



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.

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Photographs by Howard Zehr,
Joe Lee and Charon Tucker

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

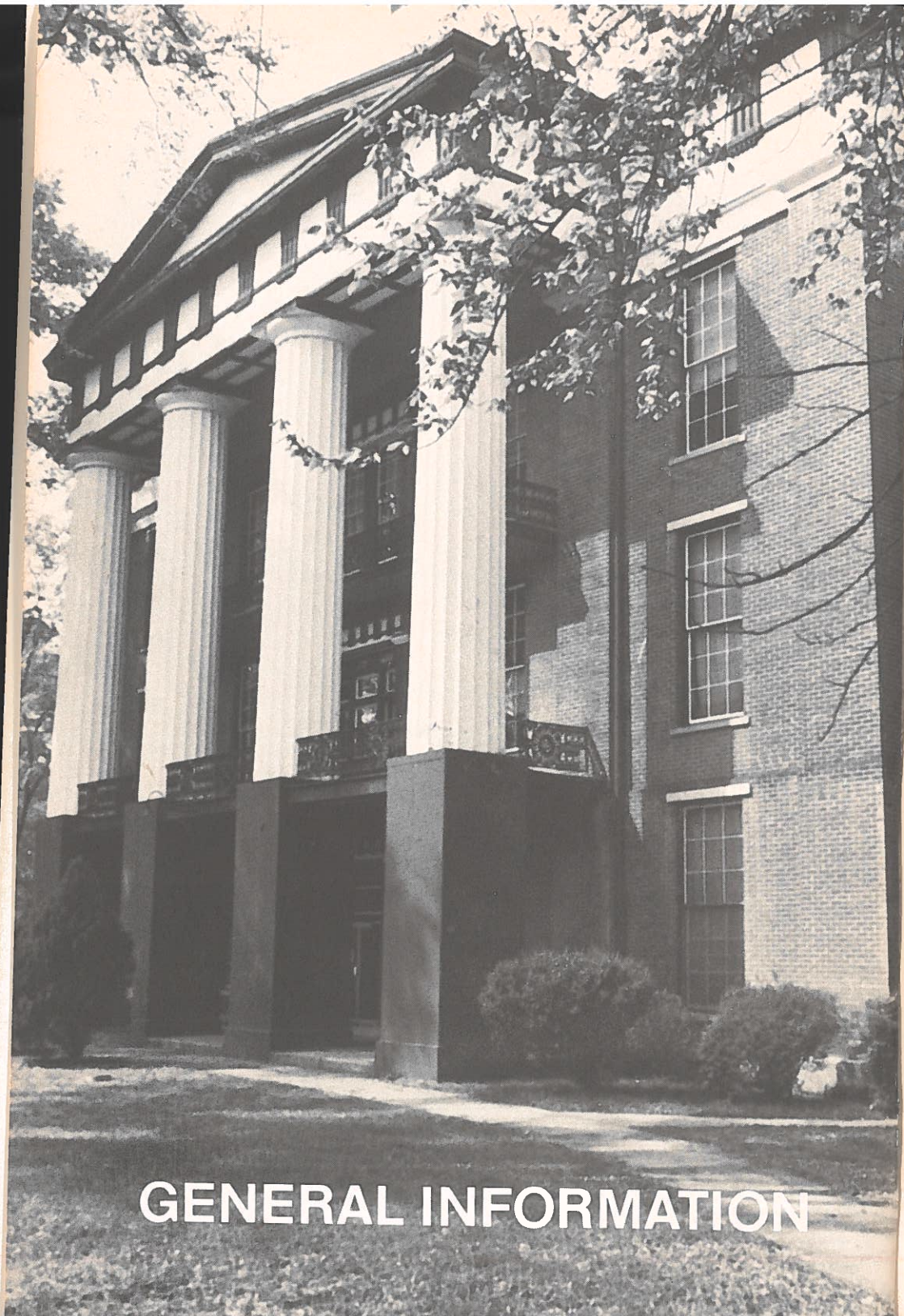
No qualified handicapped person shall be excluded from the educational programs of Talladega College.

The Talladegan

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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 the fundamental task of building personality, may grow so that (a) the continuing process of personal development will be purposefully directed; so that (b) he/she will be able to live successfully in a changing and imperfect social order; and so that (c) he/she 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/her to promote the common welfare.

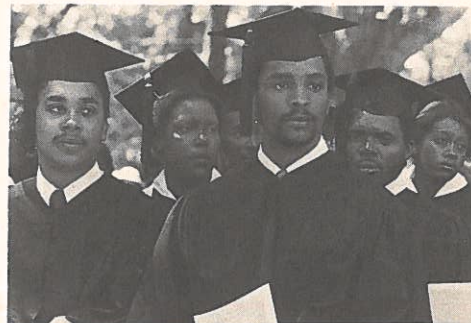
THE CAMPUS

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 and a language laboratory. It was purchased in 1867 and named after General Wager B. Swayne, then of the Freedmen'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 rooms.





Silby 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.

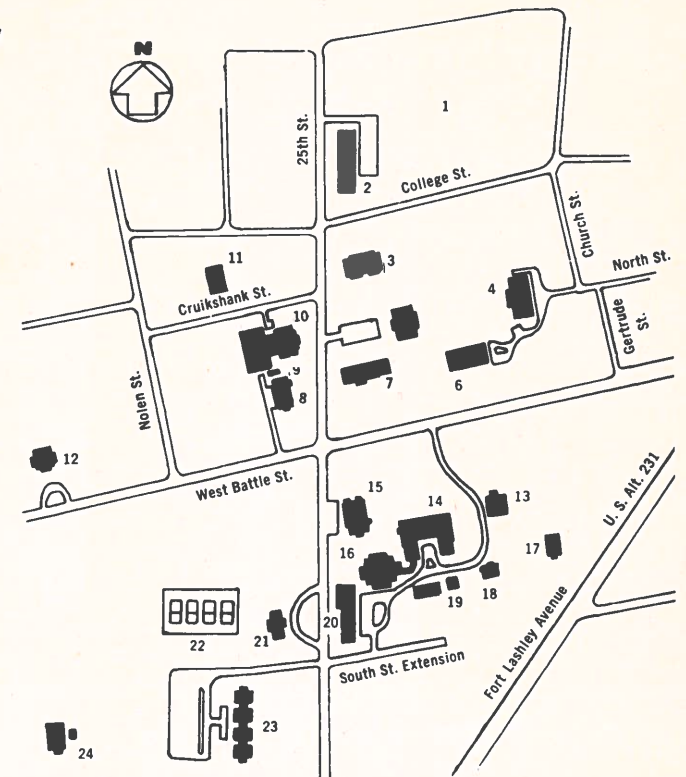
Ish Hall, constructed in 1963, was named in honor of an alumnus, Jefferson Ish, Class of 1907, who at the time of his death was a member of the Board of Trustees, It is a dormitory for women.

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, named for Arthur D. Shores, class of 1927, who served for many years on our Board of Trustees.

1. Silsby Athletic Field
2. Crawford Hall Dormitory
3. Seymour Hall
4. Savery Library
5. Swayne Hall
6. Silsby Science Hall
7. Sumner Hall
8. Andrews Hall
9. Buildings and Grounds Office
10. Callanan Student Union and Gym
11. Drewry Hall
12. Goodnow House
13. Foy Cottage
14. Foster Hall Dormitory
15. DeForest Chapel
16. Fanning Refectory
17. Boiler House
18. Little Theatre
19. Maintenance Shop
20. Ish Hall Dormitory
21. Derricotte House
22. Tennis Courts
23. Shores Hall Dormitory
24. Laundry



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/her with the various fields of human knowledge and endeavor and providing the command of tools needed for further work. In the General Division, a student may take a limited number of courses leading to his/her field of concentration to be pursued in the Major Division. The purpose of the Major Division is to permit the student to concentrate attention and work upon some limited field closely connected with his/her 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

- Early Education for the Handicapped
- Physical Education-Recreation
- Rehabilitation Education

NATURAL SCIENCES AND MATHEMATICS

- Biology
- Chemistry
- Mathematics
- Physics

HUMANITIES

- English
- Modern Languages
- Music

SOCIAL SCIENCES

- Business Administration
- Criminal Justice
- Economics
- History
- Psychology
- Sociology
- Social Work

Listings in this catalog are subject to continuing examination and scrutiny by the administration and faculty of the college. While making every effort to avoid inconveniencing any student, the college reserves the right to make changes that appear necessary in the judgment of the proper authorities.

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.

TALLADEGA COLLEGE/FLORIDA A & M UNIVERSITY Dual Degree Program in Pharmacy

Selected students interested in pharmacy may, at the end of their junior year at Talladega College, enroll in the school of Pharmacy at Florida A & M University. After successful completion of the FAMU Pharmacy Program (about two additional years), the student will receive degrees in biology or chemistry from Talladega College and pharmacy from FAMU. Other such allied health programs are in the process of development.

TALLADEGA COLLEGE/AUBURN UNIVERSITY Dual Degree Program in Engineering

Undergraduates in this program are scheduled to complete three years in a liberal arts curriculum with a strong emphasis in mathematics and physics and two years at Auburn University in one of several tracks in the School of Engineering. Details of available options are available from the Head, Department of Physics, Talladega College. After completing the academic requirements of the two cooperating institutions, the student will be awarded a Bachelor of Arts degree in mathematics or physics from Talladega College and one of several engineering bachelor degrees from Auburn University.

THE DEVELOPMENT OF NEW PROGRAMS

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. 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.

Several programs are in the process of development and students noting these in this catalog or from other sources should maintain contact with the Office of Admissions or the Dean of the College to ascertain the state of development and the possibilities for participation. In the appropriate places in the catalog several new programs involving interships, interdisciplinary explorations and other options for enrichment appear.

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 seventeen 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)

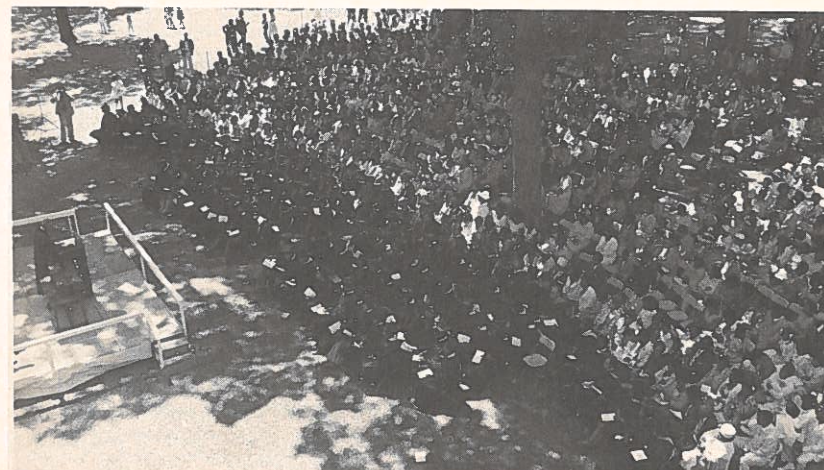
SECOND YEAR REQUIREMENTS FOR EDUCATION, SOCIAL SCIENCES AND HUMANITIES

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.



*Computer Science may be substituted for one of the two years of the science language requirement.

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 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 a 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 admission into the student's field of concentration and two years for completion of this latter work. However, the length of either period may vary according to the preparation, ability, and application of the student.

It should be noted that, due to special conditions in some departments, the requirements for graduation may exceed the approximately 123-126 hours normally required and that every student must maintain a C average in his major department and a C over-all average to graduate.

Curriculum Patterns for every field of concentration offered at Talladega College are distributed to all freshmen students at the time of their initial enrollment. The Curriculum Patterns show the requirements for graduation which must be met within a maximum time limit of seven years. When the general requirements of the college and the requirements of a major program are met, the student graduates.

General I (Freshman)	34
General II (Sophomore)	29
Under Supervision of Major	60
	<hr/>
	123

These totals are to be regarded as a minimum. Normally, faculty advisors will work out programs with students which exceed the minimum requirements in order to insure adequate preparation for graduate study, professional competence and satisfactory academic accomplishment.

If a student cannot fulfill graduation requirements within seven years, due to unavoidable interruption of his education, he/she may choose one of the following alternatives for completion of the course of study in the field of concentration:

- (1) requirements for the class to which assigned upon enrollment;
- (2) the most recent requirements applying to freshmen of the year of enrollment.

For guidance in the selection of courses, the student is expected to refer to the Curriculum Patterns. Transfer students must also confer with the Dean of the College for a determination of their course requirements to qualify for graduation according to the Curriculum Patterns of Talladega College.

Whenever a required course is discontinued from the college curriculum and therefore no longer a part of any of the Curriculum Patterns, the faculty in that department must indicate the course(s) which may be substituted for the eliminated course.

Every student is primarily responsible for his/her own schedule each semester. He may consult with the faculty advisor in deciding upon appropriate courses, but without committing the advisor to any responsibility for choices, even though the advisor's signature must appear on the Registrar's copy of the schedule.

LANGUAGE REQUIREMENTS

Talladega College does not require any foreign languages for graduation. Some departments do. In planning a schedule a student should consult the table below to ascertain whether or not to include a language.

DEPARTMENT	EDUCATION LANGUAGE REQUIREMENTS
Elementary Education	None
Physical Education	None
Rehabilitation Education	None
	HUMANITIES
English	None
Languages	Departmental Requirements
Music	French 2 years, German 1 year or vice versa, Spanish also possible.
	NATURAL SCIENCES
Biology	French or German (2 years of either)*
Chemistry	French or German (German preferred)* (2 years of either)
Mathematics	French or German (2 years of either)*
Math-Physics	French or German (2 years of either)*
	SOCIAL SCIENCES
Business Administration	None
Economics	None
History	French, German or Spanish (2 years of one)
Psychology	None—but recommended for those planning graduate study
Sociology	None
Social Work	None

*A year of computer science may be substituted for one year of language.

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 during the week preceding the final written examinations 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 the student does not possess sufficient ability for the work or that it is impossible for the college to develop in the student any interest for the work. All freshmen and transfer students will be kept for the first two semesters, regardless of academic standing unless admitted on probation for one semester. However, new students may be

placed on probation after one semester. The following guidelines will be used to determine the academic status of the students.

1. Students with a cumulative grade point average of 1.5 or below may be asked to withdraw.

2. A student with a cumulative grade point average of between 1.5 and 2.0 will be judged by the committee as to whether he or she will be placed on probation or asked to withdraw.

3. Any student with a grade point average of 2.0 will be allowed to remain as a general rule, but if the 2.0 grade point average is composed of one or two very high grades and two or three grades of D or below, the student may be asked to withdraw or may be placed on probation.

4. Any student whose cumulative grade point average is less than 2.0, but whose semester average is 2.0 or better may be given consideration by the committee and placed on probation.

5. Any student who fails a required general course twice may be asked to withdraw.

A student on probation is expected to bring his/her grade point average up to 2.0 within one semester. If this is not done, an additional semester may be allowed. If the grade point average is not up to 2.0 in two semesters the committee will seriously consider asking the student to withdraw. Normally, students will be asked to withdraw only at the end of the spring semester. However, the Academic Review Committee reserves the right to impose a one semester probation period coinciding with the first semester and the concomitant right to ask a student to withdraw at the end of the first semester.

Students who have been asked to withdraw by the Academic Review Committee may reapply after an absence of at least one semester. Such students must supply evidence of the likelihood of increased maturity or other indication of suitability for college such as academic success in the form of credit from another school showing a high degree of achievement, service in the armed forces, an exceptionally good work record testified to by a reliable work supervisor or certification by a professional that he has overcome or adjusted to a physical, mental or emotional disturbance.

Satisfactory performance in at least two courses of six semester hours or work at a summer session of an accredited college or university will satisfy the requirement of a one semester suspension.

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. The Second Major in Social Work is the only exception to this requirement.

HONORS AT GRADUATION

A student wishing to graduate WITH HONORS must have a general grade point average of 3.5, and 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/she 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.



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 the 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 the student must take the courses as indicated. He/she may have Major Division courses in the transcript or transfer credit. The student 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 the Major Division and Department, he/she 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.

Talladega College subscribes in principle to the Joint Statement on Transfer and Award of Academic Credit approved by the Council on Post-secondary Accreditation Board, the Commission on Educational Credit and Credentials of the American Council on Education and the Executive Committee, American Association of College Registrars and Admissions Officers. This statement recognized that "transfer of credit from one institution to another involves at least three considerations: (1) the educational quality of the institution from which the student transfers; (2) the comparability of the nature, content, and level of credit earned to that offered by the receiving institution; and (3) the appropriateness and applicability of the credit earned to the programs offered by the receiving institution, in light of the student's educational goals." Specific responses to transcripts of transferring students or Talladega College students pursuing credit at other institutions will be made by an appropriate officer of the Admissions Office, Registrar's Office or Office of the Dean, as the case may warrant at the time of the submission of the transcript.

The following section may contain information of interest to transfer students.

CREDIT AND ADVANCED PLACEMENT BY EXAMINATION

Students may apply for advanced standing in several academic sequences or exemption from several courses with the award of appropriate credit in the case of several entry level general courses and several beginning and intermediate level departmental courses. Credit or advanced standing is awarded according to standards set by the faculty. Generally speaking, recommendations similar to those of such recognized bodies as the Commission on Education Credit and Credentials of the American Council on Education for the CLEP (College Level Examination Program of the College Entrance Examination Board) examinations and the New York State Regents External Degree for the ACT-PEP (American College Testing - Proficiency Examination Program) examinations are followed. Students

making inquiries concerning credit by examination or advanced placement will be provided more detailed information concerning acceptable examinations, acceptable scores and opportunities to take such examinations by the Office of the Dean, Office of the Registrar or Office of Admissions.

APPLICATION FEES

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

The advance deposit 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 \$7,500.00 per year on each student, but the annual standard cost for the resident student is only \$3,472. 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	\$1,963.00
Room	739.00*
Board	770.00
	\$3,472.00

If a student obtains permission to take more than 18 hours, there is a charge of \$67.27 for each additional semester hour. Students taking less than 12 hours of credit are charged \$67.27 per semester hour.

Payments must be made as follows:

First Semester: August 25—September 2	\$1,736
Second Semester: January 5-10	1,736
	\$3,472

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 25—September 2	\$ 868.00
October 20-21	868.00
Second Semester: January 5-10	868.00
March 7-8	868.00
	3,472.00

DEPOSITS AND SPECIAL FEES

DEPOSITS

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

*Students living in Shore Hall, or single rooms in other dormitories (when available) are charged \$85.00 per year additional, or \$42.50 per 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.
Room Damage Fee	\$15.00

The advance registration and room deposits are credited towards tuition; the room damage and key 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. Students must pay for all prescribed medicines. The college provides a Student Accident and Sickness Insurance plan serviced by Interstate Insurance Agency.
Premium per student \$29 per semester
\$15 per summer session

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 Comptroller 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 Financial Aid Form (FAF) to the College Scholarship Service by June 1, designating Talladega College as one of the recipients. The FAF form may be obtained from a secondary school or the College Scholarship Service, P. O. Box 2700 Princeton, New Jersey 08540 or P. O. Box 380 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 \$7,000, 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 Harold M. Kingsley Memorial Scholarship Fund, \$8,250, established in April of 1978 by the Kingsley sisters and the members of the Church of the Good Shepherd of Chicago, Ill. Honoring their brother and former pastor respectively.

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 \$6,220, established in March, 1976, by the Talladega 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 \$4,200 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 \$2,200 established by the Talladega College Alumni of Greater New York honoring a long time member of the faculty of Talladega College.

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 \$7,569.36.

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

The Joseph Douglas Burney Memorial Scholarship Fund of \$5,000, established in 1977 by his daughter, Geneva Burney Ruffin of the class of 1945 to aid needy junior and senior students.

The Mickle Scholarship Fund, established in 1980 honoring Mr. John Charles Mickle, Sr. (Class of 1904), and his wife, Mrs. Ethelyn Simmons Mickle (Normal Class of 1905), and the Reverend Dr. John Charles Mickle, Jr. (Class of 1936), and his wife, Mrs. Sadie B. Thomas Mickle (Class of 1938). Amount invested \$2,000.

LOAN FUNDS

The Wilkie Carpenter Johnstone Student Loan Fund. A fund of \$20,000 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 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.

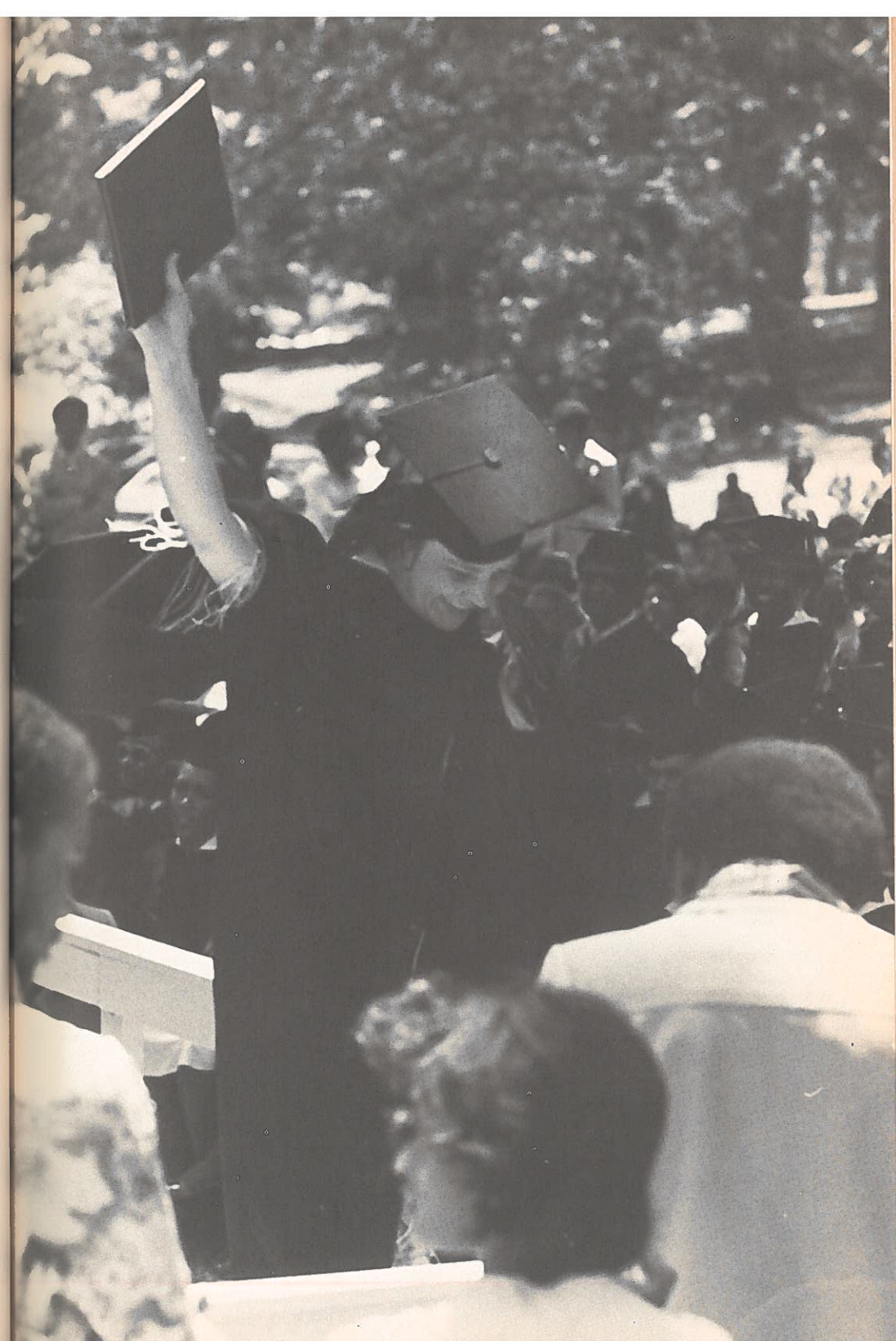
The Elva Constance Cross Award—An award established in 1968 by Mrs. Elva L. Foster, Class of 1968, in honor of her deceased daughter, Elva Constance Cross.

The 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 chapel speakers 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.

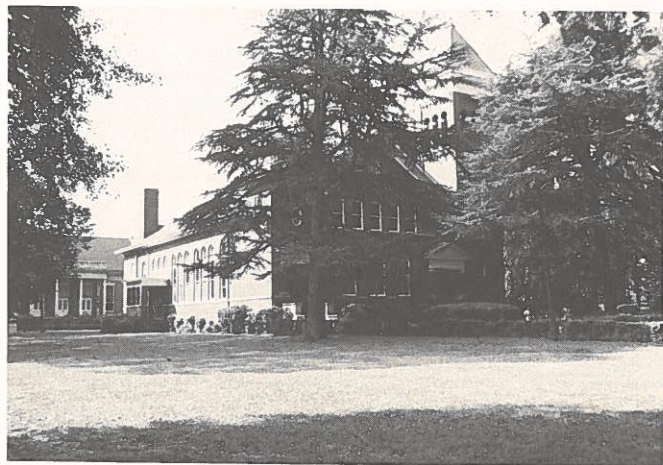
Dining services for both faculty and students are provided in the college refectory, Fanning Hall, under supervision of Campus Chefs, Inc.

There are four student residence halls: men are housed in Crawford Hall and women in Foster and Ish Halls. A fourth 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

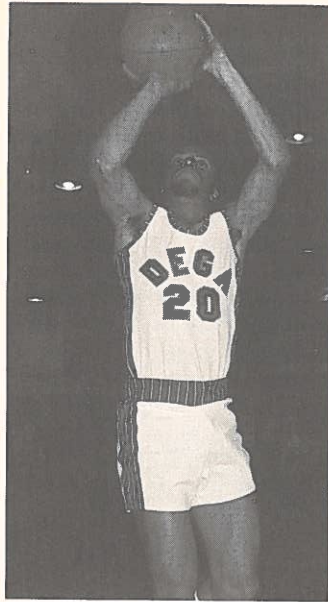
The Social activities of the College are under the supervision of a committee of students and faculty-staff members. A program designed to provide wholesome recreation with desirable social experiences is produced. Chapters of national sororities and fraternities contribute to the social life of the 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 sixty 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), The Chocolate Garden (Cornell Calhoun III), Day of Absence (Douglas Turner Ward) and No Exit (Jean Paul Sartre). 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 equipment costumes, a make-up room, a library of over two hundreds plays and 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 artists and performing groups are invited from across the nation to participate. Visiting artists, 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.

In addition to the festival, an active cultural program is carried on throughout the school year.

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

DIVISION OF EDUCATION

The Division of Education offers programs leading to the Bachelor of Arts degree and teacher certification in: Early Education for the Handicapped, and Physical Education. In addition, a program of study leading to the Bachelor of Arts in Rehabilitation Education is offered. Courses in Elementary and Secondary education will be offered to students who are already enrolled in these programs and who will complete all requirements.

Admission to Teacher Education

Admission to Talladega College does not qualify a student for admission to the Division of Education. Eligibility for admission to programs offered by the Division is determined after the student has completed the sophomore year. The first two years in college provide the student an opportunity to qualify for entrance into a teacher education program. Students who have decided on careers in teaching should contact the Division Chairperson for appropriate information and counseling. The criteria for admission to teacher education are:

1. A formal written application for admission to professional studies must be submitted to the Division of Education after the student has completed a minimum of 60 semester hours of study.
- *2. A score of at least 16 on the American College Test (ACT). The test may be taken at any time prior to admission to teacher education but the score submitted shall not be more than five years old.
3. A minimum grade point average of at least 2.0 on all college work attempted.
- *4. Satisfactory performance on a written and spoken English language competency examination.
5. A personal interview designed to provide information on the applicant's personality, interests, and aptitudes consistent with the requirements for successful teaching.
- *6. Satisfactory completion of EDU200 Introduction to Education, a course designed to assist the student in making a wise career choice.

A student who fails to meet the criteria described above upon initial application may, consistent with the policies of Talladega College, take further work and repeat required examinations in an effort to meet admission standards. *The student may not earn credit in the Teacher Education Program until he/she meets admissions requirements except in general studies, the teaching fields, and a maximum of 6 semester hours in

*Refers to requirements established by the Alabama Department of Education and which are applicable to all students beginning their collegiate career June 1, 1977 or thereafter.



DIVISIONS OF INSTRUCTION

humanistic and behavioral studies which are primarily for the purpose of assisting students to make wise decisions concerning admission to teacher education and the selection of teaching fields.

Retention and Completion

To remain in the program, each student shall make satisfactory progress as determined by continuous evaluation. The following minimum requirements must be met:

1. Satisfactory completion of all program requirements with at least a 2.0 grade point average on all work attempted and at least a 2.0 grade point average on all work attempted in the teaching field and in professional teacher education.
2. Demonstrated readiness to teach through satisfactory on-the-job performance as a teacher intern.
- *3. A satisfactory score on a comprehensive written examination covering all phases of the professional studies component.
- *4. Completion of the Teacher Education Program not later than four years after admission to the program. A student who does not complete the program within a four-year period may be reinstated, consistent with college policy.

*Refers to requirements established by the Alabama Department of Education and which are applicable to all students beginning their collegiate career June 1, 1977 or thereafter.

FOUNDATIONS OF EDUCATION

200. Introduction to Education. Required first course in professional education designed to provide information, concepts, theories related to the broad field of teaching and to assist the student in making a wise career choice. 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: FED 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: FED 200. 3 credits.

301 Remedial Reading. Provides methods of diagnosing reading problems, determining specific needs of the individual student and teaching methods to meet those individual needs.

302. Parent Education. A study of adult-child relationships which influence the child's personality and behavior; adult concept of his/her role in these relationships; the child's perception of his/her behavior; the child's behavior in a learning situation; and the influence of exceptionality on parent-child relationships. Prerequisite: FED 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: FED 241. Offered each semester. 3 credits.

EARLY EDUCATION FOR THE HANDICAPPED (EEH)

200. Introduction to Early Education. Provides information, concepts, theories related to the many aspects of the early childhood teaching profession of concern to prospective teachers. 3 credits.

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

285. Children's Literature. A study of children's literature with a comprehensive survey of folklore, poetry, fiction and non-fiction of interest to children. Students may do research at the level in which they are most interested—preschool or primary elementary. 2 credits.

292. Science for Early Education Teachers. This course is designed for early education majors and is a general survey of biological and physical science. The local environment is used for observation and collecting. Emphasis is placed on content and methods related to an activity program for children of pre-school and primary elementary grades. 2 credits.

309. Laboratory Experience. A study of the characteristic and needs of young children. The significance of experience to child growth and development and the role of the teacher in guiding learning are stressed. Basic principles and practices in teaching young handicapped children are emphasized through observation and participation in a nursery school or kindergarten setting. 1 credit each semester for a total of 3 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.

313. Rural Education. Study of the characteristics and needs of young children in rural areas. Provides significant experiences to understand their capabilities, their strengths, and provide for the future. Includes methods and procedures to improve the educational arrangements which serve rural children. 3 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.

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.

391. Internship in Elementary Education. Student teaching in public schools under the direction of a college supervisor and critic teachers. Involves observation, participation, and directed teaching. Seminars are scheduled weekly to enable students to share common experiences and to 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 Division. Offered each semester. 9 credits. Formerly EDU 317.

393. Seminar in Early Education. For early education majors. A course dealing with topics of an educational nature. Students present papers on topics of interest and review literature in early education and related areas. 3 credits.

395. Senior Project. Students propose, research, and prepare a written project on a topic related to a specific subject area in early education. Prerequisites: Senior status and permission of instruction. Required for graduation with honors or distinction. 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 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 of teaching physical education skills and activities of daily living. Prerequisites: B10 222. 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.

391. Internship in Physical Education. Student teaching in public schools under the direction of a college supervisor and critic teachers. Involves observation, participation, and directed teaching. Seminars are scheduled weekly to enable students to share common experiences and to 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 Division. Offered each semester. 9 credits. Formerly EDU 307.

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. Survey 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.

212. Learning Disabilities. A review of the characteristics of learning disabled students and present practices in identification of the learning disabled. Major approaches to teaching and the educational implications of each approach is discussed. Prerequisite: RSE 209. 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. Advanced Orientation and Mobility. Students spend a minimum of six hours per week instructing blind clients enrolled in the rehabilitation program of the E.H. Gentry Special Technical Facility. Close supervision is provided by a certified mobility instructor who is a member of the college staff. An additional one hour per week is devoted to discussion of other forms and techniques of independent travel. Enrollment limited to 4 per semester. 3 credits.

303. Anatomy and Use of Sensory Mechanisms. A thorough study of the anatomy of the major senses (visual, auditory and tactile) 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.

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

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

314. Guidance for the Handicapped. Study and practice of guidance for sensory impaired persons. Varied experience offered outside the classroom in guidance and related settings. 3 credits.

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

317. Basic Sign Language of the Deaf. A study of the American Manual Alphabet and Sign Language used by the deaf. 3 credits.

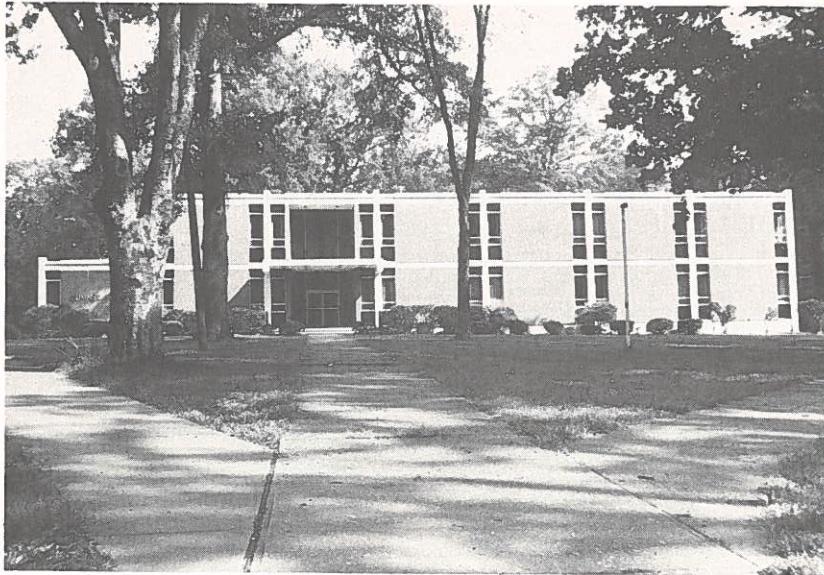
318. Language Development. A systematic, analytic approach to intervention programming for speech and language development with the young handicapped child.

331. Sensory Learning. A study of the organization and development of sensory functioning in young children. Prerequisite: RSE 303. 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. Prerequisites: RSE 201. 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. Senior Project. 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

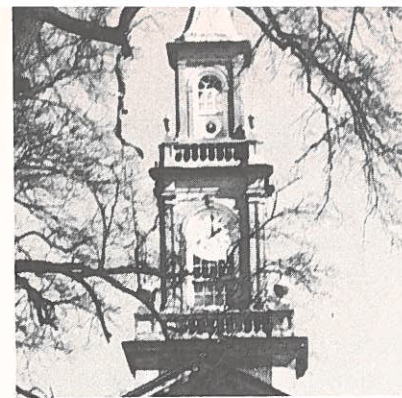
The Division of the Humanities includes: Humanities, Communications, English, Fine Arts, Modern Languages, Music, Philosophy, and Religion.

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 handicrafts, painting, the plastic arts, and the graphic arts was opened in the fall of 1947. It is now located in Goodnow Hall. It contains a kiln 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

100. Communications. This developmental writing and reading course gives students basic instruction in grammar, vocabulary building, reading comprehension, and paragraph and essay writing. Required of students whose entrance test scores show a need for more work in basic communications skills in preparation for Communications 101. 4 credits upon successful completion.

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. Beginning Journalism. 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. Advanced Journalism. 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. Medieval English 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 students. 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.*

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

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.*

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.

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

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.*

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.

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

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, MUS 261-262 or equivalent. 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.

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

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.

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.

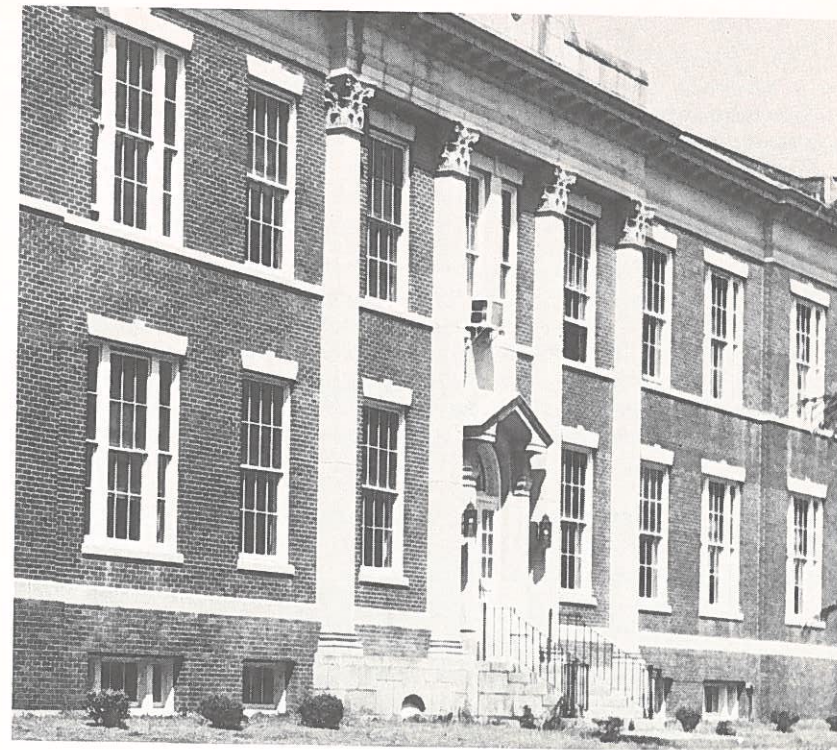
RELIGION

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.

MBS Research and Training Program. The Talladega College MBS (Minority 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.

MARC Program. Talladega College participates in Minority Access to Research Careers Program* designed to foster research training in basic medical, biological, preclinical and related natural and behavioral sciences.

MARC is an honors program open to full time juniors and seniors who have demonstrated a potential for biomedical research, who have grade point averages of 3.2 or better and who consent to activities beyond the regular requirements such as research under faculty supervision (including the possibility of one semester at a research facility outside of Talladega College), the presentation of a paper before a learned audience and the acquisition of skills associated with biomedical research. The student must maintain a 3.2 grade point average. Support for tuition, fees and required travel is available to the students selected.

TALLADEGA COLLEGE-MEHARRY MEDICAL COLLEGE (SCHOOL OF GRADUATE STUDIES) EARLY ENTRY PROGRAM. Selected Biology & Chemistry majors of high academic achievement may enter the school of Graduate Studies (Meharry) at the end of their junior year at Talladega

* The MBS and MARC Programs are supported by grants from the National Institutes of Health.

College. Their first year in graduate school at Meharry completes a participant's Talladega College Senior Year requirements. Thus at the end of his/her first successful year Meharry the student will receive the bachelors degree from Talladega College.

MARINE SCIENCES. Talladega College is a member of the Marine Environmental Science consortium (MESOC). Students interested in Marine Sciences may enroll in such courses during the summer. The courses are taught at the Dauphin Island Sea Lab on Dauphin Island, which is the Gulf of Mexico. A spring cruise aboard a research vessel is also available.

Marine Biology. 4 semester (6 quarter) hours undergraduate credit. A general survey of marine plants, invertebrates and vertebrates; the communities they form and the physical and chemical factors which influence their lives. Prerequisites: General biology and consent of instructor.

Marine Invertebrate Zoology I. 4 semester (6 quarter) hours advanced undergraduate and graduate credit. A comparative systems approach is taken in pursuit of the invertebrate phyla beginning with protozoa and culminating in the annelid and lophophorate phyla. Prerequisites: Introductory course in zoology.

Marine Botany. 4 semester (6 quarter) hours advanced undergraduate and graduate credit. A general survey of marine algae, vascular, and non-vascular plants associated with the marine and estuarine environment. Structure, reproduction, identification, distribution and ecology are considered. Prerequisites: General biology and consent of instructor.

Coastal Ornithology. 4 semester (6 quarter) hours advanced undergraduate and graduate credit. Study of coastal and pelagic birds with emphasis on ecology, taxonomy and distribution. This course includes identification, population dynamics and behavior of coastal birds.

Marine Geology. 4 semester (6 quarter) hours undergraduate credit. A study of the geology of the ocean basins, with special emphasis on the continental shelves, their sediments and the sedimentary processes at work there. Prerequisites: Introductory geology or consent of instructor.

Marine Technical Methods I. 2 semester (3 quarter) hours advanced undergraduate and graduate credit. An introduction to the hardware of marine science, sampling procedures, processing, station location, field maintenance/operation. Prerequisites: Advanced undergraduate and graduate status; basic science major.

Coastal Climatology. 2 semester (3 quarter) hours undergraduate credit. An introduction to the physical factors which result in climatic conditions of coastal regions, with emphasis on the northern Gulf of Mexico. No prerequisites.

Commercial Marine Fisheries of Alabama. 2 semester (3 quarter) hours undergraduate credit. Exploitation and biology of commercial vertebrates and invertebrates of Alabama and the adjoining Gulf of Mexico, with emphasis on distribution, harvesting technology, processing, and economic values. Laboratory exercises include visits to local processing plants, and a trawling expedition aboard the R/V G.A. Rounsefell.

Seminar. 1 semester (1½ quarter) hour, undergraduate and graduate credit. Oral presentation given by each enrolled student on current research, scientific processes and problems in the marine environment, with supporting participation by faculty and visiting scientists. Students are not required to enroll in Seminar but must attend to qualify for credit in any other course.

Research on Special Topics. 1 to 6 semester (2 to 9 quarter) hours advanced undergraduate and graduate credit. Students may enroll by special arrangement. Prerequisites: Discussion with and approval by a resident faculty member of a research topic to be undertaken. This must be arranged before arrival at the Sea Lab. Resident faculty will be available for special topics both terms. Other instructors will be available only in the time period listed for their respective courses.

Marine Ecology. 4 semester (6 quarter) hours advanced undergraduate and graduate credit. Lecture and laboratory studies of bioenergetics, community structure, population dynamics, predation, competition, speciation in marine ecosystems. Prerequisites: General biology, general chemistry, general physics and consent of instructor.

Marine Invertebrate Zoology II. 4 semester (6 quarter) hours advanced undergraduate and graduate credit. A comparative systems approach will be taken in pursuit of the invertebrate phyla from arthropoda through chordata. Prerequisites: Introductory course in zoology. Marine Invertebrate Zoology I is NOT a prerequisite.

Marine Vertebrate Zoology. 4 semester (6 quarter) hours advanced undergraduate and graduate credit. Biology of marine vertebrates, emphasizing systematics, behavior, physiology and ecology of local forms. Prerequisites: General biology and consent of instructor.

Introduction to Oceanography. 4 semester (6 quarter) hours advanced undergraduate and graduate credit. A general introduction to the physics, chemistry, geology and biology of the oceans. Prerequisites: General physics, trigonometry, quantitative analysis and consent of instructor.

Marsh Ecology. 4 semester (6 quarter) hours advanced undergraduate and graduate credit. A study of the floral and faunal elements of various marine marsh communities. Interaction of physical and biological factors will be emphasized. Course is structured to provide actual field experience in addition to lecture material. Trips will be scheduled to acquaint students with regional examples of marsh types. Prerequisites: Advanced standing in biology and consent of instructor.

Recent Marine Sedimentation. 4 semester (6 quarter) hours advanced undergraduate and graduate credit. Includes properties of marine sediments, coastal sedimentary environments, continental margin sediments, reef and associated sediments, deep sea sediments and marine geophysics. Emphasis in the field on the erosional and depositional effects of waves and currents. Prerequisites: Introductory marine geology, oceanography or consent of instructor.

Marine Technical Methods II: 2 semester (3 quarter) advanced undergraduate and graduate credit. Introduction to the laboratory analysis of water samples with emphasis on water quality parameters. Prerequisites: Advanced undergraduate and graduate status: basic science major. Marine Technical Methods I is NOT a prerequisite.

PREPARATION FOR CAREERS IN HEALTH PROFESSIONS

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 Preprofessional Health Careers 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, Iowa, Meharry, University of Alabama and elsewhere.

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. Three hours of lecture and one 2-hour laboratory per week. 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. Three hours of lecture and one 2 hour laboratory per week. 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. Three 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. Three 1-hour lecture period 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. Two 1-hour lecture periods and two 2-hour laboratory periods per week. 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.

331. Cell Biology. Molecular and supramolecular bases of cell structure and function. Emphasis is on eukaryotic cells. Two 1-hr lecture periods and two 2-hr laboratory periods each week. Prereq.: CHE 201-202 or permission of instructor. 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. MBS Seminar. An interdisciplinary (Biology and Chemistry) seminar course dealing with topics of a biomedical and biochemical nature. Reports are given by MBS staff, trainees, and guest lecturers. May substitute for BIO 390. Open to senior MBS students. 2 credits.

393-394. MBS 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 MBS investigator. This course carries a stipend and may substitute for BIO 395. Senior MBS students. 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.

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. Two 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 colorimetric 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. Offered on demand. 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. MBS Seminar. An interdisciplinary (Chemistry and Biology) seminar course dealing with topics of a biomedical and biochemical nature. Reports are given by MBS staff, trainees, and guest lecturers. May substitute for CHE 390. Open only to MBS seniors. 2 credits.

393-394. MBS 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 MBS investigator. To be taken concurrently with CHE 391-392. This course carries a stipend. Open only to MBS seniors. 3 credits.

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. 1-3 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. Three 1-hour lecture periods and one 2-hour laboratory period per week. 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, mechanical, 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.

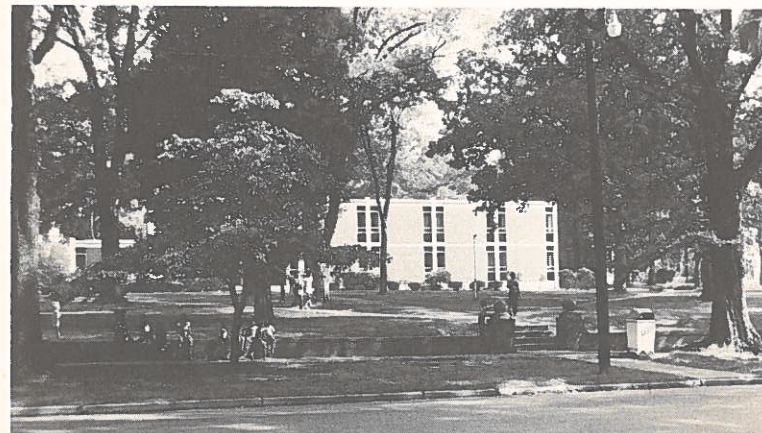
395. Senior Project. Research conducted by seniors under the direction of departmental faculty. Prerequisite: Senior status and/or consent of the Department. 1-3 credits.

DIVISION OF SOCIAL SCIENCES

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

Business. A major is offered in general business which includes core courses in Accounting, Finance, Management, Marketing, Organization, and Decision Sciences. All students majoring in business must complete the general education requirements of Talladega College.

Criminal Justice Program. The program is an interdisciplinary approach to criminal justice education. It was approved as a new major program in the fall of 1980. Detailed course descriptions and further information are being prepared for the 1981 catalog.



The following courses are offered in the Criminal Justice curriculum pattern:

CJ 200	Introduction to Criminal Justice	3 credits
CJ 301	Introduction to Law Enforcement	3 credits
CJ 202	Introduction to Corrections	3 credits
CJ 304	Criminal Court Procedure	3 credits
CJ 351	Topics in Criminal Justice	1-3 credits
CJ 335	Juvenile Delinquency	3 credits
CJ 381	Correctional Counseling	3 credits
CJ 342	Penology: American Correctional System	3 credits
CJ 355	Criminal Justice & Legal Aspects of Law Enforcement and Corrections	3 credits
CJ 341	Criminal Justice Internship & Seminar	6 credits
CJ 370	Comparative Police Administration	3 credits
CJ 380	Evidentiary Issues in the Legal Process	3 credits
CJ 360	Probation and Parole	3 credits

The following courses have been cross-listed as related and/or elective courses in the criminal justice curriculum pattern:

CJ/POL 331	Administration of Justice	3 credits
CJ/POL 330	Constitutional Law	3 credits
CJ/PSY 300	Theories of Personality	3 credits
CJ/PSY 201	Advanced General Psychology	3 credits
CJ/SOC 300	Criminology	
CJ/SOC 331	Human Behavior & Social Environment I	3 credits
CJ/SOC 332	Human Behavior & Social Environment II	3 credits
CJ/SOC 331	Research Methods & Design I	3 credits
CJ/SOC 312	Research Methods & Design II	3 credits

Economics. Field trips to commercial institutions augment many economics courses. The department has models to supplement classroom discussion with computer simulation. The Economics curriculum is related to the Business curriculum in that a minor in Business is available to the Economics major.

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. Visual aids and internships augment the courses in psychology. Facilities are available to do experiments in animal learning, human cognitive functions, group communication processes and biofeedback. Computer-aided experiments are encouraged. A videotape laboratory is available.

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.

Second Major in Social Work. Persons employed in Social Work who have already acquired a baccalaureate degree in a field other than social work, who have earned a minimum of eighteen semester hours of college credit in the social sciences and six semester hours in the humanities may apply to participate in a thirty four semester hour sequence of courses leading to a bachelor's degree with a major in social work.

Applicants interested in this program may contact the Director, Social Work Program, Talladega College, Talladega, Alabama 35160.

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.

SS395-6 Advanced Research in the Social Sciences. A coordinated interdisciplinary research seminar that includes discussions of concepts and methodology in the social sciences and individual research and presentation of findings. The seminar is restricted to senior social science students eligible for graduation with honors or distinction, and is required of all such students who wish to graduate with honors or distinction. The course earns one hour (SS 395) in the fall, and three hours (SS 396) in the spring.

BUSINESS ADMINISTRATION

200. Introduction to Business. Introduction to the types of businesses, their formation, and their value to society. The roles of markets, prices, and competition in business will be discussed. 3 credits.

202. Small Business Management. Develop the steps necessary to start a small business, including an understanding of the role of the owner and manager in the small business, and the importance of small businesses in the American economy. 3 credits.

211. Principles of 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. Principles of 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: BUS 211. 3 credits.

213. Managerial Accounting. This course is designed to introduce the use of accounting data by management to the decision-making, planning, and controlling processes. 3 credits.

233. Principles of Management. Deals with the purpose and responsibilities of business, legal forms and organizational structure, personnel functions, industrial production, marketing, record keeping, business finance and its relationship to society. 3 credits.

313. Business Law. Covers the areas of contract formation and enforcement, commercial paper, sales secured transactions, and the various forms of business ownership. The course is clearly designed for those students who contemplate a career in the business world. 3 credits.

314. Organizational Behavior. Development of both conceptual knowledge and practical skill in dealing with behavior in formal organizations. Through readings, case and task groups students develop understanding of behavior; they also develop skill in perceiving, diagnosing, and responding to behavior at several levels, ranging from individual to the organization as a whole. 3 credits.

333. Human Resources. This course aids students in understanding current theories and emerging practices in developing a sound personnel program in today's organizations. 3 credits.

362. Financial Management. This course deals with financial analysis, profit planning, budgeting, long term investment decisions, financial structure, cost of capital, long term external financing, working capital management, mergers, holding companies, multinational firms, failure, reorganization and liquidation. 3 credits.

399. Seminar in Business Administration. The development of skills for adaptation in a highly technological labor market. 3 credits.

000. Business Finance. Asset management, capital budgeting, short-term sources of funds, long-term sources of funds, capital structure, financing growth and development, liquidation or reorganization. 3 credits.

000. Intermediate Accounting. Cash flows and income measurements related to product and period costs, recording costs and revenues of firms, financial statements, balance sheets, accounts receivable, inventory accounts, and adjustment accounts. 6 credits.

000. Public Policy and Private Enterprise. This course deals with fundamental relationships of business to society. The course emphasizes the impact of public policy on business decisions and vice-versa. 3 credits.

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.

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.

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 and the history of historical writing. Emphasis will be placed on methodology in historical research, promoting an understanding of the principal skills of research and writing. 3 credits.

395. Advanced Historiography. An advanced consideration of issues in the study of history, involving discussion of historiographical questions, analysis of scholarly papers on varied topics, and individual research and seminar presentations. 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 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. An introduction to East, Central and Southern African history, from prehistory through pre-colonial and colonial history to political independence. 3 credits.

217. History of West Africa. An introduction to West African history, from prehistory through pre-colonial and colonial history to political independence. 3 credits.

350. The Rise of African Nationalism. An examination of African resistance to the establishment of European rule in the late 19th century; of African adaptation and protest in the early 20th century; of the emergence of independence movements and liberation movements; and of issues of independent Africa. 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 Politics. 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. Introduction to basic concepts and methods involved in studying the biological roots of learning and human development. 3 credits.

201. Advanced General Psychology. Introduction to basic concepts and methods involved in studying social behavior, consciousness, behavioral problems, and therapies. Prerequisite: Psy. 220. 3 credits.

202. Social Psychology. An examination of social behaviors and behavior of people 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. 3 credits.

300. Theories of Personality. Designed to facilitate knowledge, comprehension, and application of standard personality theories. Emphasis is placed on analysis of theories in relation to experimental data. 3 credits.

301 Abnormal Psychology. The study of maladaptive behavior. There is discussion of categories of behaviors, factors contributing to the behaviors, and treatment techniques. Role of stress in maladaptive behavior will be emphasized. 3 credits.

320. History of Psychology. A philosophical and historical investigation of the assumptions and practices of psychology with emphasis on behavioral science as a way humans try to understand their world. 3 credits.

330. Introduction to Research Psychology. Human processes, such as perceiving, remembering, and thinking, are systematically studied. Both theorizing (model building) and experimentation (model testing) will be emphasized. This course is a prerequisite for Adv. Research Psych. Prerequisites: Psy 201 and Psy 203. 3 credits.

331. Advanced Research 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. Formerly PSY 323 *Experimental Psychology* Prerequisites: Psy 201, Psy 203, Psy 330. 3 credits.

340. 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. Formerly Psy 382. Prerequisites: Psy 203 or permission of instructor. 3 credits.

383. Behavioral Analysis I. A study of behaviorally oriented techniques, especially operant, used in various settings including schools, rehabilitation facilities, social welfare agencies, and clinics. Examines self control as well as intervention techniques. Emphasizes specificity and accountability. Students will do original experiments in behavioral control. 3 credits.

384. Behavioral Analysis II. Examines role of respondent conditioning, cognitions, and stress on behavior and the body. This course is concerned with development of the relaxation response and includes use of biofeedback and cognitive restructuring. Students will conduct experiments. 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. Prerequisites: Senior standing in Psychology or permission of 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

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

201. Advanced General Sociology. Principles of organization and change in informal groups, formal organizations, and institutions. Examines social issues in society. 3 credits. Prerequisite: SOC 200.

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.

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.

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.

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.

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.

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.

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.

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.

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

311-312. Research Methods. Semester one: An introduction of scientific social science research techniques, including observation, interviewing, sampling, case analysis, social survey, and attitude measurement. Examines causal laws for predicting and explaining social phenomena. 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.

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.

321. Sociological Theory. The study of major sociological theorists and theories including the pioneers, the classicists, and contemporaries as well as major approaches to theory. 3 credits.

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

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.

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.

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 systems approach will be utilized in understanding how and why such relationships are so inextricably bound together. 3 credits.

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, geopolitics and religion. Prerequisite: SOC 331. 3 credits.

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.

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.

341-342. Living Learning Lab & Seminar I, II. Taken during the junior year. Closely correlates these experiences with SOC 220 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.

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.

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.

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.

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.

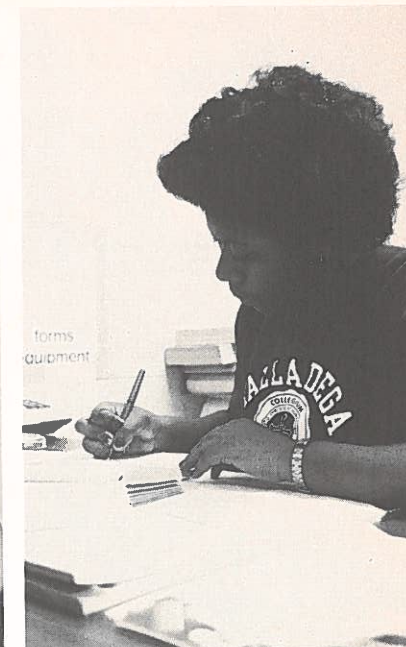
INT 204 Blacks in American Society and Culture. A team taught course for students who wish to participate in a supervised, independent study setting using a variety of methods and media. The main content objective of the course is the survey of Blacks in American Society from an Afro-American historical 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.

HRRDP Human Resources Research and Development Program

The Alabama Center for Higher Education, supported by a grant from the Carnegie Foundation, and with the cooperation of the member institutions has developed an internship program in which forty-five to sixty students work for ten week periods with public and private service or governmental agencies in fifteen Black Belt counties of Alabama. This learning experience is available for varying amounts of credit at Talladega College, depending on components and learning modules associated with the experience and decided upon in consultation with the college's representative to the HRRDP program.

UYA UNIVERSITY YEAR IN ACTION. The UYA Program is a federally funded service-learning program which has as a goal the improvement of health services throughout Talladega County in the areas of sickle cell, hypertension and mental health problems. Volunteers must make special application to the Director of the UYA Program and, upon acceptance, become formally enrolled at Talladega College, although their activities must be confined to the UYA Program. Program students will receive five semester hours of credit upon successful completion of the twelve month program.

BLACK STUDIES. The Black Studies Committee of the faculty has, since 1970, given serious attention to the needs of students with regard to careful, thoughtful, and disciplined study of the black experience. The Committee is willing to provide guidance for students seriously interested in such study. This is an informal yet useful arrangement for students, who remain in traditional majors. Inquiries may be made to the chairman of the Black Studies Committee.





HISTORICAL NOTES

Historical Notes 1979-80 SCHOLARSHIP AWARDS

Hilliard White Scholar: Virginetta Cannon
Thomas Tarrant Scholar: Donald McFee
Catherine Waddell Scholar: Valda Bettis
Ambrose Headen Scholar: Cynthia Ellis

1979-80 Deforest Scholars

Cynthia Ellis
Bernice Gales
Jeanie Gaines
Kathy Keith

Martha Moon
Cynthia Polite
Sheila Swain
Edward Tinker

1979-80 Andrews Scholars

Millicent Baylor
Toni Brown
Lorraine Turner Cook
Angela Davis
Phyllis Dickinson
Orlando Epps

Kimberly Estelle
Marilyn Green
Janis Hill
Wylene Walton
Celeste Woodson

1979-80 Summer Scholars

Frank Adams
Delois Bodiford
Angelia Brown
Linda Crawford
Cathy Ellis
Karen Elston

Samuel Harden
Renee Jones
Wanda King
Timothy Langston
Rica Lewis
Vicki Taylor

Surdna/Aquinas Scholars

Linda Crawford
Suzette Cullins
Suzanne Cullins
Orlanda Epps

Renee Jones
Kathy Keith
Valerie Perry
Herimone Terrell

Alumni Scholars

Julie Bryant
Terri Burney
Alyce Dodson
Joycelyn Favors
Darryl Goff

Ralph Harper
Cynthia Herring
Victor Jackson
John Latimore

ALPHA CHI NATIONAL HONOR SOCIETY

Lonnie Banks
Cynthia Brown
Toni Brown
Cynthia Ellis
Reginald Floyd
Bernice Gales
Loren Gilmore
Marilyn Green

Angelia Griggs
Samuel Harden
Royce Harden
Yolonda Hughes
Joy W. Jones
Marvin Jones
Shelia Ann Jordan
Lorraine Moore

Eddie Morris
Althea Payton
Cynthia Polite
John Stanton
Laverne Sullivan
Sheila Swain
Debra Thompkins

BETA KAPPA CHI SCIENTIFIC HONOR SOCIETY

Purcell G. Bailey, Jr.
Cynthia D. Brown
Cynthia E. Ellis
Reginald Floyd
Samuel J. Harden
Royce Hayden
Marvin P. Jones
Shelia Ann Jordan
Kathy A. Keith

Gaynor Knight
Lorraine Moore
Eddie Morris
Cornelius Page
Althea Payton
Laverne Sullivan
Debra Thompkins
Wylene V. Walton

COLLEGE AWARD RECIPIENTS

The Catherine Waddell Award: Althea Payton
The Armstrong Award for Creative Ability: Lynn Finney
The Whiton Writing Award: Larry Roundtree & Della Hatch
The Buell Gordon Gallagher Award: Lorraine Moore, Cornelius Page
The Avery Speech Award: Loren Gilmore, Donald Griffin
The Elva Constance Cross Award: Rosemary Jackson
The Evelyn A. Fennell Award: Herschell Bell, Christine Alexander
The Harriet Salter Rice Award: Phyllis Dickinson
The Hamilton Weaver Award: Bernice Gales, Shelia Swain, Edward Tinker
The Napoleon Rivers, Sr. Award: Marvin Jones, Wylene Walton, Derrick Smith, Hazel Dodson, Pernelope Marion, Kathy Burns, Charisse Willis, Eddie Morris, Linda Crawford, Solomon Pollard, Cornelius Page, Shelia Rogers, Cedric Sims, Gale Robinson, Gwen Capers, Walter Shields, Cynthia Hubbard
The Marye Elizabeth Weaver Scholarship Award: Ola Mae Scott
Chapel Awards: Claraniece M. Hogan, Alvin C. Crosby, Johnette J. Jones, Linda S. Stephens, Dianne T. Thornton
The Tornadoes Booster Club Award: Dwight Thomas
The Dorothy Lorane Howard Scholarship Award: Debra Thompkins
The Ella Mae Gibson Foster Scholarship: Regina Echols, Patricia Ross Lawson
The Henry Cornelius and Thelma Bacon Award: Cynthia Burroughs, Walter Shields
The Freshman Chemistry Achievement Award: Karen Yancy
The Theodore Presser Award: Evangelia Turner
The Alice M. Holman Award: Charles Miller

WHO'S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES

Christine Alexander
Rita Faye Benjamin
Cynthia Burroughs
Terry Carwell
Regina Echols
Johnette Jones
Rosie Lawler
Patricia Ann Lawson
Carolyn Long
Gloria Maxwell

Fredrick Murry
Beverly Perry
Douglass Petty
Shelia Rogers
Larry Roundtree
Ola Mae Scott
Walter Shields
Marlon Slater
Linda Stephens
Dwight Thomas

GRADUATING CLASS OF 1979 BACHELOR OF ARTS DEGREE

BIOLOGY

†Burroughs, Cynthia
Goggins, Dorothy
†Holloway, Gloria
Larry, Cleo
Montgomery, Delores
†Pollard, Solomon
†Robinson, Bryant
*Shields, Walter
†Slater, Marlon
Smith, Sheila

CHEMISTRY

Saddler, George
White, Sidney

ECONOMICS

Bryant, Jo Ann
Buchanan, Katrina S.
Carwell, Terry
Duncan, Mary
Fields, Pamela
Gaddis, Isiah
Perkins, Jeff
Thomas, Dwight
Wells, Barbara
Whaley, William
Young, Edward

ELEMENTARY EDUCATION

Bell, Herschel
Gaines, Patricia
Lawson, Patricia
Lett, Patrice
Long, Carolyn
Morgan, Rita
Ramsey, Gloria
Smith, Valerie
Spratling, Emily
Walker, Linda

ENGLISH

Beck, Delois
Davis, Rosalyn
Evans, Melissa
Finney, Lynn
Jakes, Shirley
Perry, Beverly
Perryman, Denise
Roundtree, Larry
Royster, Adrienne
Thomas, Sylvia

HISTORY

Bonner, Karen
Hugley, Isiah
Rogers, Katie
Simmons, Linda
Turner, Marilyn Ross
Williams, Gonzellas

HISTORY PRE/LAW

Henderson, Herbert
Murry, Fredrick
Mussio, Tyrone
Raglin, Constance

MATHEMATICS

Beresford, Gregory
Kelly, Angelnette
†Scott, Ola mae
Truss, Altha
Wesley, Mattie

MATH/PHYSICS

Guess, Kenneth
James, Caryl
Marion, Pernelope
†Rogers, Shelia
Vasiloff, Steven

†With Departmental Distinction
*With Honors

PHYSICAL EDUCATION

Doctrie, Vanessa
 Echols, Regenia
 Key, Corither
 Mayo, Jo Ann

PSYCHOLOGY

Alexander, Inez
 Darden, Evangeline
 Grayson, Kenneth
 Green, Ruth
 Hayes, Homer
 Hopkins, Annette
 Johnson, Debra
 Malone, Yolanda
 Petty, Douglass
 Robertson, Sherriah
 Rodgers, Althea
 Sampson, Deborah
 Shaw, Beverly
 Trice, Sharon
 Yette, Paula

DOCTOR OF LETTERS (Litt.D.)

W. Napoleon Rivers, Ph.D.

REHABILITATION

†Alexander, Christine
 †Davis, Marquetta
 Epps, Shirley
 Hamlet, Michelle
 Jones, Jill
 *Lawler, Rosie
 †Layton, Deatrice
 Lyles, Audrey
 Peters, Glennie
 Rudolph, Pamela
 Smith, Kim
 †Thomas, Nina
 †Wagstaff, Delores
 Weaver, Adrienne

SOCIAL WORK

†Benjamin, Rita
 Cunningham, Betty
 Dowlen, Frederick
 Frazier, Regenia
 Goldsmith, Loretta
 Hicks, Joyce
 Hogan, Claraniece
 Jackson, Rosemary
 Jones, Johnette
 *McGinty, Mary Jo
 Stephens, Linda
 Warner, Shelia

SOCIOLOGY

Burgess, Ruyvell
 Maxwell, Gloria
 Thomas, Brigitte
 Williams, Ursel

DOCTOR OF LAWS

Benjamin Lawson Hooks, J.D.

GEOGRAPHIC BREAKDOWN OF ENROLLMENT

First Semester 1979-1980

STATE OR COUNTRY	NUMBER ENROLLED
ALABAMA	319
CALIFORNIA	8
CONNECTICUT	2
DISTRICT OF COLUMBIA	12
FLORIDA	26
GEORGIA	113
ILLINOIS	30
INDIANA	8
IOWA	2
LOUISIANA	1
MARYLAND	4
MASSACHUSETTS	6
MICHIGAN	9
MISSOURI	2
NEW JERSEY	3
NEW YORK	20
NORTH CAROLINA	2
OHIO	7
PENNSYLVANIA	1
SOUTH CAROLINA	61
TENNESSEE	14
FOREIGN	
AFRICA	1
TOTAL	651
SPECIALS (All Categories)	62
TOTAL	713

†With Departmental Distinction
 *With Honors

VISITING SPEAKERS AND ARTISTS

1978

- Aug. 27,** Rev. Paul E. Johnson, Montgomery, Alabama
Sep. 10, Rev. Clyde Miller, Boston, Massachusetts
Sep. 17, Rev. A. Knighton Stanley, Washington, D.C.
Sep. 29, Frank G. Harrison Branch of National Association of Negro Musicians
Oct. 7, Play, "Black Images/Black Reflections," Howard University Children's Theater, Washington, D.C.
Oct. 8, Rev. Paul Smith, Morehouse College, Atlanta, Georgia
Oct. 21, Diane McIntyre, Sounds in Motion Dance Company
Oct. 29, Rev. Ronnie Beavers, Talladega, Alabama
Nov. 13, Robert Honeysucker, Baritone, Boston, Massachusetts
***Dec. 3,** Rev. Dr. Kenneth B. Smith, Good Shepard Church, Chicago, Illinois
Dec. 4, Film, "Last Grave at Dimbaza"

1979

- Jan. 28,** Rev. Frederick Collins, Los Angeles, California
Feb. 17, Rev. Leroy Franklin, Birmingham, Alabama
Feb. 25, Concert, Atlanta Philharmonic Chorale
Mar. 4, Rev. Martin Luther King, Sr., Atlanta, Georgia
Mar. 4, Concert, Alabama Musica

TWENTIETH ANNUAL ARTS FESTIVAL "EXCELLENCE: FIFTY YEARS OF BLACK ARTS AND CULTURE"

- Apr. 1,** Recital, Buckner Gamby, pianist, Petersburg, Virginia
Apr. 1, Film, "The Greatest"
Apr. 2, Art Exhibit, "Black Artists: 12,000 B.C. to the Present" by Oakley N. Holmes, Jr., Jacksonville, Alabama
Apr. 3, Lecture, Sterling A. Brown, Author, Washington, D.C.
Apr. 3, Readings, Sterling A. Brown
Apr. 4, Lecture, Sterling A. Brown
Apr. 4, Symposium, "Porgy and Bess by George Gershwin," with James Hatcher, moderator, Birmingham, Alabama, Panelists: Sterling A. Brown, William Duncan Allen, pianist, Berkeley, California, Sir James Randolph, actor, New York City
Apr. 4, Dramatic Performance, "Speak of Me As I Am," John W. Nixon, Birmingham, Alabama
Apr. 5, Lecture, Hildred Roach, musicologist, Washington, D.C.
Apr. 6, Lecture, Hildred Roach, musicologist, Washington, D.C.
Apr. 6, Concert, Rapture
Apr. 7, Dramatic Production, "A Tribute to the Harlem Renaissance: An Experience in Symphonic Poetry," Talladega College Little Theater
Apr. 7, Arts Festival Greek Show
Apr. 7, Festival Dance, Frank G. Harrison Chapter of the National Association of Negro Musicians

- Apr. 8,** Festival Chapel Service, Rev. Charles Cobb, New York City
Apr. 8, Presentation, Nikki Giovanni, Poet, Cincinnati, Ohio
Apr. 9, Lecture, "Black Musical Theater from the 1920's to the Present, Loftin Mitchell, Author, New York City
Apr. 9, Dance Concert, Dimensions Dance Theater, Inc., Oakland, California
Apr. 12, Lecture, "Excellence: Fifty Years of Black Arts and Culture," Richard Long, Atlanta, Georgia

May 10, President William Harvey, Hampton Institute, Virginia

May 19, Hon. John Jose Miller, California Appellate Court Judge, Oakland, California

****May 20,** Atty. Benjamin L. Hooks, Washington, D.C.

LITTLE THEATER PLAYS

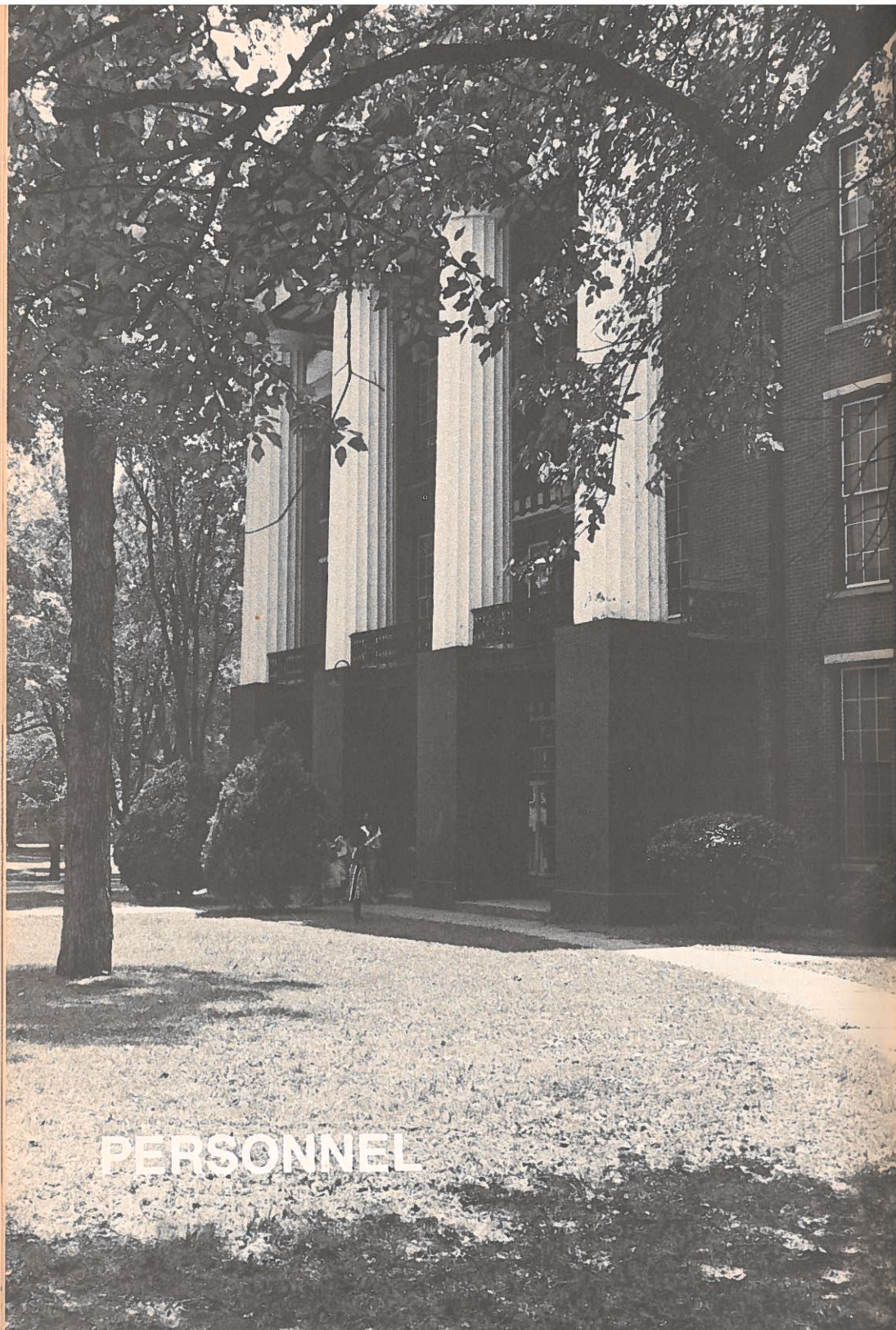
Nov. 10, 11 No Exit, by Jean-Paul Sartre

Nov. 19 Dramatic Poetry Reading, Lefanbani

Apr. 7, 1979 See Arts Festival

* Founders Day

**Commencement



Personnel

ADMINISTRATIVE STAFF

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

Roland Braithwaite, Dean of the College, Mus. B., A.M., Ph.D.

Milton S. Hurst, Dean of Students, A.B., M.B.A. (through July, 1980)

Erie Jean Bowen, B.S., M.Ed., Director of Student Services (August, 1980)

Raymond Kuma, III, B.A., M.S., M.Ed., Registrar

Clarence Dortch, B.S., Comptroller

Andrew Jones, B.S., M.L.S., Assistant to the President for Grants Administration, (October, 1980)

William E. Lusain, B.A., M.A.T., Ph.D., Coordinator of Title III Programs (through July, 1980)

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

Fred D. Montgomery, Director of Auxiliary Enterprises (through July, 1980)

Willie Thomas, A.B., Director of Auxiliary Services (July, 1980)

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

Carolyn Bohlen, B.A., M.S., Director, Cooperative Education Program

Irving Allen, B.A., M.R. Ed., M.Ed., Director of Institutional Research and Planning (August, 1980)

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

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

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

Gail Montgomery, B.S., Assistant Admissions Director

Charon T. Douglas, B.A., Assistant in Development, Director-News Bureau

Cheryl Cephus, B.A., M.A., Assistant Director of Development

Madge Owens, B.A., Assistant in Public Relations (August, 1980)

Cheryl L. Moore, B.A., Director of Financial Aid

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

Nadine Jenkins, B.S., M. Ed., Ph.D., Coordinator of Special Services (August, 1980)

Brenda N. Malone, A.B., M.S., M.A., Director of University Year in Action Program (through June, 1980)

Mary S. McKinney, B.S., M.S., Director of Placement

Katrina Buchanan, A.B., Director of University Year in Action Program (July, 1980)

Woodrow W. Dorsey, A.B., M.S., Ph.D., Media Specialist

William F. Frazier, B.A., Personnel Director (through June, 1980)

Catherine Staten, B.A., M.P.A., Associate Director of Research and Planning and Director of Personnel Services (January, 1980)

Doris Cooley, B.A., Research Associate in Institutional Research and Planning.

FACULTY

James W. Adams, Associate Professor of Physical Education
B.S., Indiana Central College; M.S., P.E. Dr., Indiana University. Additional Study, University of Alabama, Oklahoma State University, Indiana University.

William Duncan Allen, Visiting Professor of Piano (August, 1980)
Mus. B., M. Mus., Oberlin College; D. Mus., Center for Urban Black Studies, Berkeley. Additional Study, Columbia University, Juilliard School of Music.

Arthur L. Bacon, Professor of Biology
A.B., Talladega College; M.S., Ph.D., Howard University. Postdoctoral Study, University of Miami.

Harriett A. Bacon, Visiting Assistant Professor of Rehabilitation Services Education (Part-time) (through May, 1980)
B.S., Northern Illinois University; M.A., Kent State University; Additional Study, Medical College of Virginia, San Francisco State University.

Richard Barnes, Assistant Professor of Chemistry (August, 1980)
B.S., Morehouse College; M.S., Stevens Institute of Technology, Additional Study, Stevens Institute of Technology.

Karen Bechtel, Assistant Professor of Reading and Speech (August, 1980)
B.S., University of Wisconsin at Oshkosh; M.S., University of Wisconsin at Milwaukee; M.S., University of Texas.

Julius K. Bobroff, Assistant Professor of Modern Languages (through May, 1980)
A.B., Roosevelt College (Chicago); M.A., State University of New York. Additional Study, Hollins College, Jacksonville State University, Auburn University, University of Alabama.

Lawson Bonaparte, Associate Professor of Education and Director of Religious Activities
B.S., South Carolina State College; M.S., North Carolina A & T State University; B.D., Interdenominational Seminary; S.T.M., Boston University; Ed. D., Oregon State University. Postdoctoral Study, Michigan State University.

Roland Braithwaite, Buell Gordon Gallagher Professor of Humanities
Mus. B., A.M., Ph.D., Boston University.

Bernard Bray, Associate Professor of Political Science (Part Time)
B.S., Indiana University; M.S., Kansas State University; Ph.D., University of Kansas.

Steve E. Brewer, Instructor in Accounting (Part Time)
B.S., Jacksonville State University

Harry L. Brown, Assistant Professor of Social Work (August, 1980)
B.A., University of Maryland; M.S.W., Tulane University; Ph.D., Tulane University

Louise Burton, Associate Professor of Social Rehabilitation
B.S., Auburn University; M.S., Jacksonville State University; Ed. S., University of Alabama; Additional Study, George Peabody Teachers College, University of Alabama.

***Horace Carney**, Associate Professor of Music
A.B., Fisk University; M.A., Eastman School of Music. Additional Study, George Peabody College for Teachers, Hartwick College, Potsdam University, University of Iowa.

Marilyn V. Cash, Assistant Professor of English
B.A., Samford University; M.A., Ph.D., University of Alabama.

Katherina R. Chu, Instructor in Computer Science (Part-time)
B.S., Kent State University.

Kwo-Sun Chu, Assistant Professor of Physics
B.S. Chung Yuan College of Science and Engineering; M.S., Kent State University; Ph.D., Kent State University; Postdoctoral Study, Free University of Berlin.

Bernice C. Cobb, Associate Professor of Biology
B.A., Miles College; M.A., Fisk University; Ph.D., Purdue University.

Eula C. Cokely, Associate Professor of Education
A.B., Talladega College; M.A., Putney Graduate School; M.S., University of Wisconsin. Additional Study, University of Wisconsin, George Peabody Teachers College.

Gwendolyn Wilson-Davis, Instructor of Mathematics
A.B., Talladega College; M.A., State University of New York at Buffalo. Additional Study, University of Alabama at Birmingham.

John H. Davis, Assistant Professor of English
B.A., Alabama College; M.A., Auburn University; Ph.D., Auburn University.

*On leave 1979-80

Leslie Dominits, Professor of Modern Languages
B.S., German Gymnasium at Timisoara; M.A., University of Cluj (Romania) and School of Journalism at Buenos Aires; M.A., Mississippi State University; Ph.D., University of Budapest and University Kolozsvar (Hungary). Additional Study, Columbia University, Jacksonville State, University of Wisconsin, Samford University.

Ronald Dorris, Assistant Professor of English (August, 1980)
B.A., Xavier University of Louisiana; M.A., Boston University; M.S., St. John's College; Ph.D., Emory University.

Woodrow W. Dorsey, Associate Professor of Chemistry
A.B., Clark College; M.S., Atlanta University; Ph.D., East Texas State University. Additional Study, Saint Louis University, Columbia University.

Richard Eakins, Visiting Professor of Biology, A.B., University of California at Berkley; Ph.D., University of California at Berkley.

William Burre Garcia, Professor of Music
Mus. B., Mus. Ed. M., North Texas State University; Ph.D., University of Iowa; Post Doctoral Study, Howard University.

Gloria J. Gayles, Assistant Professor of English (Part Time)
A.B., LeMoyne College; M.A., Boston University; Additional Study, George Washington University, Emory University.

Joseph N. Gayles, Jr., Professor of Natural Science
A.B., summa cum laude Dillard University; Ph.D., Brown University; Post Doctoral Study, Oregon State University, University of Uppsala (Sweden), University of Iowa, Brown University, Georgia State University.

Robert Ghent, Assistant Professor of Mathematics
B.A., University of Oregon; A.M., Harvard University.

Quinten Gresham, Assistant Professor of Sociology and Social Work (Part Time)
B.A., Talladega College; MSW, Atlanta University.

Belinda J. Griffith, Assistant Professor of Modern Languages (August, 1980)
B.A., Fisk University; M.A., Brown University; Ph.D., Kansas State University. Additional Study, Institute d'Etudes Francaises à Avignon Bryn Mawr College.

Byron C. Hall, Instructor of Physics (August, 1980)
B.S., University of Cincinnati; M.A., Johns Hopkins University; Additional Study, Johns Hopkins University, Boston University, St. Louis University, Washington University.

Barbara D. Hardaway, Assistant Professor of English and Director Little Theatre. (through May, 1980)
B.A., American International College; Post Graduate Diploma, University of Ibadan; M.A., Emerson College.

Lorain Harmon, Assistant Professor of Physical Education
B.S., Alabama State University; M.S., Indiana University

Charles J. Heglar, Visiting Instructor of Black Studies
B.A., Xavier University (New Orleans); M.A., Yale University; M. Phil., Yale University. Additional Study, Yale University.

Inez Hinds, Assistant Professor of Early Childhood Education
B.S., Morgan State University; M.A., Columbia University; Ph.D., Walden University.

***Robert A. Hollister**, Assistant Professor of Mathematics
B.S., University of Florida; M.A., University of California

James Huff, Assistant Professor of Art (August, 1980)
B.F.A., Shaw University; M.F.A. University of North Carolina.

Frankie Jackson, Assistant Professor of Physical Education (August, 1980)
B.S., Allen University; Additional Study, Pennsylvania State University.

Magnolia Jackson, Associate Professor of Sociology and Social Work (through August, 1980)
B.S., Northwestern College; M.S.W., University of Denver; Ph.D., Case Western Reserve University.

Willis Jackson, Associate Professor of History
B.A., Transylvania College; B.D., Lexington Theological Seminary; M.A., Kansas State University. Additional Study, Indiana University.

Edward Jennings, Instructor of Art (through May, 1980)
BFA, Pratt Institute; MFA, Pratt Institute Graduate School.

Edythe Jones, Instructor in Biology and Program Assistant Natural Science
A.B., Fisk University; M.S., Jacksonville State University; Additional Study Chicago State University.

Joseph Jones, Associate Professor Business
A.B., Morehouse College; M.B.A., Atlanta University. Additional Study, University of Wisconsin.

Mary C. Jones, Assistant Professor of Music
B.A., Talladega College; M.A., University of Iowa. Additional Study at University of Iowa.

Savannah Jones, Instructor of Dance (Part Time) (November, 1980)
B.S., North Carolina A & T State University; M.F.A., University of North Carolina, Greensboro.

Harold Kimble, Associate Professor of Criminal Justice (Part Time)
B.A., Luther College; M.P.A., Jacksonville State University; Further Study, Jacksonville State University.

Joyce C. King, Assistant Professor of Criminal Justice A.B., Talladega College; M.S., Chicago State University.

Michael Kwamena-Poh, Associate Professor of History, (Fulbright-Hays) (August, 1980)
B.A., University of Ghana; M.A., University of London.

Thomas Y. Lawrence, Assistant Professor of Criminal Justice (Part Time)
B.S., Alabama State University; M.A., New York University; Ed. D., University of Alabama.

*On Leave 1979-80

Margie Lee, Visiting Instructor of Rehabilitation Services Education (Part Time)

B.S., Alabama State University, Additional Study, University of South Alabama, Peabody College, University of Alabama in Birmingham.

Erminel Love, Assistant Professor of Rehabilitation Education (Part Time)

B.S., Alabama State University; M.A., University of Alabama; Additional Study, University of Alabama.

Brenda N. Malone, Assistant Professor of Rehabilitation (through August, 1980)

B.A., Talladega College; M.S., Jacksonville State University; M.A., University of Alabama.

Pasquale Martignoni, Visiting Professor of Chemistry (August, 1980)

B.S., Indiana University; M.S., University of Iowa; Ph.D., University of Iowa.

Gladys Mayers, Instructor of Biology

B.S., M.S., Tennessee State University.

Robert E. Millette, Assistant Professor of Sociology

B.A., Brooklyn College; M.A., New School for Social Research. Additional Study, New School for Social Research.

James A. Mitchell, Lecturer in Criminal Justice (Part Time)

B.A., Howard University, J.D., Howard University.

Jeanne Morrison, Associate Professor of Psychology

B.S., University of Idaho; M.A., Washington State University; M. Ed., Oregon State University; Ph.D., University of North Dakota.

Richard Morrison, Associate Professor of Physics

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William Pannell, Assistant Professor of Economics and Business. (Part Time)

B.S., Jacksonville State University; M. Ed., University of Louisville; Ed.D., Auburn University.

*On leave 1979-80

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John K. Reynolds, Associate Professor of Sociology and Social Work

B.A., University of Michigan; M.A., Pennsylvania State University, Ph.D., Pennsylvania State University.

Paul Rilling, Visiting Professor of Journalism (Part Time)

B.A., Hiram College; M.A., University of Alabama.

Howard Rogers, Associate Professor of Economics

B.S., Southern Illinois University; M.A., Southern Illinois University.

Preston Rowe, Associate Professor of Psychology

A.B., Dartmouth College; Ph.D., Massachusetts Institute of Technology. Additional Study, University of Michigan.

Brenda Curry Seals, Teacher Assistant in Communications

B.A., Talladega College.

George N. Sims, Jr., Instructor of Economics and Business (August, 1980)

B.S., Jacksonville State University; J.D., Birmingham School of Law.

****Leon Spencer**, Archivist and Associate Professor of History.

B.S., Wake Forest University; M.A., Indiana University; Ph.D., Syracuse University.

Charlie M. Stinson, Associate Professor of Chemistry

B.S., Alabama A & M University; M.A., Fisk University; Ph.D., Howard University.

Carl Stockton, Professor of History

B.S. Ed., Southwest Missouri State College; S.T.B., Boston University; D. Phil., Oxford University.

Muriel Taylor, Professor of Biology

B.S., Virginia State College; A.M., Columbia University. Additional Study, Columbia University, Northwestern University.

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B.A., University of Pennsylvania; M.A., Princeton Theological Seminary.

Willie White, Associate Professor of Humanities

B.A., Dillard University; Ph.D., University of Chicago.

*On leave 1979-80

**On leave 1980.

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B.A., Auburn University; M.A., University of Florida.

Warren Wright, Instructor in Social Work
A.B., University of Alabama; M.S.W., University of Alabama.

Franchot Young, Assistant Professor of Music (through May, 1980)
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***Howard Zehr, Jr.**, Associate Professor of Humanities and History
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STAFF

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Benita C. Bibb, Secretary to the Registrar

Bessie Bowie, Secretary, Student Financial Aid Assistant

Iola Brown, Secretary in the University Year In Action Program

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John M. Calhoun, Director of Printing and Mailing

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Belinda Carmichael, Secretary in the Office of Development (through
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Katrene Chatman, Secretary in the Rehabilitation Education Program

Sheila Clegg, Clerk/Secretary in Auxiliary Enterprises (August, 1980)

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Maureen Cooley, B.S., Secretary to the Personnel Director (August, 1980)

Alma C. Cooper, Relief Dormitory Director

Cynthia D. Copeland, B.S., Program Assistant in the Business Office

Barbara Cunningham, A.S., Secretary in the Biology Department (Au-
gust, 1980)

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Willie I. Dickerson, Relief Dormitory Director

Helen Mary Dominits, Assistant in the Library

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

Clara Embry, Secretary for Auxiliary Services (through August, 1980)

*On leave 1979-80

Barbara English, Secretary to Director of Institutional Research and Plan-
ning.

Ruth Estelle, L.P.N., Relief Nurse

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Loretta Green, Secretary to the Director of Development (August, 1980)

Rhonda Griggs, Assistant Dormitory Director

Janice Groce, PBX Operator and Receptionist (April, 1980 through Au-
gust, 1980)

Dorothy J. Hardy, B.S., Computer Science Assistant

Elinor D. Harvin, B.A., Secretary in the Placement Office

Osie S. Hines, Dormitory Director

James Huff, BFA, MFA, Curator of the Talladega Art Collection

Bernadine Jackson, Library Assistant (Part Time)

John A. Jemison, Janitorial Supervisor

Mollie Jemison, Assistant Dormitory Director

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Barbara J. Jones, B.A., M.Ed., Director of Shores Hall and Counselor of
Women

Margaret Jones, Assistant in the Library

Margie Jones, Secretary in the Special Services Program (August, 1980)

Myrtis Jones, Secretary to the Dean of the College

Savannah Jones, B.S., M.F.A., Administrative Assistant to the Registrar

Alonzo Kirksey, Coordinator of Security

Barbara Lawler, A.B., M.S., Director of the Little Theater

Sherman Malone, B.A., Counselor in the Special Services Program (Au-
gust, 1980)

Mary Mason, Secretary in the Financial Aid Office

Grealy Marshall, B.S., Accountant in the Business Office

Valeria Millender, Secretary/Clerk in Savery Library

Maxine Herring Parker, Administrative Assistant

Horace Patterson, B. Th., A.B., Research Specialist in the Criminal Jus-
tice Program

Emma Peasant, B.S., Assistant to the Comptroller

Minola Ratchford, Program Assistant in the Title III Office

Gregory Reese, B.A., Dormitory Director (through May, 1980)

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

Bonnie Rembert, Technical Assistant in the Business Office

Linda Sandlin, B.S., Secretary in the Office of the President

Brenda Sawyer, Mail Clerk in Post Office

Ernestine Seals, Clerk-Typist in the Library (through March, 1979)

Jessie Stephens, Secretary in the MBS and MARC Programs

Genice Streeter, Secretary/Clerk in the Cooperative Education Program

Jo Ann Swain, B.S., Clerk-Secretary in the Registrar's Office (through October, 1979)

Rhonda Taylor, B.S., Research Technician in the Biology Department (August, 1980)

Julius O. B. Thomas, Relief Dormitory Director

Jerome Truss, B.S., Admissions Counselor (August, 1980)

Peggy Verges, Secretary in the Admissions-Recruitment Office

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Calendar 1980-81

FIRST SEMESTER

- | | | |
|----------------|----------------------|--|
| August 25-29 | Monday to Saturday | Freshman Orientation and Registration |
| August 27 | Wednesday | Faculty Staff Conference |
| September 2 | Tuesday 8 AM
4 PM | Registration for returning students. Late fee charged after 4 PM Tuesday |
| September 3 | Wednesday 8 AM | All classes begin |
| September 4 | Thursday 1 PM | Opening Convocation |
| September 5 | Friday | Last day to add a class |
| October 15 | Wednesday | Last day to drop a class
All schedules final. |
| October 20-24 | Monday to Friday | Mid-semester evaluation—
Pre-registration advisory conferences. |
| November 2 | Sunday | Founders Day |
| November 26 | Wednesday, 12 Noon | Thanksgiving recess begins |
| December 1 | Monday 8 AM | Classes resume |
| December 14 | Sunday 7 PM | Christmas Ministry of
Music Convocation |
| December 15-19 | Monday to Friday | First semester examinations |

SECOND SEMESTER

- | | | |
|-------------|---------------------|--|
| January 7-9 | Wednesday to Friday | Orientation and registration of new students |
| January 12 | Monday 9 AM to 4 PM | Registration for returning students. Late fee charged after 4 PM |
| January 13 | Tuesday 8 AM | All classes begin |
| January 14 | Wednesday | Last day to add a class |
| January 15 | Thursday 1 PM | Martin Luther King Day Convocation |
| February | | Black History Month, special observances throughout the month |
| February 23 | Monday | Last day to drop a class |

February 23- March 1	Monday through Sunday	Religious Emphasis Week
March 9-15	Saturday through Sunday	Spring Recess
April 4-10	Saturday through Friday	Arts Festival Week
April 20-24	Monday through Friday	Pre-registration for summer, 1981, and first semester, 1981-82
April 27-May 5	Monday through Tuesday	Oral examinations for students submitting senior projects and candidates for honors or departmental distinction
May 7	Thursday, 1 PM	Honors Convocation
May 9-14	Saturday through Thursday	Second semester examinations
May 16	Saturday	Alumni week-end
May 17	Sunday	Baccalaureate-Graduation

