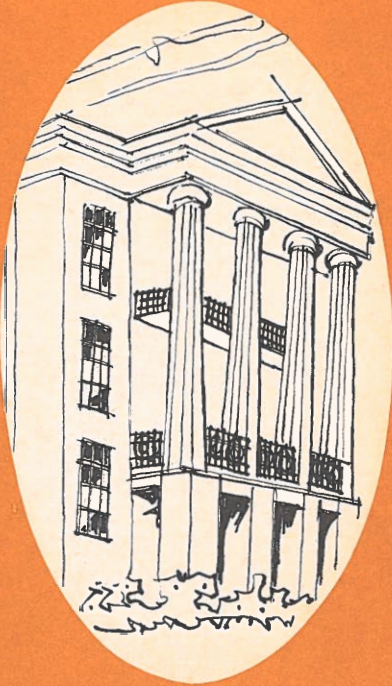


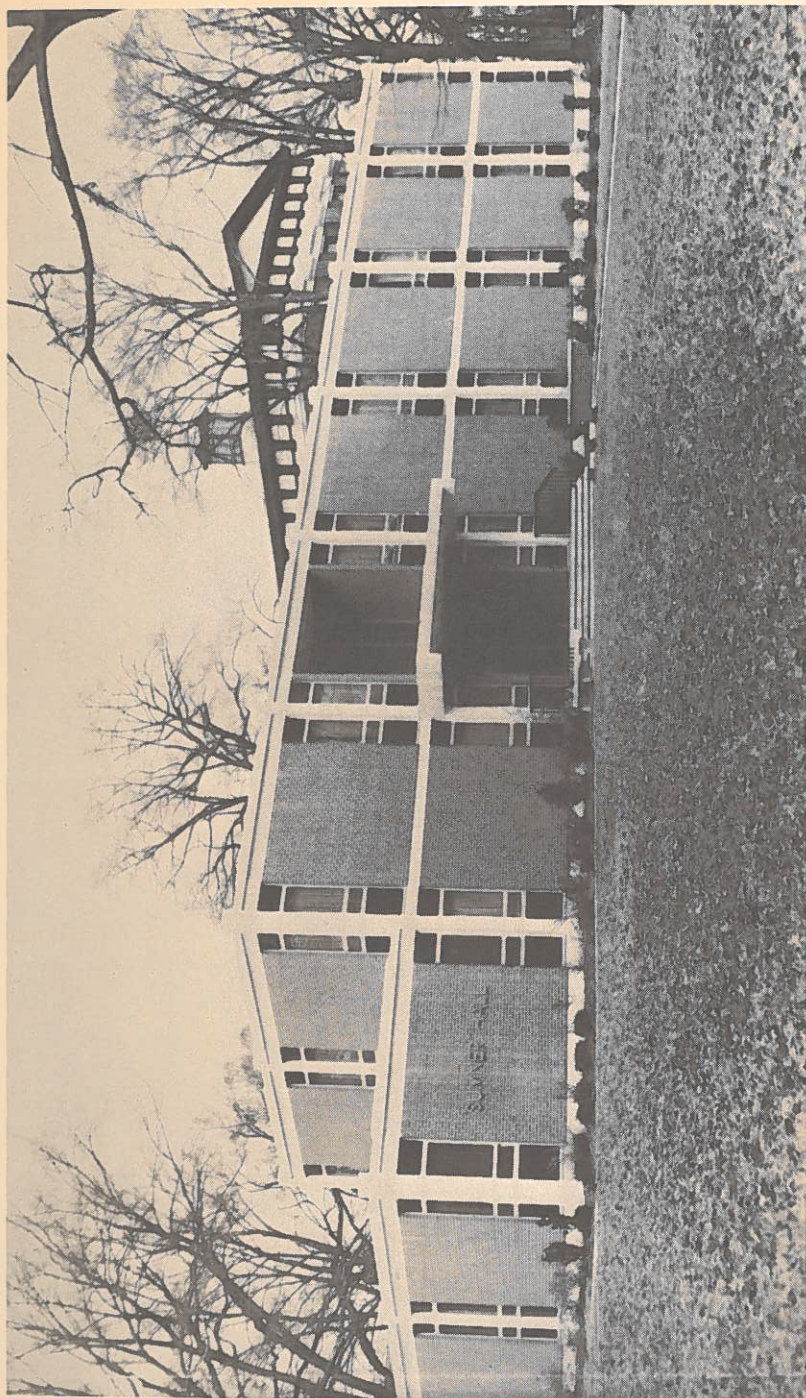


TALLADEGA  
COLLEGE  
  
100<sup>th</sup>  
  
ANNIVERSARY  
ISSUE



# THE TALLADEGAN





Sumner Hall—Administration Building

Published by Talladega College seven times a year, October, December, January, February, March, May, June.  
Entered as second-class matter at the post office of Talladega, Alabama, under the Act of August 24, 1912.

Catalog  
AND  
Announcements  
OF  
TALLADEGA COLLEGE  
Talladega, Alabama

MARCH  
1967



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



## AIMS OF THE COLLEGE

---

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

The College aims to provide, under guidance, an opportunity for vital contacts with inspiring men and women, with the important areas of human knowledge, and with varied experiences in living by means of which the student, in his fundamental task of building personality, may grow so that (a) the continuing process of his personal development will be purposefully directed; so that (b) he will be able to live successfully in a changing and imperfect social order; and so that (c) he will be willing and able to lend intelligent and active assistance in promoting desirable social changes.

In the course of his development in college, the student is expected to make reasonable progress in the following areas: (1) the acquisition of usable information concerning the general nature of things and of men; (2) the development of sustained interest in and progressive mastery of a chosen field of study and of some particular aspect of this field; (3) the mastery of such skills and techniques as are needed for effective living; and (4) the constant practice of constructive attitudes which will lead him to promote the common welfare.

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# 1967 CALENDAR 1968

## 1967

JANUARY							FEBRUARY							MARCH							APRIL							
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## ACADEMIC CALENDAR

### 1967

- September 11, Monday—Faculty-Staff Orientation Conference and faculty meeting 10:00 a.m.
- September 13, Wednesday—Classes for first year students begin 8:30 a.m.
- September 14, 15, 16, Thursday, Friday, Saturday—Registration for upperclassmen. Late fee charged after 12:00 noon Saturday, September 16
- September 18, Monday—All classes of the one hundredth academic year begin.
- November 5, Sunday—Founders Day
- November 28-29, Thursday-Friday—Thanksgiving Recess.
- December 20, Wednesday—Christmas recess begins at 12:00 noon.
- December 21, Thursday—Dormitories and Dining Hall close at 9:00 a.m. for Christmas Recess.

### 1968

- January 3, Wednesday—Classes begin at 8:00 a.m.
- February 2, Friday—First Semester ends.
- February 5, Monday—Second Semester begins.
- April 11, Thursday—Spring Recess begins at 5:30 p.m.
- April 15, Tuesday—Classes resume at 8:00 a.m.
- May 13-17, Monday-Friday—Week of Senior Comprehensives.
- May 20-May 31—Examination period for General Division Comprehensives.
- June 1, Saturday—Class Day and Alumni Class Reunions.
- June 2, Sunday—Baccalaureate Sunday.
- June 3, Monday—Commencement Day.



**GENERAL INFORMATION**

**HISTORICAL**

The first college opened to Negroes in the State of Alabama began in 1867 as a primary school. The American Missionary Association purchased a fine colonial brick building which had been erected in 1852-3 on an elevation overlooking the town of Talladega from the west; and with four teachers and 140 pupils, the future college began its work in the rudiments of learning. Incorporated in 1869, the college had its charter confirmed and enlarged by the legislature of Alabama twenty years later.

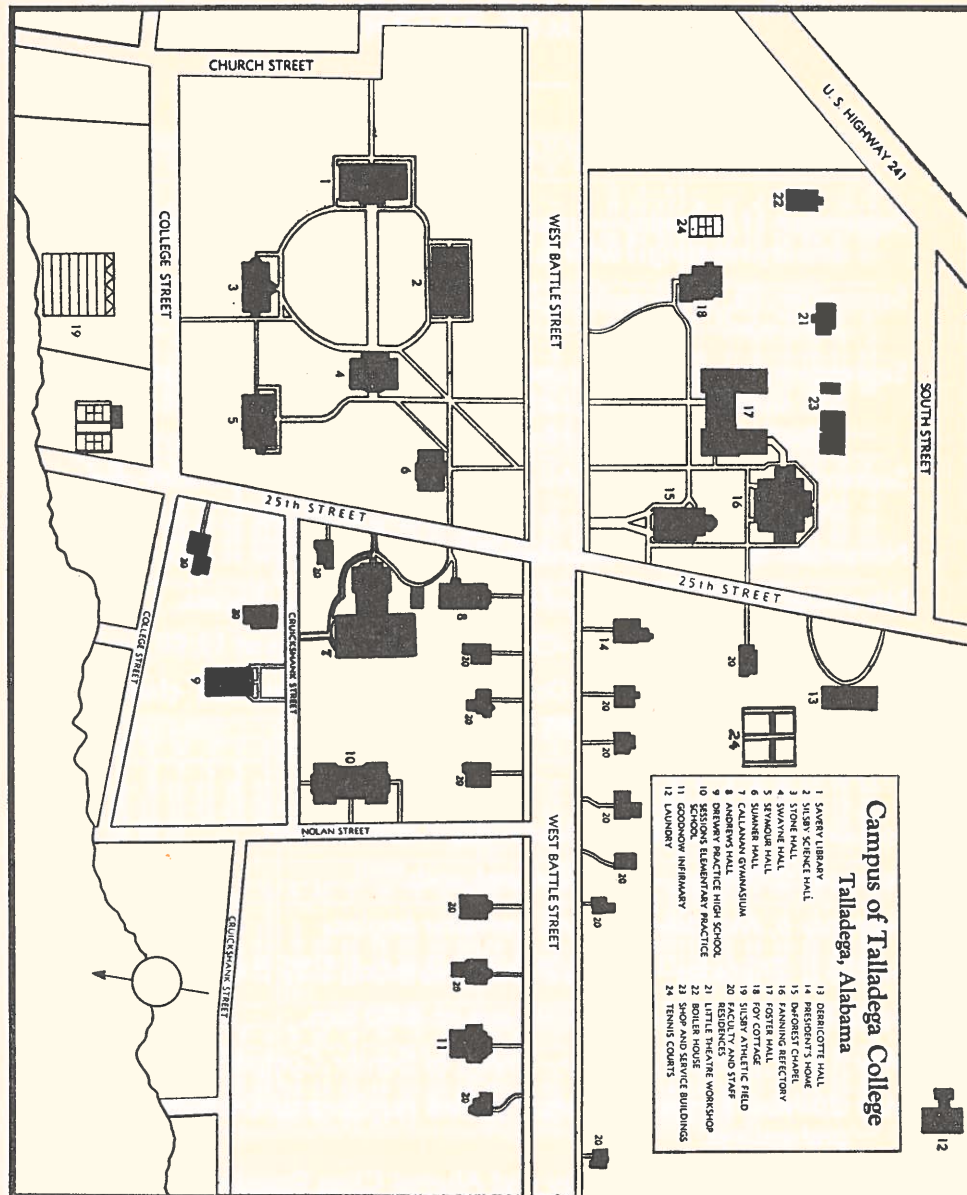
The training of leaders in education was the first, and has been a continuing interest of the institution. The first courses offered above elementary grades were normal courses for teachers. The College continues the important work of preparing teachers, using the public schools of the city and of other localities to give its students the opportunity for laboratory experience.

Theological training was begun in 1872, with a class of six young men representing three Christian denominations; but after fifty-six years of constructive and sound training of ministers and missionaries, this work was discontinued to permit the concentration of the resources of the College on the effective maintenance of a first class liberal arts college.

An outline of a course of collegiate grade first appeared in the catalog for the year 1890; and in 1895 the first class was graduated with the bachelor's degree. Since that time, the College has shown steady growth. Today, old Swayne Hall stands in the center of sixteen major buildings well placed in an attractively landscaped campus. Numerous dwellings for faculty and staff members cluster in the adjoining streets. The academic standards of the College have been kept high. Talladega College is recognized both nationally and regionally. It is on the last published list of accredited colleges of the Association of American Universities, and is an accredited member of the Southern Association of Colleges and Schools.

**LOCATION**

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





## GROUNDS

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

The Silsby Athletic Field, about fifteen acres in size, is an enclosed field used for football, baseball, softball, and track.

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

## BUILDINGS

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

Swayne Hall contains class rooms and the college offices. It was purchased in 1867 and named after General Wager B. Swayne, then of the Freedman's Bureau, who interested himself in its purchase. This is the first building of the College.

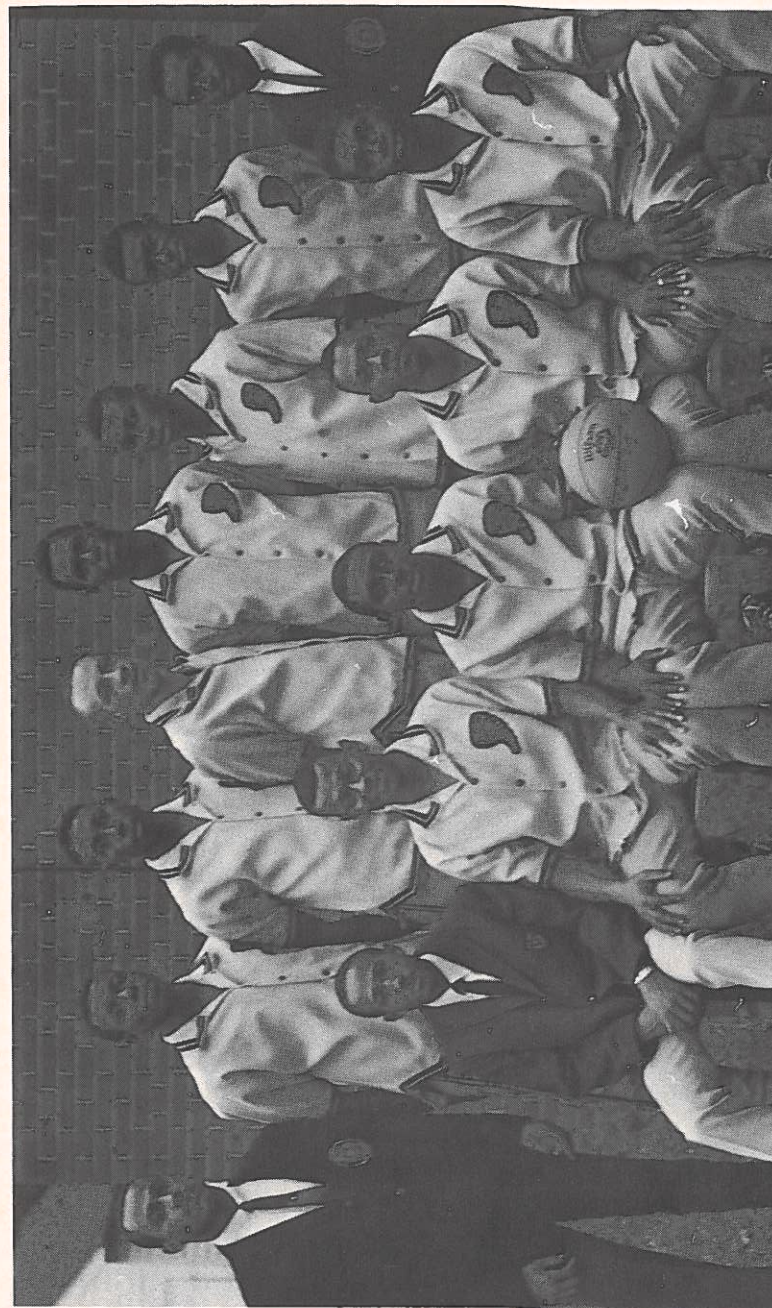
DeForest Chapel was built in 1903 in commemoration of the life and service of Rev. Henry Swift DeForest, D.D., President of the College from 1880 to 1896. This building is used for religious services of the College as well as for a general auditorium.

Savery Library, completed in 1939, is named in honor of William Savery, a carpenter who helped to build Swayne Hall and who became an original trustee and incorporator of the College. Savery is a gift of the General Education Board, the Harkness Foundation, and other friends of the College.

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

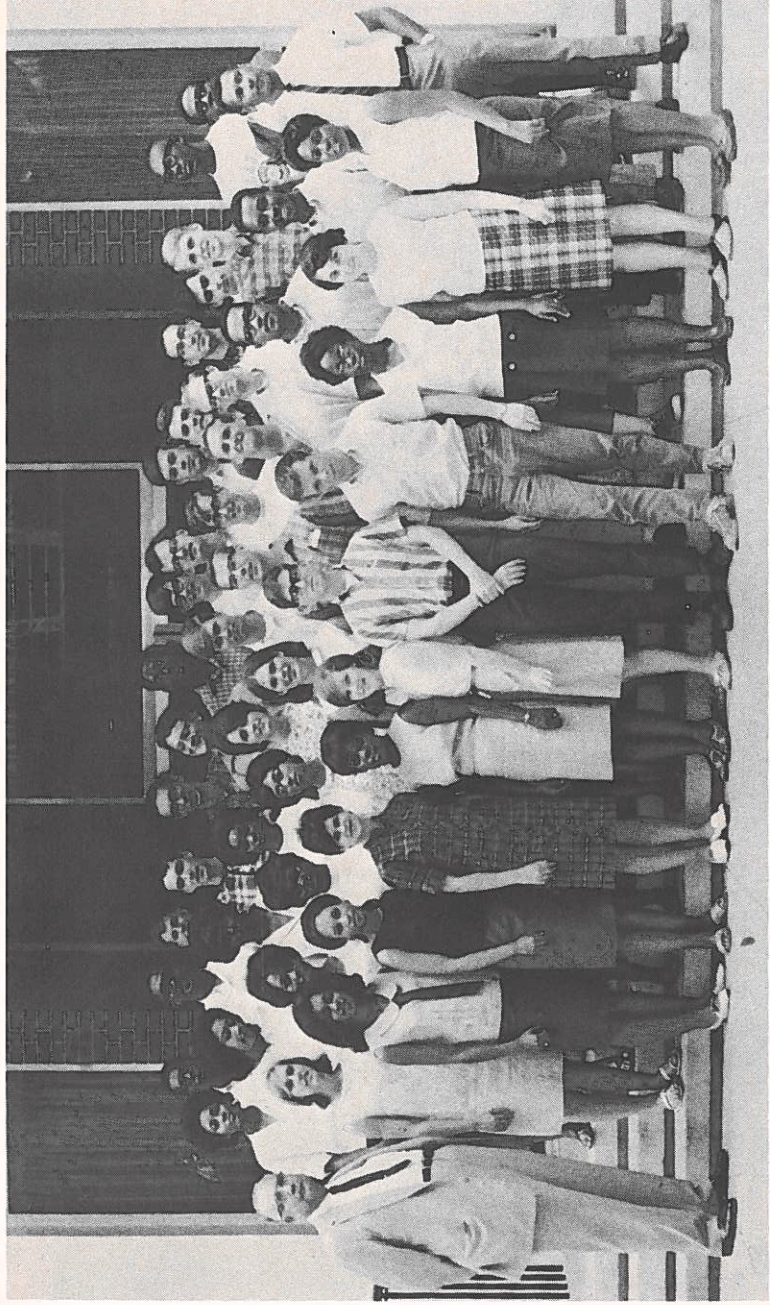
Callanan College Union Building is the center of health and recreational activities of the College Family. It was constructed in 1924 from a legacy left by Dr. Callanan of Des Moines, Iowa, and a new building was added to the original unit in 1955 with funds received from the United Negro College Fund.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

Silsby Science Hall contains the laboratory for the natural sciences and classrooms for sciences and mathematics. It is named after Dr. E. C. Silsby who was for thirty-seven years a member of the College faculty. The building is, in part, the gift of the General Education Board and, in part, of friends and alumni of the College. It was completed in 1926.



1966-67 Basketball Squad





Upward Bound Staff, Summer 1966

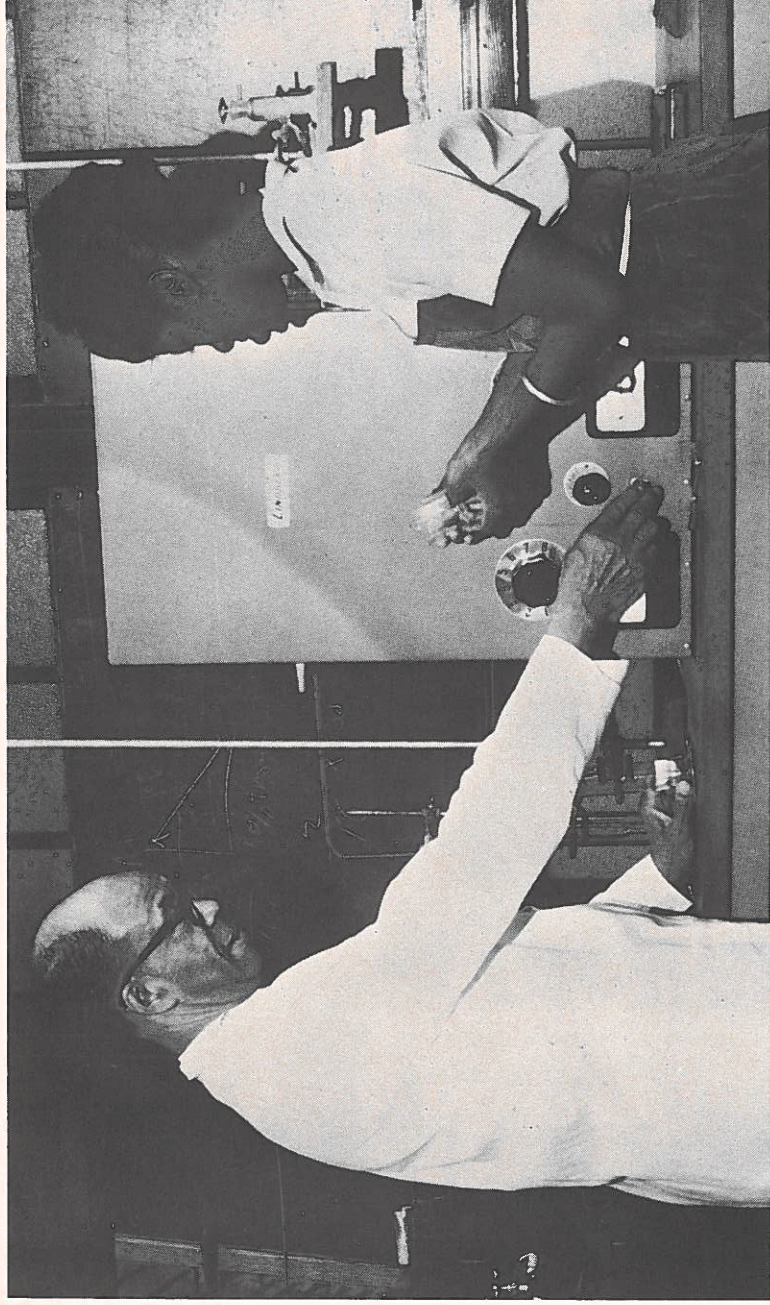


Reception at home of President and Mrs. Long





Viewing Art Exhibit



An Experiment in Chemistry



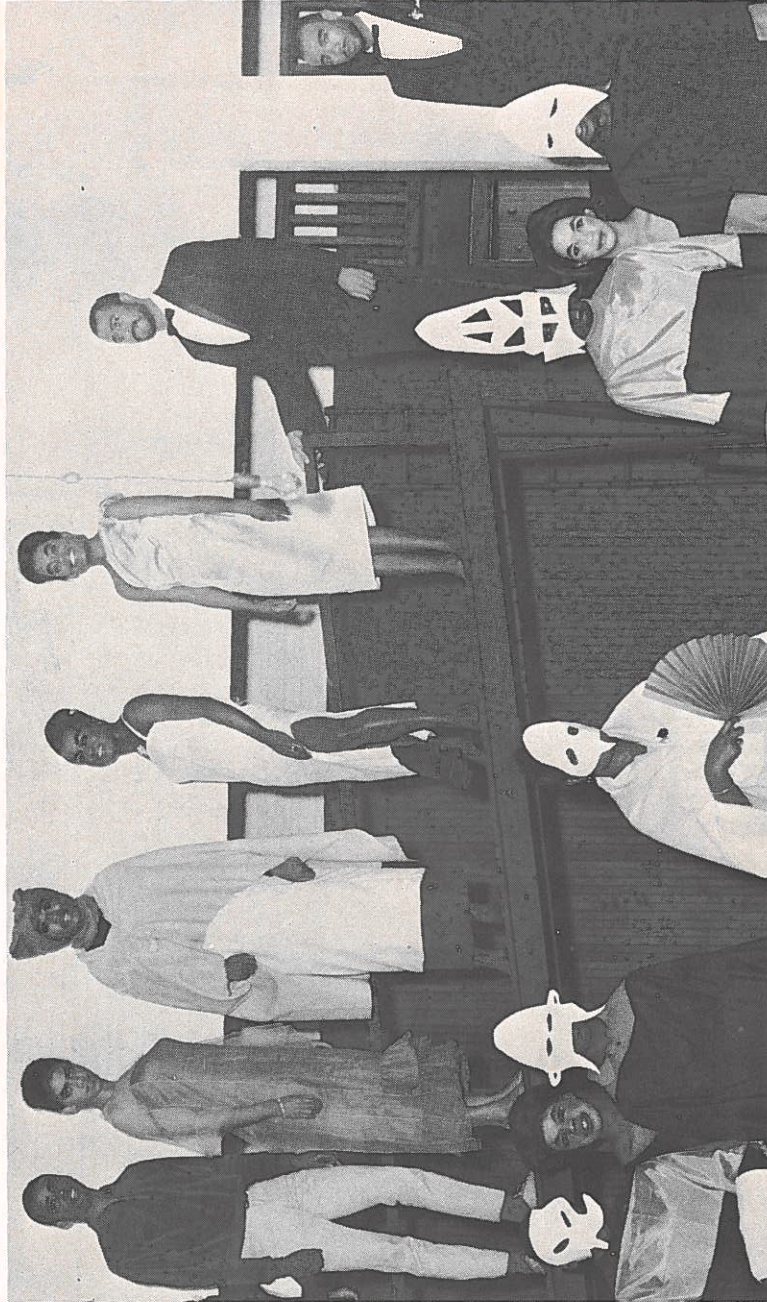


Students Studying in Library



Counselors' Ball





Little Theatre production of "The Blacks"

Sessions Hall contains the classrooms for the department of education, the art studio, and an assembly room used by various college groups. It was built in 1925 from a legacy left by Mrs. Mary Johnson Sessions.

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

Stone Hall, built in 1881, is a gift of Mrs. Valerie G. Stone, of Malden, Massachusetts. It houses the men of the General Division.

Seymour Hall was built in 1923, in part, from a legacy of Mr. Lyman Kay Seymour, of Payson, Illinois. It is a resident home for college men.

Drewry Hall, built in 1932 and remodeled in 1948, is a dormitory for senior men and campus guests.

Foy Cottage, built in 1901, is a residence for faculty-staff members. The principal donors were Mr. and Mrs. J. H. Foy, of New Haven, Connecticut.

Fanning Hall, the College refectory, was built in 1927-28 from a legacy of Dr. David H. Fanning, of Worcester, Massachusetts. In this building are found the dining rooms for all members of the college group who live in the residence halls.

Goodnow Infirmary was built in 1909-10, in part, from a legacy of Mrs. E. A. Goodnow. Here are found wards, private rooms, and clinics for the use of the whole college group.

Crawford House, named in honor of Attorney George W. Crawford of the class of 1900, houses faculty-staff members.

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

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

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

## LIBRARY

The main library is housed in a modern structure which contains three large reading rooms for college students, stacks for shelving 60,000 volumes, an Art and Listening Room, an Archives Room, a community reading room for citizens of Talladega, and a service room for the bookmobile collection, besides workrooms and



offices. The present collection contains about 55,000 volumes, not including books in the community, county, and school libraries. The books are well chosen to meet the reading needs of the students and the collection is constantly being improved by addition and elimination. Over 2,654 phonograph records are available for loaning purposes, as well as nearly 300 framed pictures for use during the year in the dormitories. About 227 periodicals are currently received by the main library.

### DORMITORIES

The college has five dormitories for students: Foster, Stone, Seymour, Drewry and Ish Halls.

Students who will reside in the college dormitories are required to bring with them sufficient towels, four sheets, three pillow cases, two blankets or quilts and two bedspreads. No reductions will be made in the charge for Room, Board and Laundry because a student does not prefer to use available laundry service. For charges and room deposits, see "Expenses," page 21.

Foster Hall provides living accommodations for women. On the lower floor are well-furnished living rooms serving as a social center for the college women, while in the basement are service rooms.

Stone Hall accommodates men. A social room with magazines and newspapers is located on the ground floor.

Seymour Hall has accommodations for men with social and recreational facilities on the lower floor.

Drewry Hall accommodates men and guests.

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

### THE COLLEGE REFECTORY

Fanning Hall is a modern building. The dining rooms are large and attractive, amply able to care for the whole college group. The service is under the supervision of trained and experienced dietitians. The excellent facility makes possible the serving of wholesome meals at economical prices and in pleasant surroundings.

### FACULTY HOMES

In addition to dormitory facilities the College owns fifteen houses which serve as homes for members of the faculty and staff and their families.

### HEALTH

No student is admitted without a physical examination, and all applicants are accepted subject to the results of this examination. A careful oversight of the health of the college family is observed.

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

### SCHOLARSHIP SERVICE

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



## GENERAL COLLEGE ACTIVITIES

### PUBLICATIONS

*The Talladegan* is published by the College under the supervision of a faculty committee. It deals with matters of general interest to alumni and friends of the College. One of its issues is the catalog of the institution.

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

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

### MUSICAL

The College choir with a normal membership of sixty voices receives careful training in voice production as well as in general choral technique.

This organization furnishes music for Sunday services and gives public performances of the standard oratorios and other choral works, furnishing valuable experience to those who can qualify for admission.

### DRAMATIC ART

The Little Theatre, devoted to dramatic study, presents several productions during the year. It promotes a playwriting contest in which the winning play is produced by the members.

### SPORTS

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

### RELIGIOUS

An interdenominational faculty and student body make the religious life of the College inclusive and stimulating. A group of outstanding ministers and religious workers from various sections of the nation serve as college pastors during the year. Chapel service once a week and Sunday services of worship are supplemented by the voluntary religious activities of student groups, including the Young Women's and Young Men's Christian Associations with their joint agency, World Student Christian Federation.

## SOCIAL

The social activities of the College are under the supervision of a committee of faculty-staff members and students. A program designed to provide wholesome recreation with desirable social experiences is provided. Chapters of national fraternities and sororities contribute to the social life of the College.

### THE COLLEGE COUNCIL

The local policy-forming body of the College is the College Council composed of members of the student body elected by the students, instructors elected by the College faculty, and administrative officers, *ex officio*. Questions of policy are discussed in the Council, and when a consensus is reached, the policy agreed upon goes into effect.

### THE STUDENT SENATE

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

### REGULATIONS

The program of the College is administered with the purpose of securing the fullest realization possible of the aims of the College published on Page 2. Students participate with faculty members in practically all of the College procedures. When a student finds it impossible to adjust himself satisfactorily to the life of the College, he loses his membership in the College family.

The number of activities and organizations in which a single student may participate is necessarily limited, both to prevent the scattering of the energies of a given individual, and to insure widest participation.

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

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

If advancing food prices compel an advance in the rate of board, the College reserves the right to make such adjustment at any time during the school year.

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



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

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

Advance room fee of \$10.00 is necessary to insure dormitory reservation for old students and must be paid by July first if room assignments are to be assured.

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

The advance fees will be credited to the fees of the students. Deposits are not returnable except in case of applicants who are not accepted.

#### STUDENT AID AND SELF HELP

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

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

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

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

Each year an incoming freshman is chosen through competitive examination for either the Savery, Headen, White, or Tarrant Scholarship. 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 competitive examination, prospective students are asked to consult the principal of their high school or write to the Chairman of the Committee on Financial Aid at Talladega College.

The next ten highest ranking freshmen in the competitive examination will be awarded Alumni Scholarships in the amount of \$500 each. The recipients will be designated as Alumni Scholars.

Freshman students who rank high in the competitive examina-

tion but who do not qualify as all expense or Alumni Scholars may receive scholarship awards ranging from \$100 to \$300.

Students above freshman classification who maintain a high standard of academic work and who show definite development in acquiring useful habits and attitudes are chosen to be DeForest Scholars, Andrews Scholars, or Sumner Scholars depending upon the quality of their work. Students eligible for such distinction who need financial aid and who apply for it may receive stipends as follows: DeForest Scholars, \$400; Andrews Scholars, \$350; and Sumner Scholars, \$240.

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

#### *Employment and Loan Aid*

In addition to the foregoing awards, there are limited funds available for student grants-in-aid, and loans, made on the basis of academic record, adaptation to college life, and individual need. Scholarship holders are eligible to apply for loans. Students receiving grants-in-aid may be asked to do some work on the campus without additional compensation.

Part-time employment for a limited number of students is available in the dining hall and in various campus positions. A few students are able to find off-campus employment. Applications for part-time employment are made through the Director of Student Aid.

#### *Loan Funds*

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

#### *The National Defense Student Loan Program*

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

#### *The Work-Study Program*

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

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



### SCHOLARSHIP FUNDS

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

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

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

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

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

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

*The Walter S. Hogg Scholarship* of \$3,000, established in 1921, by Mrs. Hogg, of Providence, Rhode Island, as a memorial to her husband.

*The Mary E. Wilcox Memorial Scholarship* of \$1,000, established in 1915 by J. S. Wilcox, of Madison, Ohio.

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

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

*The Esther A. Barnes Scholarship*, begun by the Class of 1896 and at present amounting to \$100.

*The Mrs. R. M. Tenny Scholarship Fund* of \$1,000, established in 1917 by Mrs. R. M. Tenny of Montour, Iowa.

*The Dr. and Mrs. S. W. Howland Scholarship* of \$1,000, established in 1901, by friends of Dr. and Mrs. Howland.

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

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

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

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

*The Carroll Cutler Scholarship* of \$500, left by devise of Mrs. Carrol Cutler, in 1913.

*The Lucius and Helen R. Thayer Scholarship Fund* of \$2,000, given in 1934 as a part of the Endowment Funds of the College in memory of the two persons named, of Portsmouth, New Hampshire.

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

*The Alyn Loeb Scholarship Fund* of \$250, given by T. K. Lawless, M.D. (Talladega, Class of 1914) and Mrs. Allen M. Loeb of Chicago, in honor of Mrs. Loeb's infant son, a patient of Dr. Lawless.

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

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

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

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

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

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

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

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

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

*The Alumni Centennial Endowment Fund*, established by the alumni in 1962, present amount invested, \$30,000.00.



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

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

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

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

*The Margaret H. Scott Community Library Fund* of \$1,500.00 established by the the Trustees in 1965 in honor of Miss Scott who served the college as librarian for many years. She was interested and successful in raising funds for the work of the College Community Library.

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

This scholarship fund was established by the First Congregational Church of Western Springs, Illinois, as a memorial to Sally Welborn, in 1966.

*The Alice M. Holman Scholarship Fund* of three thousand dollars, 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 bequeath in a will in 1966.

## AWARDS

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*The Armstrong Award for Creative Ability*—An award of fifteen 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 ten dollars and one of five dollars, established in 1888 by the Rev. J. W. Whiton, Ph.D., of New York, to students showing general excellence in writing.

*The Little Theatre Award*—A first award of ten dollars and a second of five dollars, sponsored by the Little Theatre, for the best one-act plays written by students.

*The Buell Gordon Gallagher Award*—An annual award of thirty 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 senior student who in the judgment of the Music Department faculty possesses the highest promise in vocal performance.



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

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

*The Alpha Phi Alpha Award*.—An award of a Scholarship in the amount of one hundred dollars by the local graduate chapter of the Apha Phi Alpha Fraternity, Inc. to the sophomore from Calhoun or Talladega County who during his freshman year made the highest scholastic average above 2.0. When not awarded the amount accumulates and can be given to two or more students from these counties when awarded. No award is to be for less than \$100.

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

**EXPENSES**

The College spends \$2,350 a year on each student, but the annual standard cost to the student is only \$1,225. Contributions from the United Church of Christ and the American Missionary Association, along with gifts and endowments from generous donors, make this possible.

*Breakdown of Total Annual Expenses*

Room .....	\$ 200.00	
Board .....	350.00	
Laundry .....	20.00	Plus laboratory
Tuition .....	550.00	and music fees
Health Fee .....	30.00	when applicable
*Activity Fee .....	75.00	
<hr/>		
TOTAL .....	\$1,225.00	

Payments are to be made as follows:

First Semester—September 13-16 ..	\$ 629.50	Plus laboratory
Second Semester—February 5 .....	595.50	and music fees
<hr/>		when applicable
TOTAL FOR YEAR .....	\$1,225.00	

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

First Semester	
September 13-16 .....	\$ 314.75
November 13 .....	314.75
Second Semester	
February 5 .....	297.75
April 8 .....	297.75
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TOTAL FOR YEAR .....	\$1,225.00

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



Laboratory fees will be charged as follows for:

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

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

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

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

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

The latter two deposits are refunded at the end of the school year or when a student withdraws and returns his key and mail box combination card to the proper person.

In extended illness a charge is made for hospital service at the rate of one dollar a day, and the student pays for the necessary medicines.

Students who are irregular in their attendance or work incur the following:

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

Except for books, stationery, excess laundry, room key and mail box combination deposits, the College makes no other charges

for a regular student, until he qualifies for a degree whereupon a fee of five dollars for the Graduate Record Examinations and a fee of ten dollars for diploma become due.

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

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

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

### TUITION REFUND POLICY

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

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

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

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



## ADMISSION OF STUDENTS

Application for admission should be made as soon as possible before the beginning of the school year. No new student should come without having first corresponded with the registrar. Blanks for application are obtainable from the registrar of the College, to whom all applications and inquiries should be addressed.

Students wishing to transfer from other institutions must present a statement of honorable dismissal from the college last attended. All students become subject to all rules and regulations of the institution when they enter the grounds, whether they have enrolled for classes or not.

### REQUIREMENTS FOR ADMISSION

The work of the College is divided into two periods—the General Division and the Major Division. The purpose of the General Division is to complete as far as possible the general education of the student, acquainting him with the various fields of human knowledge and endeavor and giving him the command of tools needed for further work. In the second year of the General Division, students may take a limited number of courses leading to his field of concentration to be pursued in the Major Division. The purpose of the Major Division is to permit the student to concentrate his attention and work upon some limited field closely connected with his professional plans and interest.

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

Students planning to study for the Bachelor of Arts degree in Music should have had, in addition, the advantage of private lessons in some branch of music. If the lessons do not include piano, some knowledge of that instrument must be possessed by applicants. Upon entering the College, the student will be examined and advised as to the length of time probably necessary for completing requirements for graduation. The Kwalwasser-Dykema tests are used to determine musical aptitude.

## GRADUATION

The College confers the Bachelor of Arts degree. The requirements for the Bachelor of Arts degree in fields other than music are the completion of the general requirements and the requirements in a field of concentration as stated in the following paragraphs:

### *General Requirements Preceding Concentration*

For admission to a course of study in a selected field of concentration the student must fulfill the following requirements:

(1) He must give evidence through examination of a grasp of such knowledge as can be secured in first year college courses in the three fields of Social Sciences, Natural Sciences and Mathematics and Humanities.

(2) He must give evidence through examination of a grasp of such knowledge as can be secured in two second-year college courses to be selected from the fields of Humanities, Physical Sciences, Biological Sciences, and Social Sciences.

(3) He must give evidence of his ability to use the English language in a satisfactory manner. The training for this may be secured through the elementary courses in communication.

(4) He must have a reading knowledge of at least one foreign language—French, German, Russian, or Spanish. Training for this may be secured in the elementary language courses.

(5) He must show evidence of having such a grasp of mathematics as can be secured by the successful completion of a thorough course in elementary college mathematics.

(6) He must pursue successfully the courses designated as preparatory for his field of concentration.

(7) He must complete such work in Physical Education as can be secured in the courses numbered 101 and 102 in that department.

(8) The quality of the work done by the student must be such that the faculty will feel that he can pursue profitably work in a field of concentration.

### *Requirements in Field of Concentration*

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

(1) He must qualify for admission to a course of study in some selected field, to be known as his field of concentration, consisting either of a single department or a group of related departments. (For requirements to meet this condition see paragraph on General Requirements above.)



(2) He must pursue successfully a program of work arranged in consultation with his adviser and approved by the Dean. The program of study will consist ordinarily of a minimum of sixty semester hours of work, although upon recommendation of his adviser and approval of the Dean, a student may be allowed to pursue work not directly connected with any formal course as a substitute for a part of his course requirements.

In addition, a student will complete a specific piece of work called his project. This project will be chosen in consultation with the student's adviser and must receive the approval of the faculty of the division in his field of concentration.

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

#### TIME

The progress of the student is measured in terms of accomplishments rather than in terms of time. Ordinarily, two years will be required to qualify for admission into the student's field of concentration and two years for completion of this latter work. However, the length of either period may vary according to the preparation, ability, and application of the student.

#### REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS IN MUSIC

Classification in applied music courses leading to graduation is obtained by examination before the faculty of the department except in the senior year when the public recital is offered in lieu of private examinations. The candidate may be required to present his program before the faculty in advance of the public recital.

The examination should be taken on the Saturday preceding the last Saturday of the school year. Due to limited opportunities in some sections for thorough preparatory study, in addition to the increased academic requirements for music students, the period between entrance and graduation for such students will normally require five years.

Advanced classification will depend upon the results of the

faculty examination, the grades given by private teachers in applied music (piano, organ and voice) being not determinative, but merely indicative. Provisions are made for college students in the study of applied music without academic credit.

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

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

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

(1) The student shall have completed three semesters of study with an overall average of "B".

(2) The student shall have attained a grade of "A" in his performing area by the third semester.

(3) Permission will be granted only by unanimous agreement of the music faculty.

(4) The student must maintain a "B" average throughout the four year period.

(5) The music faculty reserves the right to revoke its decision during the third year, or before, should the student fail to maintain the standards outlined.

Throughout the total music program, musicianship is stressed.

#### SCHOLARSHIP

As students in the general courses devote the major portion of their time to reading, checks are made by short quizzes throughout the term and term grades are handed in. The work is graded A, B, C, D, F, I. Grade A indicates work of exceptional merit; Grade B of good average; Grade C of average; Grade D poor but passing and Grade F unsatisfactory. For work that has not been completed a grade of I will be given. If this work is not completed by the end of the semester in which the course is given again the I grade automatically becomes F.

These grades, however, are primarily for the convenience of those students wishing to transfer to some other college before completing their course of study. The final criterion for the successful completion of general courses is the passing of comprehensive



examinations normally taken at the end of the year, though available for students at other periods of the year listed in the academic calendar.

Students who fail to pass a comprehensive examination may be allowed to retake the examination if so recommended by the instructor in charge, otherwise they must repeat the course.

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

### GRADUATION HONORS

For distinctive work in courses and in the examination in the field of concentration, the bachelor's degree with honors is conferred upon a candidate by vote of the faculty.

### CLASSIFICATION

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

### WITHDRAWAL

A student may be dropped by vote of the faculty when it is found that he does not possess sufficient ability for the work or that it is impossible for the College to develop in him any interest for the work.

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

### 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.

## COURSES OF STUDY

### WORK LEADING TO STUDY IN A FIELD OF CONCENTRATION

(Normally the first two years)

Incoming students are examined carefully—not primarily for admission but for placement—and those found deficient in English and mathematics are required to pursue work in these subjects until satisfactory standards are reached.

The comprehensive examinations also afford a test of the student's ability to use English. Deficiency in this will fail a student as well as lack of grasp of subject matter.

During this period students carry the normal load of seventeen or eighteen hours of work per week.

### COURSES FOR GENERAL REQUIREMENTS

#### *First Year*

General courses required of all students.

Communications  
Humanities  
Natural Sciences  
Social Sciences  
Mathematics  
Physical Education

Communications will meet four hours per week; Physical Education, two; and the other courses three each.

#### *Second Year*

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

Mathematics  
Inorganic Chemistry  
Biology or Physics  
German or French  
Physical Education  
An elective in Social Science or Humanities

*Courses required of all Students majoring in Social Science or Humanities*

Social Sciences  
Humanities



Biology, Chemistry, or Physics  
 French, German, Spanish, or Russian  
 Physical Education

An elective in the major field

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

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

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

#### *Third Year*

Continuation of work under the direction of Department of Specialization.

#### *Fourth Year*

Continuation of work under the direction of Department of Specialization.

A two semester hour course will be required of all seniors utilizing their total education experiences in building a consistent philosophy on the meaning of life.

## ORGANIZATION OF COURSES OF STUDY

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

### HUMANITIES

Art	Spanish
Communications	Philosophy
English	Music
French	Religion
German	Russian

### NATURAL SCIENCES AND MATHEMATICS

Biology	Mathematics
Chemistry	Physics

### SOCIAL SCIENCES

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

Work is offered in the following major fields of concentration:

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



## THE HUMANITIES

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

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

*Modern Language.* The laboratory for modern languages is well equipped for taking care of the needs of the student who desires to obtain a speaking knowledge of the language. Maps and wall charts illustrating various useful terminology form bases for class work. There are also two recording machines and numerous speech records, of French, Spanish, and German, as well as some records of typical folk music.

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

### DESCRIPTION OF COURSES

#### General Division

#### GENERAL COURSES

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

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

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

### COMMUNICATIONS

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

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

### FOREIGN LANGUAGES

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

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

**101. Elementary Russian.** A course designed to teach the student to speak, read and understand simple Russian. Elements of grammar. A Year Course.

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

### MUSIC

**101. Harmony, Sight and Ear Training, Dictation, and Keyboard Harmony.** Written work using diatonic triads, dominant seventh chords and inversions, non-harmonic tones, and elementary modula-



tion dealing with the phrase, period, ternary and binary forms. Simple two-part rounds and canons. Introduction to music literature through discussion and hearing of works used for analysis. Keyboard application of techniques studied in written work. A Year Course.

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

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

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

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

**140. First Year Voice.** Correct position and poise of the body; a proper and definite breath control; a knowledge of vowels and consonants in their relation to the singing and speaking voice; drill in tone production resulting in a sustained and resonant tone of

satisfactory quality and quantity; a demonstrable knowledge of a system of vocalizers involving all major and minor scales, simple arpeggios, and phrasing; songs of moderate difficulty sung with correct intonation, time, tone quality, and interpretation. Use of Concone, Seiber, and Panofka. Twice a week for major study; once a week for minor study. Required of all Music Majors. A Year Course.

**141, 142. Second and Third Year Voice.** Continued drill in the technique of breathing, tone placing, and phrasing; art songs from the standard classics; selections from the opera and oratorio; language elective; use of Panofka, Concone, and Marchesi. Two lessons a week for major study; one a week for minor study. A Year Course.

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

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

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

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

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



## Major Division

## ENGLISH

- 201. The Drama.** Brief study of dramatic development up to the time of Shakespeare, with intensive study of six plays of Shakespeare and more general study of eight other plays. One Semester.
- 202. The Drama.** Brief review of drama in 17th and 18th centuries and intensive study of nineteenth and twentieth century drama from Ibsen to the present day, including continental, English and American dramatists. One Semester.
- 240. Contemporary Literature.** A study of various types of literature in the present day, as needs of individual students indicate. One Semester.
- 241. Creative Writing.** Guidance in individual work in writing of any type. One Semester.
- 252. American Literature.** A critical and appreciative study of major American writers, with attention to backgrounds, tendencies, and movements in political and literary life in America. Two Semesters.
- 255. Chaucer and his Age.** A study of the major writings of Chaucer in their relation to the coming of the Renaissance in England; the author's indebtedness to earlier writers; his influence upon literary and linguistic developments in later times. One Semester.
- 256. Literature from 1500-1650.** A study of the nondramatic literature, in poetry and prose, of the period of Elizabeth and James I. Emphasis upon development of lyric poetry; works of Sidney, Spenser; English Bible and other great translations. One Semester.
- 257. Milton and his Contemporaries.** A study of the writings of Milton, emphasizing the poetical works, with some attention to the more important political and literary figures of his time. One Semester.
- 263. Literature of the Eighteenth Century.** A study of the chief neo-classic writers of poetry and prose, in their relation to the social trends of their time. One Semester.
- 264. The Romantic Movement in Poetry.** A study of the beginning of the Romantic Movement, and of the important poets in their relation to their time, and their influence upon later poets. One Semester.

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

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

## FINE ARTS

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

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

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

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

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



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

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

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

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

**225. Art Education Workshop.**

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

#### FOREIGN LANGUAGES

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

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

**226. French Literature.** Survey of French cultural history and literary trends until the 19th century.

**232. Contemporary French Literature.** This course begins from the 19th century and extends to the present. Reading and discus-

sion of selected masterpieces of the 19th and 20th century. A survey of prominent authors and literary movements with translation of representative texts. Emphasis on their significance to contemporary thought.

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

**201. Intermediate Russian.** Work begun in first year continued. Emphasis is placed on the ability to read and understand Russian texts. Training in conversation. Prerequisite: RUS. 101. A Year Course.

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

#### MUSIC

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

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

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

**213. Elementary School Music Methods.** A course designed to acquaint the student with the philosophies underlying the most recent approved methods of presenting music as a series of meaningful experiences in the life of the child from kindergarten through sixth grade; and to guide the student in developing effective tech-



niques and procedures for their implementation through singing, intelligent listening, rhythms, reading and creative work. Emphasis placed on developing desirable personal attributes in the prospective teacher. Prerequisite EDU. 241. Second Semester.

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

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

**216. Conducting.** This course teaches the technique of the baton and emphasizes the use of conducting for school music purposes. Acquaintance is made with the symphony orchestra; its instruments, seating plans, instrumentation, etc. Prerequisites: MUS. 213 and MUS. 214. Second Semester.

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

**219, 220. Musical Form and Analysis.** A study of the structure and aesthetic content of music; review of harmonic material with its fundamental and practical application; study of cadences and modulations in relation to form; two- and three-part form with analysis of compositions by Bach, Handel, Beethoven, Haydn, Mozart, Schubert, Schumann, Brahms; classic and romantic suites; the sonata form with analysis of its employment in sonatas, symphonies, and chamber music; variation and rondo forms. First and Second Semesters.

**230. Fourth Year in Piano.** Emphasis is placed upon building the student's repertoire from the standard piano literature of the

various stylistic periods. Technical study is confined to a few scale, arpeggio, and trill exercises, Chopin Etudes, and problems taken from pieces. A Year Course.

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

**240. Fourth Year Voice.** Further drill in vocal technique; songs of an advanced grade from classic and modern composers; appearances in public recitals; language elective. Two lessons a week for major study; one a week for minor study. A Year Course.

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

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

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

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

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



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

#### PHILOSOPHY

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

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

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

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

#### RELIGION

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

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

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

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

## THE NATURAL SCIENCES AND MATHEMATICS LABORATORIES AND APPARATUS

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

*Chemistry.* The laboratories for chemistry occupy the northern half of the second floor of Silsby Hall. They are equipped to serve adequately the laboratory instruction in the courses offered. The desks are equipped with water, gas, and current. The balance room is fitted with analytical balances of the required precision for routine analysis. Apparatus for conductometric and colorimetric work, constant temperature ovens, improved heating apparatus, and stirrers are available for advanced experimentation.

*Physics.* The laboratories for physics are located on the second floor of Silsby Hall. They are equipped with sufficient apparatus to perform all the experiments connected with the courses offered in physics. There are several pieces of apparatus for advanced work. These include Kater's Pendulum, spectrometers, spectroscopes, and other pieces in electricity and heat. Apparatus for demonstrations in each branch is adequate. The laboratory has a large number of the normal accessories of a laboratory.

#### DESCRIPTION OF COURSES

##### General Division

##### GENERAL COURSES

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



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

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

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

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

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

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

**104. Calculus I.** A study of limits is followed by the definition of the derivative and the integral techniques and application of differentiation are then studied. Prerequisite:

**105. Calculus II.** Techniques and applications of integration followed by a treatment of selected differential equations, multiple integration and partial derivatives. A careful mathematical treatment of these latter topics is postponed for later courses. Prerequisite: Calculus I.

**106. Calculus III.** A careful study of limits precedes a study of infinite series. Limits are also applied to the study of derivatives of vector valued functions. Prerequisite: Linear Algebra; Co-requisite: Calculus II. All mathematics majors take this course in the second semester of their sophomore year.

**107. Linear Algebra.** A geometrically oriented study of real finite dimensional vector spaces. Topics include linear transformation and matrices, bases and dimension, convexity, determinants, and inner product spaces. Corequisite: Calculus I. All mathematics majors take this course in the first semester of their sophomore year.

### Major Division

#### BIOLOGY

**220. Invertebrate Zoology.** A unit consisting of laboratory work supplemented by lecture-demonstrations and recitations dealing with the comparative anatomy, development, and phylogeny of the lower and higher invertebrate groups. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: BIO. 102. First Semester.

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

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

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

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

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

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



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

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

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

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

#### CHEMISTRY

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

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

**211. Topics in Chemistry.** Original laboratory work based on work recorded in the literature. Description of work to be prepared in thesis form. Two 1-hour lecture-discussion periods, two 2-hour laboratory or library periods per week. Prerequisite: classification as Chemistry Major, senior year. First Semester.

**216. Quantitative Analysis.** Analysis by gravimetric, volumetric, and colorimetric methods. Study of the solid state, pH, and organic

precipitants. Two 1-hour lectures, two 2-hour laboratories per week. Prerequisite: Qualitative Analysis or consent of instructor. First Semester.

#### MATHEMATICS

**203. Analysis I.** A study of topics in linear analysis. Prerequisite: Calculus III. All mathematics majors take this course in the first semester of their junior year.

**204. Analysis II.** A study of integration in vector spaces and of topics in functions of a complex variable. Prerequisite: Analysis I. All mathematics majors take this course in the second semester of their junior year.

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

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

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

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

**216. Senior Seminar.** Preparation and delivery of material by students. As much originality as possible will be encouraged. Prerequisite: The Senior Course. All mathematics majors take this course in the second semester of their senior year.

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

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

**265. Introduction to Probability Theory and Statistics.** A first



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

### PHYSICS

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

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

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

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

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

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

### THE SOCIAL SCIENCES

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

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

#### DESCRIPTION OF COURSES

##### General Division

##### GENERAL COURSES

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

**101. Physical Education.** A required course for first year students. A Year Course.

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

**102. Physical Education.** A required course for second year students. A Year Course.

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

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

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



**Major Division****HISTORY**

- 202. Political History of Modern Europe.** A study of the political development of modern Europe with a careful analysis of the economic, intellectual, moral, political, and social conditions. One Semester.
- 214. United States History.—I & II.** A study of the political, cultural, economic, and social growth of the United States. Two Semesters.
- 216. Seminar in United States History.** A study of the Negro in the Reconstruction Period. Prerequisite: 214H or consent of instructor. One Semester.
- 228. History of England.** A study of the economic, cultural, political, and social growth of England and the British commonwealth. One Semester.
- 230. History of the Far East.** A study of the civilization of the Far East and its relationship to western civilization. Prerequisite: 202H. One Semester.
- 232. The French Revolution.** A study of the causes, character, and significance of the French Revolution, in the light of conditions that led to it, and in comparison with other revolutions. Lectures, discussions, reports. One Semester.
- 245. Latin American History.** A study of the economic, political, social, religious and intellectual development of Latin America from its discovery and conquest to the present. One Semester.
- 246. History of Contemporary Africa.** A study of the history of Africa, with emphasis on the development of autonomous states; as well as the economic, cultural, social, and political aspects of African life. One Semester.

**POLITICAL SCIENCE**

- 204. Principles of Political Science.** This is a basic course in political science which introduces to the student methodology, characteristics, principles and problems of political science. Also attention is directed to the study of the relationship of political science to other subjects of social sciences, and the general principles and fundamental concepts of government and state. One Semester.
- 206. United States Government.** A comprehensive study of national, state, local and city governments in the United States. The

study of the national government includes the origin of the system of government, the salient features of the Federal Constitution, citizenship, civil rights, suffrage and election, and the organization and functions of the Congress, Executive and Judiciary. As to the state, local and city governments, attention is directed to the study of the role of the state government in the Federal system, and the organization, functions, and policies of the state, local and city governments, especially in Alabama. Prerequisites: HIS. 214 and HIS. 202. One Semester.

**207. International Relations.** An analytical inquiry into the major factors determining international relations. Emphasis is placed on possible effect of foreign policies pursued by the major powers on the stability of the world situation, on current international issues, and on the United Nations' efforts to establish world peace. One Semester.

**PHYSICAL EDUCATION AND HEALTH**

- 248. Introduction to Physical Education.** The course is designed to give the student professional orientation into the field of physical education from the historical and sociological point of view. One Semester.
- 200. Techniques of Recreational Sports.** A course that teaches the student skills in recreational sports. One Semester.
- 201. Physical Education Methods for the Elementary School.** A study of the organization and administration of physical education for elementary schools. One Semester.
- 203, 204. Sports Officiating and Coaching.** A study of the Coaching and Officiating of team and individual sports. Prerequisites: P.E. 101, 102, 200. First and Second Semesters.
- 212. School Health Education.** The purpose of this course is to acquaint students with the broad general nature of health problems in schools. Its goal is to develop health consciousness among students to as great an extent as possible. First Semester.
- 230. Tests and Measurements in Physical Education.** The theory of measurement in physical education, the selection and administration of appropriate tests, and the interpretation of their results by fundamental statistical procedures. First Semester.
- 231. History and Principles of Physical Education.** A course designed to provide for the student a historical approach to physical education and to acquaint him with the philosophies that have influ-



enced educational practices from primitive days to the modern era. First Semester.

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

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

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

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

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

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

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

**246. Specific Methods in the Teaching of Physical Education.** The course presents a wide variety of basic teaching techniques appropriate for use in the secondary schools. Prerequisites: P.E. 230, 231, EDU. 241, 243. First Semester.

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

#### PSYCHOLOGY

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

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

ment of current theory.

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

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

**232. Introduction to Abnormal Psychology.** Conceptions of normalcy, theories of abnormal behavior. Stress on the development aspect of abnormal behavior.

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

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

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

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

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

#### SOCIOLOGY

**264. Introductory Sociology.** Examines the nature and scope of sociology. Classic and contemporary concepts and theories discussed. Emphasis is also given to basic processes of social interaction, study of human groups, and social change.

**266. Population.** A study of population trends in the United States and in the world, including studies of birth rate, the fertility problems, death rate, migration, composition and distribution of the population.

**271. Social Institutions.** A study of the basic social institutions of the family, religion, education; political and economic insti-



tutions; with emphasis on trends and problems within these institutions in contemporary American society.

**272. Research Methods in Social Relations.** Examines the processes and techniques of scientific social research including techniques of observation, interviewing, sampling, case analysis, social survey and attitude measurement.

**273. Sociological Theory.** The study of selected major sociological theories from the classic to the contemporary.

**274. Social Stratification.** Description and themes of class, caste and ethnic structure. Social mobility discussed including means by which people obtain and change their positions in the status system.

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

**267. Sociology of the Family.** Comparison of contemporary theories of family with particular emphasis on the adjustment of the traditional family to conditions of change within American society.

**275. The Community.** An analysis of the modern community as a unit of social organization. Contemporary trends in contemporary organization and planning discussed with some emphasis on problems within the urban community.

**276. The Field of Social Work.** An introductory study of the philosophy, methods of approach and processes of social work with some emphasis on comprehensive organization of social welfare today.

#### ECONOMICS

**201. Introduction to Economics.** An introduction to the major areas of economic theory, policy, development, institutions and system.

**220. Intermediate Economic Theory.** A study of pricing and output determination, with an analysis of cost, wages and profits, under the conditions of perfect and imperfect competition. Prerequisites: ECO. 201, 226.

**223. Labor Economics and Problems.** Capital, labor, and law in the United States. American trade unions, their policy, practice, and structure with reference to the European scene and the international labor movement.

**226. Economic Principles and Problems.** Elementary economic study of production, distribution, rent, interest, income, wages, monetary and fiscal policy, current economic problems, and laws.

**227. International Economics.** Development in international, commercial and financial theory and policy, with regard to policy and position of the United States.

**228. Economics of Marketing and Consumption.** Principles and practices. A study of the function, nature, structure and problems, in relationship to price and cost, competition and laws, prosperity and depression, cooperative and consumer organizations.

**230. Elementary Accounting.** An introduction to the principles underlying modern bookkeeping and accounting procedures.

**231. Elementary Statistics.** The nature and limitation of statistics. Source, data and presentations of data. Statistical analysis, induction and tests of statistical hypothesis.

**245. Monetary and Fiscal Policy.** Money, credit and banking, incomes and prices, investment and employment, stability and prosperity. Integration of monetary policy with fiscal and general economic policies.

**250. Seminar in Economics.** Reports and research on special economic problems, for economic majors.

**252. Economic Doctrines and Systems.** Development of economic doctrines and systems through history. Comparative analysis of capitalism, socialism and communism, with emphasis upon their differences in theory and practice.

#### EDUCATION

##### GENERAL

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

##### SECONDARY

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



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

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

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

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

**247. (A) Practice Teaching in Secondary Schools.** Student teaching in local high schools under the supervision of critic teachers. Prerequisites: EDU. 242, 246. First Semester 5 SH.

**248. (B) Practice Teaching in Secondary Schools.** This is a continuation of Student Teaching program in local high schools under the supervision of critic teachers. Prerequisites: EDU. 242, 246. Second Semester 5 SH.

#### ELEMENTARY

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

**271. Curriculum.** A critical study of the organization, construction and administration of the elementary curriculum in the light of modern educational principles and objectives; overview of the sub-

jects now included in the curriculum and the forces that cause them: the construction of units and other curriculum materials. First Semester 3 SH.

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

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

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

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

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

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

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



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

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

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

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

#### INTRADIVISIONAL AND INTERDIVISIONAL COURSE

**SS301. The Individual and Life.** An integrating course required of all seniors. The purpose is to help the senior student think through the meaning of life in order that he may commit himself to its highest fulfillment. Toward this end, special emphasis will be placed upon interpreting the values of our Christian and Democratic heritage. First Semester.

#### 1966-67 SCHOLARS

##### *Hillard White Scholar*

Iris Womack

##### *William Savery Scholar*

Paul Cole

##### *Thomas Tarrant Scholar*

Emma Gaynelle Dickinson

##### *Ambrose Headen Scholar*

Evelyn Harris

##### *Presser Foundation Scholar*

Marvelene Moore

##### *Catherine Waddell Scholar*

Margaret Ann Slaughter

##### *DeForest Scholars*

Dorothy Autrey

Adelphine Jackson

Carlton Bailey

Rufus McPherson

Solomon Bennett

Brenda Raine

Burrell Billingslea

Gloria Calhoun Scott

Ruthie Brinson

Helen Ida Mae Smith

Gwendolyn Curry

William Upshaw

Judy Dye

Gleevia Washington

Edna Hines

Virginia Woolfolk



*Andrew Scholars*

Barbara Bergman	Dale Jackson
Rosa Brawley	Willie Pearl Jackson
Willie M. Clarke, Jr.	George King, III
Wright Colbert	Marion Louise Lee
Ruby Cooper	Eurkie McLemore
Carol Dixon	Theresa McKinzy
Louis Dunbar	Loretta Mauldin
Mary Grant	T. Carlton Richardson
Delphine Hazelton	Mattie Simpson
Deborah Higgins	Joan Whelchel
Mary Hill	Bobby Wrights
Charles Hollowell	

*Sumner Scholars*

Charlotte Bowen	Andretta Phillips
Viola Calhoun	Carrie Player
Claude Crocker	Floretta Powell
Lucille Croom	Willie Ruth Pruitt
Mitchell Davis, Jr.	Amye Joyce Roache
Patricia Holland	Henry Sanders
Robert Lewis, Jr.	Eusebia Sanderson
James Lipscomb	Mary Small
Veverlyn Lockhart	Gwendolyn Wilson
Jacqueline Mann	Betty Wrights

**GRADUATING CLASS OF 1966**

Ola Joyce Alexander	Alphonso McClendon
Lois Coleman Austin	Walter Preston Maynard
Albert Edward Baker	Carline Miles
Leorita Janice Barker	Darlene Casandra Moore
Otis Bell	Marvelene Moore
Durance Benjamin Britt, Jr.	Myrtle Helena Nesbitt
Arthur Brown	Carol Leanita Perkins
Betty Winston Brown	Carlton Gwynn Philpot
Thelma Marie Brown	Joan Pigrom
Benjamin Alvin Butler	Albert Wesley Porter
Doris Alethia Burke	Sandra Eleanor Pryor
Bobbie Jean Carr	James Welton Reynolds
Janet Marie Collins	Kenneth Eugene Robinson
Maxine Evelyn Cooper	George Rose
James Solomon Cross	Carolyn Gladys Ross
Dianne Francina Daniels	Herbert Frederick Sands
Berkeley Dugger	Marie Agnes Shaw
Beulah Janet Dumas	Barbara Sylvia Shores
Altamease Hovette Edwards	Annette Egenia Simmons
Robert Douglas Force	Billy Morris Simmons
Beverly Odom Frod	Mary Lue Simmons
Lovie Pates Ford	Sara Jeanette Smalls
Mamie Ruth Yvonne Goosby	Gwendolyn Elvira Smith
James Clark Hartsfield	Cleophas Stephens
Maurice Kathryn Haygood	Margretta Yvonne Strawbridge
Miriam Ann Hewitt	Judith Elaine Tyler
Myrtle Louis Horton	Oreatha LaVerne Walker
Marie Lucille Jones	Ellen Washington
Margarette Ann Julian	Kenneth Harold Washington
Carolyn Ollie-bert Lee	Warcell Lowell Williams
Virginia Lawrence	Andrea Anita Woods
Eleanor Joyce Lucas	Yelena Cecile Woodson
Joreatha Rochella McCall	Raymond Theodore Wynn



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

Robert D. Force

*The Buell Gordon Gallagher Awards*

Joyce Hill

Mitchell Davis

*The Avery Speech Awards*

Miriam Hewitt

Raymond Wynn

*Gilbert Bottoms Award*

Joreatha McCall

T. Carlton Richardson

Oreatha McCall

*Hamilton-Weaver Award*

Dorothy Autrey

Carlton Bailey

*Alpha Phi Alpha Award*

Ruby Cooper

*Whilton Writing Awards*

Everlyn Harris

Loretta Mauldin

**VISITING SPEAKERS AND ARTISTS****1966**

Rev. Richard Unsworth, Chaplain, Dartmouth College, Hanover, New Hampshire

Mrs. Azie B. Morton and Mr. Edward P. Lovett, White House, Washington, D. C.

Rev. J. M. Hinton, Savannah, Georgia

Mrs. Winona C. Alexander, Delta Sigma Theta, Montgomery, Alabama

Rev. George N. Nishimoto, Secretary for Church Vocations, New York, New York

Mr. Patrick Clinton, Social Work Recruiting Service, New York, New York

Mrs. Howard F. Schomer, Chicago Theological Seminary, Chicago, Illinois

Mr. John Lewis, National Chairman, Student Nonviolent Coordinating Committee, Atlanta, Georgia

Mr. Colin Wilson, British Novelist, London, England

Rev. Larold K. Schulz, "Racial Justice Now," New York, New York

Mr. Wendell W. Wilkerson, Tuskegee Institute, Alabama

Mr. Harry T. Baker, Southern Research Institute, Nashville, Tennessee

Rev. T. Z. Edwards, C.M.E. Church, Talladega, Alabama

Rev. Reuben A. Sheares, '55, United Church of Christ, New York, New York

Mr. Geoffrey Godsell, Lecturer, New York, New York

Rev. Richard Boone, Southern Christian Leadership Conference, Atlanta, Georgia

Rev. Lillian S. Gregory, United Church of Christ, Boston, Massachusetts

Rev. Clyde H. Miller, Jr., '54, Chicago Church Federation, Chicago, Illinois

Hon. Julian Bond, Representative-Elect, Atlanta, Georgia



Rev. Richard B. Kozelka, Park Hill Congregational Church, Denver, Colorado

Miss Emilie R. Scarbrough, Florence State College, Florence, Alabama

Dr. Blyden Jackson, Dean of the Graduate School, Southern University, Baton Rouge, Louisiana

Miss Marjorie Tyre, harpist, Miss Jean Gelston and John Henigbaum, French horns, Miss Roberta Long, lyric soprano, visiting artists with our choir

Dean Roger L. Shinn, Union Theological Seminary, New York, New York

The Eastman Brass Quintet, Rochester, New York

Choir from the Alabama State School for the Blind

Peace Corps Volunteers, Catherine Brown, The Philippines, Arline Tyler, West Pakistan, Steven Knabel, Venezuela, Lynn Clark, Sierra Leone

Dr. S. Lawrence Johnson, Pilgrim United Church, Birmingham, Alabama

Plans for Progress Team: William E. Elston, Jr., '52, Cleveland, Ohio, Ernest Smith, San Francisco, California, David R. Hinton, Paramus, New Jersey

Rev. John Carles Mickle, Second Congregational Church, Memphis, Tennessee

*Alumni Dinner Speaker*

**Mr. Franklin W. Thomas, '46**, General Secretary, Butler Street Y.M.C.A., Atlanta, Georgia.

*Baccalaureate Speaker*

**Rev. Emanuel S. Branch**, Pastor, Antioch Baptist Church, Cleveland, Ohio.

*Commencement Speaker*

**Hon. Jerome Cavanagh**, Mayor, City of Detroit, Michigan

Dr. John T. Porter, Sixth Avenue Baptist Church, Birmingham, Alabama

Rev. Don Shockley, Birmingham-Southern College, Birmingham, Alabama

Dr. J. E. Lowery, St. Paul's Methodist Church, Birmingham, Alabama

Rev. Edward Ducree, First Congregational Church, Atlanta, Georgia

Rev. Ralph M. Galt, Miles College, Birmingham, Alabama

Hon. Kenneth N. Hylton, '50, Attorney, Detroit, Michigan

Rev. Fred L. Shuttlesworth, New Light Baptist Church, Cincinnati, Ohio

Dr. A. D. Beittel, American Friends Service Committee, Jackson, Mississippi, and former president of Talladega College

Mr. Thomas Broden, Jr., Notre Dame Law School, South Bend, Indiana

Rev. S. Wyndham Anderson, The Congregational Church of Manhasset, Long Island

Mr. John Beecher, Poet of Protest, Birmingham, Alabama



**LITTLE THEATRE PRODUCTIONS**

**1965-66**

HAPPY JOURNEY TO CAMDEN AND TRENTON—  
Thornton Wilder

THE BLACKS—Jenet

SERVANT OF TWO MASTERS—Goldini

PURGATORY—William Butler Yeats

**ART EXHIBITS**

**1965-66**

1. PICASSO: Ceramics and Graphics
2. PAINTINGS, DRAWINGS AND PRINTS  
by Evi Fisk and Hans Bhalla
3. Talladega College Art Collection
4. Exhibit of SECOND AFRICAN FABRICS  
by Jack Larsen
5. PAINTINGS by Harper and Cox  
and  
JAPANESE WOODCUTS by Contemporary Artists
6. SCULPTURES by Julius Schmidt

Also, an exhibition of Paintings, Drawings, Woodcuts, and Etchings by Tamami Shima and Hans Bhalla was shown at the McKinley Foundation, University of Illinois, Champaign, Illinois.

**SUMMARY OF ENROLLMENT**

**1966-67**

	Male	Female	Total
Major Division	37	67	104
General Division	122	172	294
	<hr/>	<hr/>	<hr/>
	159	239	398

**ENROLLMENT BY STATES**

Alabama	211
Arkansas	1
California	1
District of Columbia	1
Florida	65
Georgia	43
Illinois	6
Indiana	4
Louisiana	5
Massachusetts	1
Michigan	2
Minnesota	1
Mississippi	1
New Jersey	7
New York	8
North Carolina	2
Pennsylvania	2
South Carolina	12
Tennessee	14
Texas	4
Virginia	4
Wisconsin	1

**FOREIGN**

Saipan	1
South Africa	1



## FACULTY AND STAFF

## FACULTY

- Herman H. Long . . . . . *President*  
A.B., Talladega College; M.A., Hartford Seminary Foundation; Ph.D., University of Michigan.
- Sylvester B. Dorsey . . . . . *Professor of Biology*  
B.S., Alabama State College; M.S., Atlanta University; Ed.D., Columbia University.
- Frank Goodall Harrison . . . . . *Professor of Voice*  
Mus.B., Howard University. Additional Study, Institute of Musical Art, Julliard School of Music, Columbia University, Union Theological Seminary.
- \*James Oliver Hopson . . . . . *Professor of English*  
A.B., Lincoln University, Pennsylvania; A.M., University of Pittsburgh; Ph.D., University of Pittsburgh. Additional Study, University of Chicago.
- Everett W. MacNair . . . . . *Professor of Religion*  
B.D., Chicago Theological Seminary; Ph.D., Columbia University.
- Margaret L. Montgomery . . . . . *Professor of Humanities*  
Litt.B., Grove City College; A.M., Northwestern University. Additional Study, University of Chicago, Northwestern University, New York University, Columbia University.
- Cohen T. Simpson . . . . . *Professor of Chemistry*  
A.B., Talladega College; M.S., State University of Iowa; Ph.D., State University of Iowa. Additional Study, University of Chicago, University of Michigan.
- Muriel Elaine Taylor . . . . . *Professor of Biology*  
B.S., Virginia State College; A.M., Columbia University. Additional Study, Columbia University and Northwestern University.
- Radoje Vukcevic . . . . . *Professor of Economics*  
M.L., University of Belgrade; Ph.D., University of Berlin; Additional study, University of Paris and University of London.
- Clara Chassell Cooper . . . . . *Visiting Professor of Psychology*  
A.B., Cornell College, M. A., Northwestern University, Ph.D., Columbia University.
- Hans Bhalla . . . . . *Associate Professor of Art*  
A.B., Talladega College; M.F.A., Cranbrook Academy of Art. Additional study, Columbia University.
- \*Albert C. Anoye . . . . . *Associate Professor of History*  
B.A., Central State College; M.A., Boston University; B.D., Howard University. Additional study, American University.

\*On leave.

- James Roland Braithwaite . . . . . *Associate Professor of Music*  
Mus.B., Boston University; A.M., Boston University. Additional Study, Boston University.
- Leslie Dominits . . . . . *Associate Professor of Modern Languages*  
B.S., German Gymnasium of Timisoara; M.A., University of Cluj and School of Journalism of Buenos Aires; M.A., Mississippi State University; Ph.D., University of Budapest and University of Kolozsvar. Additional study, Columbia University.
- Woodrow W. Dorsey . . . . . *Associate Professor of Chemistry*  
A.B., Clark College; M.S., Atlanta University. Additional study, Saint Louis University.
- Thomas Jefferson Flagg . . . . . *Associate Professor of Music*  
Mus.B., Howard University; Professional Diploma, Julliard School of Music; A.M., Teachers College, Columbia University.
- Dolores Hines . . . . . *Associate Professor of Physical Education*  
B.S., Virginia State College; M.S., University of Michigan. Additional study, University of Michigan, University of Southern California, Boston University, and Connecticut College.
- William C. Perkins . . . . . *Associate Professor of Education*  
B.S., Alabama A. and M.; M.A., Northwestern University.
- William Spinner . . . . . *Associate Professor of Modern Languages*  
M.S., University of Lwow, Poland. Additional study, Institute of Foreign Languages, University of Lwow.
- James W. Adams . . . . . *Assistant Professor of Physical Education*  
B.S., Indiana Central College; M.S., Indiana University.
- Charles G. Campbell, Jr. . . . . *Assistant Professor of Physical Education*  
B.S., M.S., North Carolina College.
- Jerry Johnson . . . . . *Assistant Professor of Humanities*  
A.B., Sewanee; M.A., Stanford University.
- N. K. Lakshmanan . . . . . *Assistant Professor of Biology*  
B.Sc., Madras University, India; M.Sc., Bombay University, India; F. B. S., India. Additional study, Central Botanical Laboratory, India; Annamalai University, India; Central Indian Medicinal Plants Organization, India; Brooklyn College, New York; University of North Carolina at Greensboro; Argonne National Laboratory, Chicago.
- Carrie A. McCray . . . . . *Assistant Professor of Sociology*  
A.B., Talladega College; M.A., New York University.
- William E. Marsh . . . . . *Assistant Professor of Mathematics*  
A.B., M.A., Ph.D., Dartmouth College.
- Theodore A. Weissbach . . . . . *Assistant Professor of Psychology*  
A.B., San Francisco State College; M.A., University of Colorado.
- Elizabeth C. Williams . . . . . *Assistant Professor of Education*  
B.A., Spelman College; M.L.S., Syracuse University.



- Julian L. Scott . . . . . *Registrar*  
A.B., Talladega College. Additional study, University of Chicago, Columbia University, and Fisk University.
- Jacqueline P. Cadet . . . . . *Instructor of Modern Languages*  
A.B., Ecole Normal Superieure, Haiti; M.A., New York University.
- Oscar P. Cadet . . . . . *Instructor of Mathematics*  
M.A., Ecole Normal Superior-Haiti. Additional study, Dartmouth College.
- †Maurice Callahan, Jr. . . . . *Instructor in English and Humanities*  
B.A., University of Notre Dame; M.A., Brandeis University.
- Horace R. Carney, Jr. . . . . *Instructor of Music*  
A.B., Fisk University; M.A., Eastman School of Music.
- Eula Cooper Cokely . . . . . *Instructor of Education*  
A.B., Talladega College; A.M., The Putney Graduate School; M.A., University of Wisconsin.
- Ronald J. Feuer . . . . . *Instructor of History*  
A.B., M.A., American University.
- Martha Gershun . . . . . *Instructor of Communications and English*  
A.B., Smith College. Additional study, Columbia University.
- †Albert C. Holt . . . . . *Instructor of Physics*  
A.B., M.A., Georgia Institute of Technology. Additional study, Georgia Institute of Technology.
- Bruce D. Hunn . . . . . *Instructor of Mathematics*  
A.B., University of Redlands; B.S., M.S., Stanford University.
- \*Catherine Hurst . . . . . *Instructor of Communications*  
A.B., Talladega College; M.A., Atlanta University.
- Lee C. Jenkins . . . . . *Instructor in Communications and English*  
A.B., Fisk University. Additional study, State University of Iowa.
- Ben Jobe . . . . . *Instructor of Physical Education  
and Head Basketball Coach*  
B.A., Fisk University; M.S., Tennessee State University. Additional study, University of Tennessee.
- Willie A. Nyame . . . . . *Instructor of Social Sciences*  
A.B., Talladega College; M.A.T., Assumption College.
- Arthur C. Washington . . . . . *Instructor of Biology*  
B.S., Texas College; M.S., Tuskegee Institute. Additional study, Washington State University, Michigan State University.
- Marleen Weissbach . . . . . *Instructor in Communications*  
A.B., San Francisco State College. Additional study, University of Colorado.
- Myrtle C. Simpson . . . . . *Assistant in Communications Workshop*  
A.B., Straight College. Additional study, University of Michigan.

\*On leave.

†Part of year.

## ADMINISTRATIVE STAFF

Herman H. Long, A.B., M.A., Ph.D.  
*President*

Wesley Hotchkiss, A.B., B.D., Ph.D.  
*Secretary*

Howard Spragg, D.D.  
*Treasurer*

Cohen T. Simpson, A.B., M.S., Ph.D.  
*Dean of Instruction*

Everett W. MacNair, A.B., B.D., Ph.D.  
*Dean of the Chapel*

Fred D. Montgomery  
*Business Manager*

Julian Licetti Scott, A.B.  
*Registrar and Director of Admissions*

Elizabeth C. Williams, B.A., M.L.S.  
*Librarian*

John H. McCray, A.B.  
*Director of Public and Alumni Relations*

G. Herbert Gessert, A.B., B.D.  
*Director of Planning*

Hans Bhalla, A.B., M.F.A.  
*Curator of the Talladega Art Collection*

Henrietta S. Long, A.B., M.A.  
*Acting Counselor of Women*

James W. Adams, B.S., M.S.  
*Adviser to Men Students and  
Director of Student Employment*

Clarence Dortch, Jr., B.S.  
*Assistant Business Manager*

Carrie A. McCray, A.B., M.A.  
*Director of Upward Bound Project*



Margaret Jones  
*Assistant in the Library*

Irene Mac Nair, A.B., M.A.  
*Assistant in the Library*

Almeta Washington  
*Assistant in the Library*

Marleen Weissbach, A.B.  
*Assistant in the Library*

Elva Jones Foster  
*Matron*

Osie S. Hines  
*Matron*

Paralee J. Webb, B.S.  
*Matron*

Karen Marsh, R.N.  
*Supervising Nurse*

Magnolia B. Fort, L.P.N.  
*Resident Nurse*

A. F. Toole, M.D.  
*Physician*

John Calhoun White, D.D.S.  
*Dentist*

Maxine Herring  
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