T	W	T	F	S
JANUARY						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
FEBRUARY						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					
MARCH						
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12	13	14	15	16	17	18
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26	27	28	29	30	31	
APRIL						
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
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23	24	25	26	27	28	29
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MAY						
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2	3	4	5	6	7	8
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AUGUST						
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OCTOBER						
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23	24	25	26	27	28	29
30	31					
NOVEMBER						
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
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DECEMBER						
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1978

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
APRIL						
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23	24	25	26	27	28	29
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
NOVEMBER						
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Calendar 1977-1978

FIRST SEMESTER

August 22-27, Monday to Saturday	Freshman Orientation and Registration
August 24, Wednesday	Faculty-Staff Conference
August 26-27, Friday, 9 AM to Saturday, 12 Noon	Registration for returning students. Late fee charged after 12 Noon Saturday.
August 28, Sunday, 11 AM	Opening Convocation
August 29, Monday, 8 AM	All classes begin
August 31, Wednesday	Last day to add a class
September 5, Monday	Labor Day—no classes
October 10, Monday	Last day to drop a class—all schedules final
October 21, Friday	Mid-semester evaluations to all advisors
October 24-28, Monday to Friday	Mid-semester evaluation and pre-registration advisory conferences
Founders Day	November 6, Sunday
Thanksgiving recess begins	November 23, Wednesday, 12 Noon
Classes resume	November 28, Monday, 8 AM
Christmas Ministry of Music Convocation	December 11, Sunday, 7 PM
Approved outline of senior projects due in Office of the Dean	December 15, Thursday
First semester examinations	December 14-20, Wednesday to Tuesday

SECOND SEMESTER

January 3-7, Tuesday to Saturday	Orientation and Registration for New Students
January 5-7, Thursday, 1 PM to Saturday, 12 Noon	Registration. Late fee charged after noon Saturday
January 9, Monday, 8 AM	All classes begin
January 11, Wednesday	Last day to add a class
January 15, Sunday	Martin Luther King Day

SECOND SEMESTER

February	Black History Month, special observance throughout the month
February 20, Monday	Last day to drop a class
March 11-19, Saturday thru Sunday	Spring recess
March 20-26, Monday to Sunday	Religious Emphasis Week
April 10-16, Monday thru Sunday	Arts Festival Week
April 14, Friday	Final draft of senior projects due in offices of Department Heads
April 17-21, Monday thru Friday	Pre-registration for first semester 1978-79
April 24-May 2, Monday through Tuesday	Oral examinations for students submitting senior projects and candidates for honors of departmental distinction
May 3, Wednesday	Final approved copy of senior projects with grades due in the Office of the Dean
May 4, Thursday, 1:30 PM	Honors Convocation
May 6-12, Saturday thru Friday	Second semester examinations
May 13, Saturday	Alumni Day
May 14, Sunday	Baccalaureate—Graduation