

# THE TALLADEGAN







**Talladega College** is a coeducational, four-year, liberal arts college with about five hundred students, related to the United Church of Christ. It was founded in 1867 by the American Missionary Association and was chartered as a college in 1869.

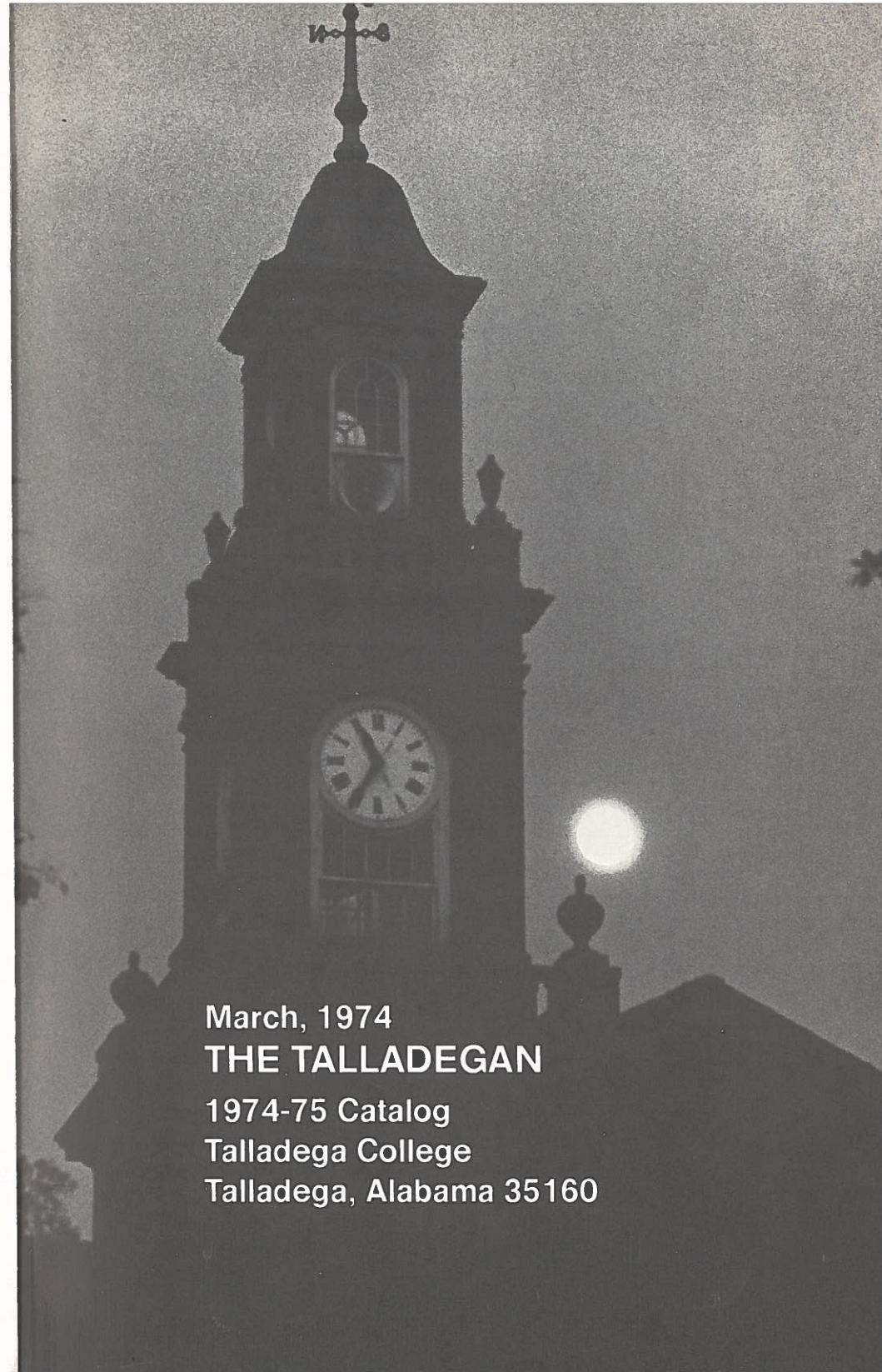
Talladega College is fully accredited by the Southern Association of Colleges and Schools.

#### **Table of Contents**

|   |    |
|---|----|
| General Information .....                   | 3  |
| The Academic Program .....                  | 9  |
| Admission, Expenses, Financial<br>Aid ..... | 19 |
| College Life, Activities,<br>Services ..... | 31 |
| Divisions of Instruction .....              | 37 |
| Historical Notes .....                      | 77 |
| Personnel .....                             | 87 |

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March, 1974

**THE TALLADEGAN**

1974-75 Catalog

Talladega College

Talladega, Alabama 35160



# GENERAL INFORMATION



## General Information

### HISTORY

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

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

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

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



## 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.

## THE CAMPUS

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

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

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

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



## BUILDINGS

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

**Swayne Hall** contains classrooms, a language laboratory, and two listening rooms. It was purchased in 1867 and named after General Wager B. Swayne, then of the Freedman's Bureau, who interested himself in its purchase. This is the first building of the College.

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

**Stone Hall**, built in 1881, is a gift of Mrs. Valerie G. Stone, of Malden, Massachusetts.

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

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

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

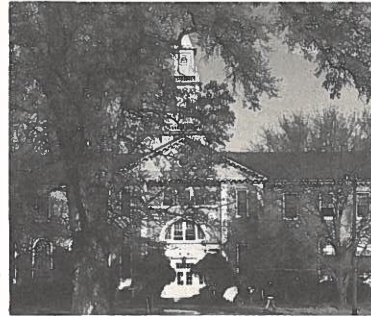
**Goodnow Infirmary** was built in 1909-10, in part from a legacy of Mrs. E. A. Goodnow. Here are found wards, private rooms, and clinics for the use of the whole college group.

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

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







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

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

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

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

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

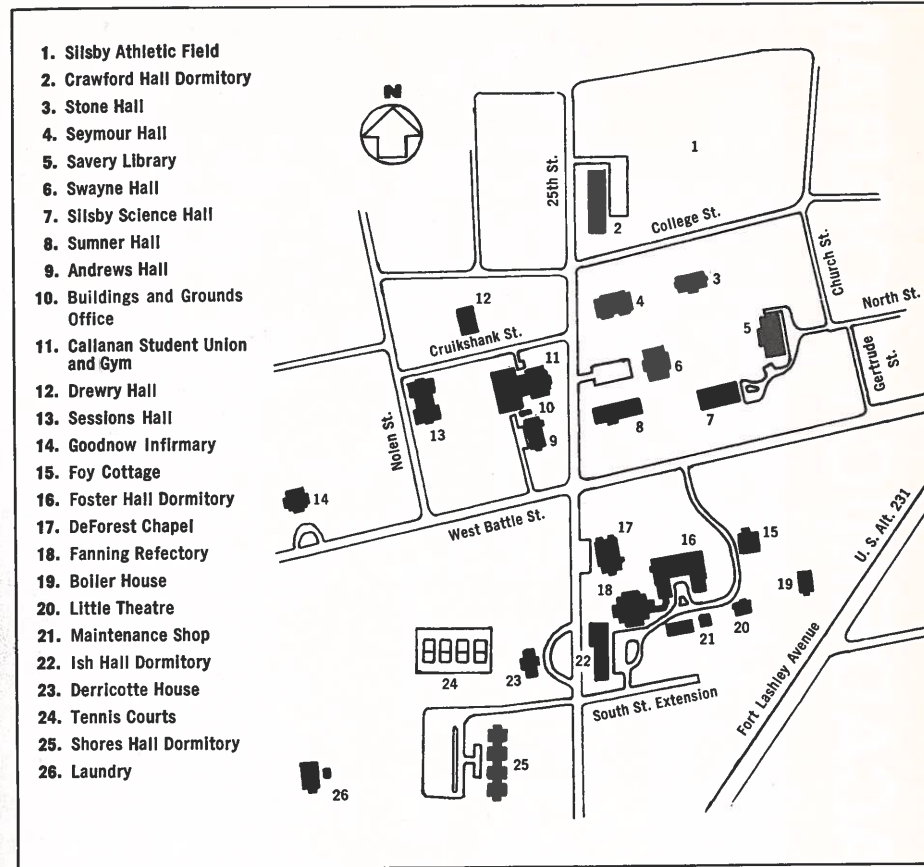
**Juliette Derricotte House**, built in 1940-41, is the gift of the Harkness Foundation. It is a faculty-staff residence and guest house. Named after Juliette Derricotte, Class of 1918, who at the time of her death in 1932 was a member of the Board of Trustees, it serves as a faculty-staff residence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

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

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

**Crawford Hall**, constructed in 1968, houses men students. It is named for George W. Crawford, Class of 1900, an attorney in New Haven, Connecticut.

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



## SAVERY LIBRARY

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

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

The book collection contains 56,000 volumes, exclusive of bound periodicals. This collection is supplemented by 382 current periodicals, 30 newspapers, slides, filmstrips, tapes, cassettes, microfilm, film and recordings, along with the necessary equipment for using these materials. The library has a collection of framed pictures for circulation to students and faculty.



# THE ACADEMIC PROGRAM



## The Academic Program

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

### COURSES OF STUDY

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

#### EDUCATION

General Education  
Secondary Education  
Elementary Education  
Physical Education and Health  
Rehabilitation Education

#### HUMANITIES

Art  
Communications  
English  
French  
German  
Music  
Philosophy  
Religion  
Spanish

#### NATURAL SCIENCES AND MATHEMATICS

Biology  
Chemistry  
Mathematics  
Physics

#### SOCIAL SCIENCES

Economics  
History  
Political Science  
Psychology  
Sociology

Work is offered in the following major fields of concentration:

Biology  
Chemistry  
Economics  
Elementary Education  
English  
History  
Mathematics  
Mathematics — Physics

Modern Languages  
Music  
Physical Education —  
Recreation  
Psychology  
Rehabilitation Education  
Sociology  
Social Work



## SPECIAL PROGRAMS

### ALABAMA CENTER FOR HIGHER EDUCATION

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

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

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

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

#### Two-Two Cooperative Veterinary Medicine Curriculum

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

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

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

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

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

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

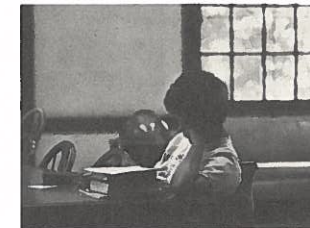
Concurrent with his course offerings the student in social work is involved in a "living-learning lab and seminar" (see page xx). The concept of the "living-learning lab" embodies not only field experience but the conscious use of many aspects of the student's own living as a learning experience. The "living-learning lab" makes practical use of concepts learned in the classroom and involves the student even more in his own learning. Overall objectives of the Social Work Program are to develop in the student attitudes and values lending themselves to the human services, and to provide a base of knowledge not only for understanding, but for dealing with some of the existing and future social problems.

#### THIRTEEN COLLEGE CURRICULUM PROGRAM (TCCP)

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

The program originated in 1967. Students who successfully completed TCCP work advanced into major divisions in the normal order. The success of the program has been manifested by the incorporation of many TCCP materials and methods into freshman and sophomore work in Communications, Humanities, Mathematics, Natural Sciences, and Social Sciences.

To a large measure, then, the Talladega curriculum reflects the innovative thrust of this academic experiment.





## 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. Specifically, entering students who show serious deficiencies in basic writing skills may be required to take a non-credit writing workshop prior to acceptance in the regular first-year communications courses. On the other hand, students showing exceptional skills in mathematics or communications may be excused from taking one or both semesters of the regular first-year courses.

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

### FIRST YEAR GENERAL REQUIREMENTS

General courses required of all students:

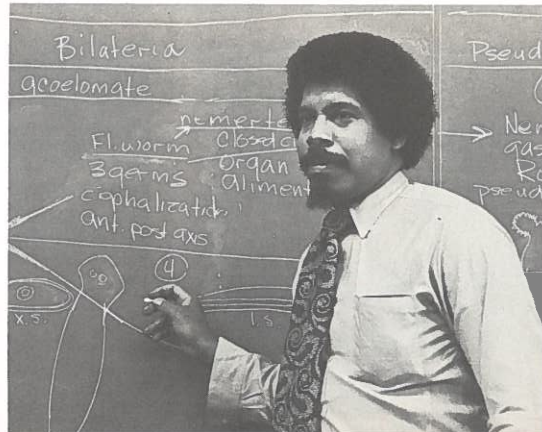
Communications  
Humanities  
Mathematics  
Physical Education

Freshmen choose one two-semester sequence from each of the two following groups:

| I                | II              |
|------------------|-----------------|
| Natural Sciences | Social Sciences |
| Biology          | French          |
| Chemistry        | German          |
| Physics          | Spanish         |

### SECOND YEAR REQUIREMENTS FOR NATURAL SCIENCES AND MATHEMATICS

|  |           |
|--|-----------|
| Communications 201, 202, 203, 204, or 205.....       | 2 to 3 SH |
| (Must be 201 if grade in COM 102 is less than B)     |           |
| Mathematics .....                                    | 6 SH      |
| Biology, Chemistry, or Physics.....                  | 8 SH      |
| German or French.....                                | 6 SH      |
| Electives in Social Science or Humanities.....       | 9 SH      |
| (Must include SS 101-102 if not taken freshman year) |           |



### SECOND YEAR REQUIREMENTS FOR EDUCATION, SOCIAL SCIENCES AND HUMANITIES

|  |           |
|--|-----------|
| Communications 201, 202, 203, 204, or 205.....     | 2 to 3 SH |
| (Must be 201 if grade in COM 102 is less than B)   |           |
| A choice of two courses from the following five:   |           |
| ART 211, ENG 205, MUS 120, PHI 201 or REL 201..... | 6 SH      |
| An elective each semester.....                     | 6 SH      |
| (A language if required in planned major)          |           |
| An elective each semester in Major field.....      | 6 SH      |
| An elective in Social Sciences each semester.....  | 6 SH      |
| (Must be SS 101-102 if not taken freshman year)    |           |
| An elective (unspecified) each semester.....       | 6 SH      |

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

### THIRD YEAR AND FOURTH YEAR

Continuation of work under the direction of Department of Specialization.





## GRADING

As students in the general courses devote the major portion of their time to reading, checks are made by short quizzes throughout the semester and semester grades are handed in. The work is graded A, B, C, D, F, I. Grade A indicates work of exceptional merit; Grade B of above average; Grade C of average; Grade D poor but passing and Grade F unsatisfactory. For work that has not been completed a grade of I may be given. A student must make up I work by the end of the next semester except in cases where equipment and materials are involved, in which case the grade must be made up by the close of the semester in which the course is repeated.

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

## CLASSIFICATION

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

## WITHDRAWAL

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

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

A student may be dropped by vote of the Discipline Committee when his conduct is such as to reflect upon the good name of the institution.

## RESIDENCE

At least two full years of matriculation are required before the College will award the baccalaureate degree. This pertains especially in the case of transfer and special students.

## HONORS AT GRADUATION

A student wishing to graduate WITH HONORS must have a general grade point average of 3.5, and he must complete a specific piece of work called a senior project. This project must be approved by the faculty of the Division in the student's field of concentration. He must receive three semester hours of credit for the project and it must be graded B or better by faculty of the Department in which the work is done.

Students who do not have the grade point average for honors may graduate WITH DISTINCTION in the area if they complete a special project approved by the Division with a grade of B or better, as outlined above.

## GRADUATION

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

### GENERAL REQUIREMENTS PRECEDING CONCENTRATION

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

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

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

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

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

(5) The student must pursue successfully the courses designated as preparatory for his field of concentration.

(6) The student must complete such work in Physical Education as can be secured in the course numbered 101 and 102 in that department.

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

### REQUIREMENTS IN FIELD OF CONCENTRATION

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

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

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



## TIME

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

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

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

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

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

All students, regardless of their applied music emphasis, are required to pursue the courses in piano numbered MUS 131-134, 231-232. If the student's applied music emphasis is piano, these courses must be satisfactorily completed in the first three years, otherwise the requirements must be completed the year prior to graduation.

The courses in voice numbered MUS 141-142 are required of all music majors.

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

- (1) The student shall have completed three semesters of study with an overall average of "B".
- (2) The student shall have attained a grade of "A" in his performing area by the third semester.
- (3) Permission will be granted only by unanimous agreement of the music faculty.
- (4) The student must maintain a "B" average throughout the four year period.
- (5) The music faculty reserves the right to revoke its decision during the third year, or before, should the student fail to maintain the standards outlined.

Throughout the total music program, musicianship is stressed.

## REGULATIONS

The program of the College is administered with the purpose of securing the fullest realization possible of the aims of the College stated on Page 4. Students participate with faculty members in practically all of the College procedures. When a student finds it impossible to adjust himself satisfactorily to the life of the College, he loses his membership in the College family.

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

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

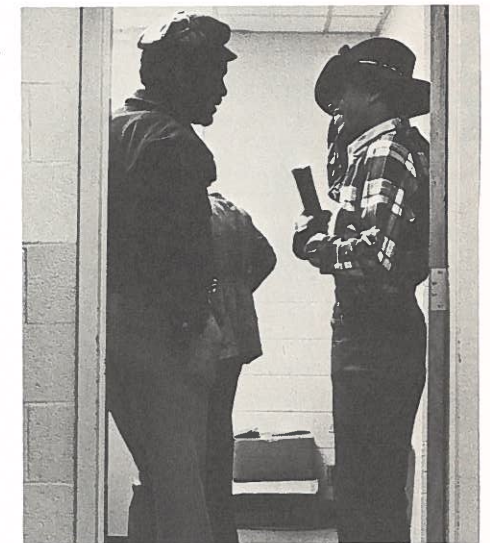
If advancing food prices compel an advance in the rate of board, the College reserves the right to make such adjustment at any time during the school year.

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

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

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

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





# ADMISSION, EXPENSES, FINANCIAL AID



## Admissions, Expenses, Financial Aid

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

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

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

### REQUIREMENTS FOR ADMISSION

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

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



## TRANSFER STUDENTS

As noted above, our academic program is divided into two parts — the General Division Program and the Major Division Program. Page 12 of this catalog lists the courses required in the General Division.

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

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

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

## APPLICATION FEES

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

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

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



## EXPENSES

The college spends approximately \$4,232.00 per year on each student, but the annual standard cost for the resident student is only \$2,210.00. Contributions from the United Church Board for Homeland Ministries, the American Missionary Association, and the United Negro College Fund, together with endowment income and gifts from generous donors, make this possible.

### BREAKDOWN OF TOTAL ANNUAL EXPENSES

|                        |                    |
|------------------------|--------------------|
| Tuition and Fees ..... | \$1,235.00*        |
| Room .....             | 365.00             |
| Board .....            | 610.00             |
|                        | <u>\$2,210.00*</u> |

Tuition of \$540.00 per semester is charged for those students taking 12 to 18 hours of credit per semester. If a student obtains permission to take more than 18 hours, there is a charge of \$45.00 for each additional semester hour. Students taking less than 12 hours of credit are charged \$45.00 per semester hour.

Payments must be made as follows:

|                                     |                    |
|-------------------------------------|--------------------|
| First Semester: August 22-24 .....  | \$1,105.00**       |
| Second Semester: January 8-11 ..... | 1,105.00**         |
|                                     | <u>\$2,210.00*</u> |

### INSTALLMENT PAYMENTS

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

|                                     |                    |
|-------------------------------------|--------------------|
| First Semester: August 22-24 .....  | \$ 557.50**        |
| October 29 .....                    | 552.50             |
| Second Semester: January 8-11 ..... | 552.50**           |
| March 11 .....                      | 552.50             |
|                                     | <u>\$2,215.00*</u> |

### DEPOSITS AND SPECIAL FEES

#### DEPOSITS

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

\*Plus music fees when applicable

\*\*Upon registering for the Semester



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

The advance registration fee is credited towards tuition; the other deposits are refundable at the end of the year, or when a student withdraws and returns his room in good condition and his music and key to the proper person.

**LABORATORY FEES**

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

**MUSIC INSTRUCTION FEES**

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

- (1) Individual instruction in piano, organ, or voice, for students not majoring in music
  - Two lessons per week .....\$30.00 per semester
  - One lesson per week ..... 24.00 per semester
- (2) Use of practice piano or organ
  - One hour per day .....\$10.00 per semester
  - More than one hour per day ..... 20.00 per semester
- (3) Group instruction in piano or voice
  - per student .....\$12.00 per semester

**MEDICAL CARE**

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

**REGULATIONS ON FINANCIAL MATTERS**

**TUITION REFUND POLICY**

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

- Before the beginning of the semester .....Complete refund
- During 1st week of class .....90% refund
- During 2nd week of class .....80% refund
- Withdrawal after end of 2nd week of class .....No refund

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

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

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

**GENERAL INFORMATION**

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

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

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

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

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

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

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

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

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

**FINANCIAL AID**

**SCHOLARSHIP SERVICE**

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



## STUDENT AID AND SELF-HELP

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

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

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

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

Each year the incoming freshman who makes the highest score on the SAT test, and who has this score sent to us before April 15, is chosen for either the Headen, Savery, White, or Tarrant Scholarship, depending on which is vacant. The holder of one of these scholarships receives a grant covering tuition, room, and board. Each one of these scholarships may be renewed each year for the four-year college period, provided the quality of the work and the development of the holder justify it. For full information concerning the SAT test, prospective students are asked to consult the counselor or the principal of their high school, or write to the Director of Financial Aid at Talladega College.

The next ten highest ranking freshmen in the SAT examinations will be awarded Alumni Scholarships up to \$900. The recipients will be designated as Alumni Scholars.

Students above freshmen classification who maintain a high standard of academic work and who show definite development in acquiring useful habits and attitudes are chosen to be DeForest Scholars, Andrews Scholars, or Sumner Scholars, depending upon the quality of their work. Students eligible for such distinction who need financial aid and who apply for it may receive stipends as follow: DeForest Scholars, \$500; Andrews Scholars, \$400; and Sumner Scholars, \$300.

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

## AVAILABLE ASSISTANCE PROGRAMS

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

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

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

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

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

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

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

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

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

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

## SCHOLARSHIP FUNDS

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

**The Alyn Loeb Scholarship Fund** of \$364, given by T. K. Lawless, M.D. (Talladega, Class of 1914) and Mrs. Allen M. Loeb of Chicago, in honor of Mrs. Loeb's infant son, a patient of Dr. Lawless.

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

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

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

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

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

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

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

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

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

**The Alumni Centennial Endowment Fund**, established by the alumni in 1962, present amount invested, \$50,000.00.

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

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

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

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

**The Alice M. Holman Scholarship Fund** of \$3,000, the interest from which is to be used as an award to a student in drama and a student in music, was established as a result of a 1966 bequest.

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

**The Henry C. McDowell Scholarship Fund**, established in November, 1967, by members of the Miami, Florida, Alumni Association and friends, at present amounts to \$1,045.

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

**The John J. Johnson Scholarship Fund** established by the Saint Albans, New York, United Church of Christ, in honor of the father of Reverend Robert J. Johnson, Minister. The amount invested is at present \$1,255.

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

**The Trustees Scholarship Fund**, established in 1968 by the Board of Trustees. Present amount invested is \$13,034.58, from which the interest is to be used for scholarship aid.

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

## LOAN FUNDS

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

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

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

**The Unitarian Universalist Fellowship Loan Fund** established in December, 1971 by Mr. John E. Anderson of Montgomery, Alabama, associated with the Equitable Life Assurance Society of the United States. Present amount invested is \$2,000, from which the interest is to be used for student loan purposes.



**The Robert A. Brown, Jr. '52 Memorial Scholarship Fund**, established in 1962 by members of the class of 1952 in memory of their classmate the late Robert A. (Red) Brown, Jr., who at the time of his death in 1971 was head of the Department of Pulmonary Disease at Meharry Medical College, Nashville, Tennessee. At present the amount invested is \$2,250.

**The Gallagher-Long Scholarship Fund**, established in 1972 by the General Alumni Association in honor of the Sixth and Ninth Presidents of Talladega College. Amount invested \$6,034.36.

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

## COMMUNITY LIBRARY FUND

**The Margaret H. Scott Community Library Fund** of \$1,550, established by the Trustees in 1965 in honor of Miss Scott, who served the college as librarian for many years. She was interested and successful in raising funds for the work of the College Community Library.

## AWARDS

**The Armstrong Award for Creative Ability**—An award of twenty-five dollars to the student who during the academic year has given the most significant evidence of creative ability in any field; subject to division at discretion of the committee. Awarded annually at Commencement, on behalf of the Rev. Robert G. Armstrong of Concord, New Hampshire.

**The Whiton Writing Awards**—Two awards, one of twenty-five dollars and one of ten dollars, established in 1888 by the Rev. J. W. Whiton, Ph.D., of New York, to students showing general excellence in writing.

**The Buell Gordon Gallagher Award**—An annual award of fifty dollars each, made to the man and woman who during their first three years at Talladega College have maintained a scholastic standing above the average, and who, in their personal living and association with their fellows, both students and staff members, have best expressed the ideals of Christian living.

**The Avery Speech Awards**—Two awards, one of ten and one of five dollars, endowed by Mrs. John T. Avery, of Galesburg, Illinois, in memory of her husband, for the two students showing best general ability in speaking in the classroom and on the platform.

**The Marye Elizabeth Weaver Scholarship Award**—An award of fifty dollars given by Chi Chapter of Alpha Kappa Alpha Sorority in memory of Marye Elizabeth Weaver '53 to a graduating woman mathematics major with a high scholastic average and high ethical ideals. If there is no one eligible to receive the award at the end of any one year, the amount is to be increased by fifty dollars each year until the next award is made.

**The Thomasinia Hamilton Jeter Award**—An award of fifty dollars established by Mrs. Olyve Jeter Haynes in memory of her mother, Mrs. Thomasinia Hamilton Jeter, to the music major who in the judgment of the Music Department, after a period of four years, has maintained the highest scholastic average and possesses the highest promise in the field of music.

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

**The Alpha Phi Alpha Award**—An award of a Scholarship in the amount of one hundred dollars by the local graduate chapter of the Alpha Phi Alpha Fraternity, Inc. to the neophyte of the fraternity who during his freshman year made the highest scholastic average above 2.0. When not awarded the amount accumulates and can be given to two or more students. No award is to be for less than one hundred dollars.

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

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

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

**The Napoleon Rivers, Sr., Award in Romance Languages and Literature**—Income from invested funds established in July, 1969, by Dr. Napoleon Rivers in memory of his father Napoleon Rivers, a 1922 graduate of Talladega College, to be used as an annual award in Romance Languages and Literature to the junior or senior who shows the best oral fluency and/or written accuracy in any one of the languages.

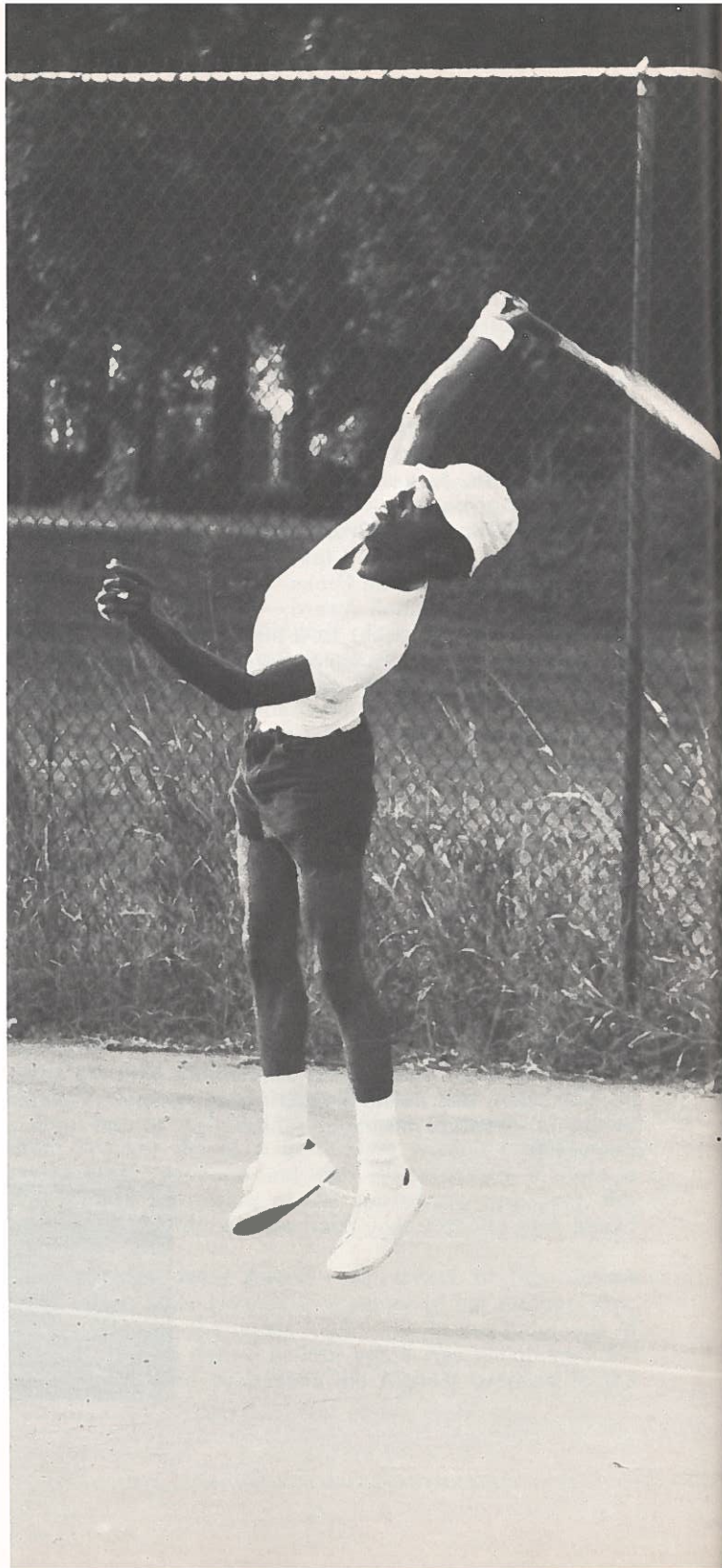
**The Hamilton-Weaver Award**—Income from invested funds established by Dr. Homer Hamilton, '30, and Dr. George Weaver, '30, to be used as an annual award to the freshman who achieves the highest grade point average.

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





# COLLEGE LIFE, ACTIVITIES, SERVICES



## College Life, Activities, Services

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

### RELIGIOUS LIFE

An interdenominational faculty and student body make the religious life of the College inclusive and stimulating. A group of outstanding ministers and religious workers from various sections of the nation, and from various denominations, serve as college pastors during the year. Regular Sunday services of worship are supplemented by the voluntary religious activities of student groups, including the Young Women's and Young Men's Christian Associations, associated with their joint agency, the World Student Christian Federation. There are also fellowship meetings, and a variety of other groups, which serve the many spiritual and human needs of students and faculty.

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



## ORIENTATION OF NEW STUDENTS

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

## HOUSING AND DINING

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

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

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

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

## HEALTH SERVICES

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



## STUDENT ACTIVITIES

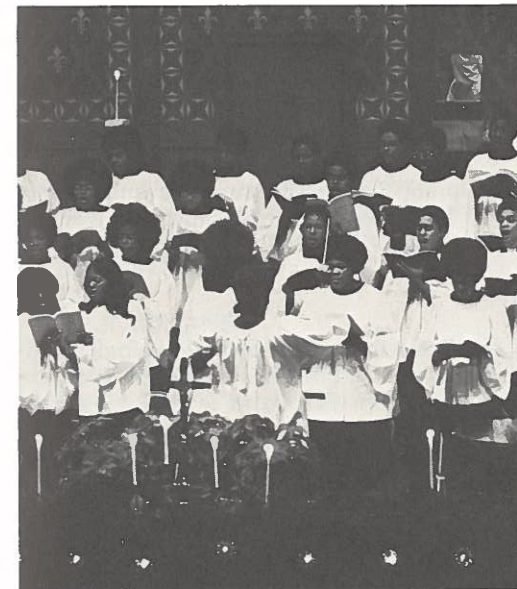
### SOCIAL

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

### MUSICAL

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

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







## DRAMATIC ARTS

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

## FINE ARTS

Each Spring the College produces a Fine Arts Festival which is a highlight of the cultural activities. The Festival includes the production of a play by the Little Theatre, performance by the College Choir, and a dance program. Concert artists are invited from across the nation to participate. Students and faculty exhibit drawings, oil paintings, pen-and-ink sketches, water colors and pastels, pottery and other works. Lectures on a variety of topics are given. Connected with the Festival is the presentation of a major performer or group, which has included in the past Curtis Mayfield ('71), "The Chi-lites" ('72), and "The Funkadelic" ('73).

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

## SPORTS

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

The varsity basketball team, the Talladega Tornadoes, provides a highlight to the recreation program. It is supported by the Pep Squad and the Cheerleaders.



## STUDENT CLUBS

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

## GOVERNMENT

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

The Student Senate is composed of representatives from each of the organizations on campus. It serves as a forum in which the students express their views and formulate the proposals on which they wish Council action. Another outlet for student political expression is an organization called SIKOU.

## PUBLICATIONS

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

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

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

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



# DIVISIONS OF INSTRUCTION



## Divisions of Instruction

### **DIVISION OF EDUCATION**

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

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

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



## GENERAL EDUCATION

**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 200. 3 credits.

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

## SECONDARY EDUCATION

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

**304. Principles and Practices of Secondary Education.** The course is designed to give general understanding of the objectives and practices of secondary education, organization, administration, supervision, and undergirding philosophies. Prerequisites: EDU 240, 241. 3 credits.

**305. Educational Measurement and Evaluation.** A study of methods of construction and criteria for evaluation of tests used in elementary and secondary schools. The use of statistical methods in measuring test results and the application of such results to school purposes are stressed. Prerequisite: EDU 241. Offered each semester. 3 credits.

**306. Specific Methods for High School Subjects.** Courses in specific methods and materials for teaching on the secondary level in English, Social Sciences, Foreign Languages, Mathematics, and Natural Sciences. Prerequisite: EDU 303. Offered each semester. 3 credits.

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



## ELEMENTARY EDUCATION

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

**284. Art Education Workshop.** See ART 225.

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

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

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

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

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

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

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

**316. Audio-Visual Communication.** A course designed to introduce students to the principles of mass media instruction and to develop their skills with equipment, materials, and techniques in current education. Students will be provided with opportunities for Early Classroom Experience in elementary schools. Prerequisite: EDU 271. 2 credits.

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



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## PHYSICAL EDUCATION AND HEALTH

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

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

**301. History and Principles of Physical Education.** A course designed to provide for the student a historical approach to physical education and to acquaint him with the philosophies that have influenced educational practices from primitive days to the modern era. 3 credits.

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

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

**304. School Health Education.** Acquaints students with the broad general nature of health problems in schools. Its goal is to develop health consciousness among students to as great an extent as possible. Prerequisites: PE 301, BIO 102. 3 credits.

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

**306. First Aid.** Practical application of techniques of first aid. Lecture and demonstration on first aid measures for wounds, hemorrhage, burns, exposure, sprains, dislocations, fractures, unconscious conditions, suffocation, drowning and poisons with skill training in all procedures. Prerequisites: BIO 102, PE 304. 2 credits.

**310. Organization and Administration of Health and Physical Education.** A study of the philosophy, policies, and methods of organizing and administering physical education, intramural, athletic and health programs from the standpoint of the teacher. The role of the physical education teacher in conduct of the school health program and school recreation program. Prerequisites: PE 301, 304. 3 credits.

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

**312. Adapted Physical Education.** The study of conditions which require physical education programs to be adapted to special needs of individuals including analysis of normal and faulty postures. Principles and practices in application of exercises and activities for specific conditions. Prerequisites: PE 311, BIO 342. 3 credits.

**313. Organization and Administration of Recreation.** This course presents the history of play and efficient methods of organizing and conducting home, school and community activities, such as techniques and principles of or-

ganizing and conducting recreation programs for community playgrounds, recreation centers, community swimming pools, group outings, parent-teacher entertainment, community parks, church recreational occasions, and all types of organized recreation. Included will be a study of design, construction, and maintenance of recreational facilities such as playlots, neighborhood playgrounds and parks, and recreational centers. 3 credits.

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

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

**344. Rhythmic Techniques.** A comprehensive study of techniques of dance education. Folk dancing, square dancing, modern dance and polyrhythmic activities are emphasized. Performance of teaching techniques, methods of class organization and safety procedures are stressed. Prerequisite: PE 301. 2 credits.

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

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## REHABILITATION EDUCATION

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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



## DIVISION OF THE HUMANITIES

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

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

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

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

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

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



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## HUMANITIES

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**101-102. Introduction to the Humanities.** This course presents basic characteristics of visual arts, literature, music, and the combined arts. By means of visual and auditory aids and reading, those characteristics are used to study developments and examples of the arts in Western Civilization from the classical Greek world to the present time, with frequent comparison of African and Afro-American materials. Attention is given to related social trends, with emphasis on current trends and cultural manifestations. 3 credits each semester.

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## COMMUNICATIONS

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

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

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

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

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

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

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



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## ENGLISH

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

**207. Survey of English Literature, Beginning to 1800.** 3 credits.

**208. Survey of English Literature, 1800 to Present.** 3 credits.

**310. Old and Medieval Literature.** An introduction to the literature of old and medieval England by a careful study of selected texts in translation. Special attention will be given to Beowulf, the Old English Elegiac tradition, and the Gawain poet. 3 credits.

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

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

**320. Renaissance Poetry.** Intensive study of the poetry of the English Renaissance, from Skelton to Milton, emphasizing the major Elizabethan and Metaphysical poets. 3 credits.

**321. Restoration and Eighteenth Century Literature.** A survey of the poetry and prose, generally excluding the novel, written in England from 1660 to 1800, with emphasis on the major Augustan writers such as Dryden, Pope and Swift. 3 credits.

**322. The English Novel in the Eighteenth and Nineteenth Century.** A survey of the novel from Richardson and Fielding to the end of the nineteenth century. 3 credits.

**330. Romantic Movement.** A study of the major romantic poets: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. 3 credits.

**331. Victorian Literature.** A survey of English Literature from 1830 to 1890, chiefly of poetry and non-fictional prose. Writers surveyed include Tennyson, Browning, Arnold, Carlyle, and Newman. 3 credits.

**335. American Literature, Beginning to Civil War.** A survey of American Literature from the Puritans to Whitman, with special emphasis on major writers of the American Renaissance: Emerson, Thoreau, Hawthorne, Melville, and Whitman. 3 credits.

**336. Black American Literature, Beginning to 1920.** A critical study of representative black American writers from the beginning to 1920, including slave narratives, autobiography, fiction and poetry. 3 credits.

**340. Modern Literature.** A sampling of some modern English and American writers, from 1890 to the present. Emphasis is placed on major poets and novelists of the 1920s and 1930s, including Eliot, Joyce, Yeats, Hemingway, and Faulkner. 3 credits.

**341. Modern Drama.** A study of nineteenth and twentieth century drama from Ibsen to the present, including continental, English, and American dramatists. 3 credits.

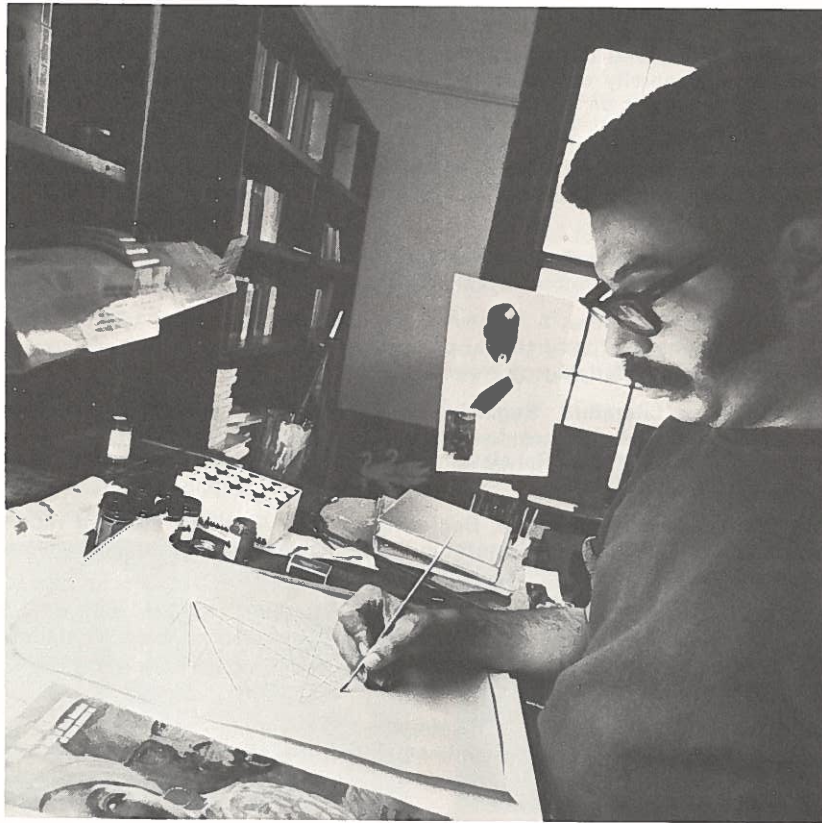
**345. American Literature, Civil War to Present.** A sampling of modern American Literature. Writers studied generally include Dickinson, Twain, Crane, James, Hemingway, Fitzgerald, Faulkner, Frost, and Stevens. 3 credits.

**346. Black American Literature, 1920 to Present.** A critical study of works by representative black American writers from 1920 to the present. Core authors: Langston Hughes, Arna Bontemps, Richard Wright, Ralph Ellison, James Baldwin, LeRoi Jones, and Don Lee. 3 credits.

**350. Linguistics.** Descriptive in nature, the course focuses on the basic principles of American English, with emphasis on historical, regional, literary/colloquial, and social (or class) variations. Careful study and close analysis will help the student understand and appreciate the forces that determine whether or not a particular linguistic pattern is accepted, tolerated, or rejected in a given cultural context. 3 credits.

**390. Seminar in Criticism.** Using the historical approach, the course focuses on the critical principles of representative critics from the Classical period to the present time: particular attention is given to practical application of some of the various theories advanced. Restricted to seniors. 3 credits.

**395. Tutorials by Arrangement.**



## FINE ARTS

**211. Introduction to Art.** A course designed to combine certain aspects of studio work with the historical areas of art as they relate to cultural patterns of creative man in the universe. Emphasis on appreciation of the visual and minor arts with close examination of both through exhibition programs, lectures, discussions, demonstrations, field trips, and the use of various audio-visual aids. Critical evaluation of principles and practices in the art field emphasizing contemporary trends. 3 credits.

**214. Color and Design.** Theories of form, color, space, value, line, and texture will be studied. Emphasis will be placed upon study of the structure and the abstract design of nature forms. The prime purpose of this course will be to show that design is a discipline constituting a basic and integral part of all art form and organization. 3 credits.

**216. Ceramics Workshop I.** This course is designed to introduce the student to the use of clay as an art medium. Such methods as coil, pinch, drape, slab and template are introduced, and instruction is provided in the use of the potter's wheel. Basic glaze application and decoration will be included. The student will be encouraged toward originality and experimentation. 3 credits.

**217. Ceramic Workshop II.** A continuation of Ceramic Workshop I. Includes advanced wheel and hand building methods as well as basic glaze formulation. Opportunity to learn kiln stacking and firing. 3 credits.

**219. Introduction to Drawing.** This is a studio course which introduces the student to basic materials and their uses. Still Life, the human figure, and landscapes are the subjects through which the student is encouraged to develop his/her abilities to visually observe and express through drawing. 3 credits.

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

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

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

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

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

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



## MODERN LANGUAGES

### French

**101-102. Elementary French.** A course designed to develop basic skills in pronunciation, aural comprehension, speaking and reading of the language, giving at the same time the basic grammatical structures of French. 3 credits each semester.

**201-202. Intermediate French.** Work begun in first year continued. More detailed knowledge of grammar and idioms stressed and conversational skill developed. Reading, writing and speaking knowledge extended to more difficult texts. Prerequisite: FRE 102 or examination. 3 credits each semester.

**301-302. Advanced French.** Continues work of second year. Designed to increase proficiency in spoken and written French. Readings in literature. Writing skill is developed through term papers, book reports, literary compositions. Course entirely conducted in French. Prerequisite: FRE 202 or examination. 3 credits each semester.

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

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

**306-307. French Civilization.** The course consists of two parts: the first part deals with geography, government, educational system and other important aspects of present day French life. The second part will treat the music, the plastic arts, and history of France. 3 credits each semester.

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

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

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

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

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

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

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

### German

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

**201-202. Intermediate German.** Continues work begun in the first year with more detailed discussion of grammar and basic German conversation and development of a fair reading, writing and speaking knowledge of scientific German. Prerequisite: GER 102 or examination. 3 credits each semester.

### Spanish

**101-102. Elementary Spanish.** A course designed to give students a reading, writing and speaking knowledge of easier Spanish texts and the elements of Spanish grammar and conversation. 3 credits each semester.

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

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

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

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

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

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



## MUSIC

**101-102. Harmony, Sight and Ear Training, Dictation, and Keyboard Harmony.** Written work using diatonic triads, dominant seventh chords and inversions, non-harmonic tones, and elementary modulation dealing with the phrase, period, ternary and binary forms. Simple two-part rounds and canons. Introduction to music literature through discussion and hearing of works used for analysis. Keyboard application of techniques studied in written work. 5 credits each semester.

**131-132. First Year in Piano.** A course emphasizing (1) thumb, finger, wrist and arm technique, (2) legato, staccato, and portato touches, (3) how to study, (4) interpretation and style. Materials: all major and minor scales and arpeggios; Czerny Op. 299; Little Preludes and Two-Part Inventions of Bach; Sonatinas of Clementi, Kuhlau, Haydn; three to five compositions of Nineteenth Century Composers selected to meet the needs of the individual. Development of both musical insight and technical facility. 1 or 2 credits each semester.\*

**133-134. Second Year in Piano.** Further study of all major and harmonic minor scales in thirds, sixths, tenths, parallel, and contrary motion (Speed M.M.92); triads and inversions, and diminished and dominant seventh arpeggios; legato and staccato octaves. Performance of more difficult studies from Czerny Op. 299, Three-Part Inventions of Bach, a sonata of Mozart or Haydn, and selected compositions from Nineteenth Century masters. 1 or 2 credits each semester.\*

**141-142. First Year Voice.** Correct position and poise of the body; a proper and definite breath control; a knowledge of vowels and consonants in their relation to the singing and speaking voice; drill in tone production resulting in a sustained and resonant tone of satisfactory quality and quantity; a demonstrable knowledge of a system of vocalises involving all major and minor scales, simple arpeggios, and phrasing; songs of moderate difficulty sung with correct intonation, time, tone quality, and interpretation. Use of Concone, Lamperti, and Vaccai. Twice a week for major study; once a week for minor study. Required of all Music Majors. 1 or 2 credits each semester.\*

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

**151-152. First Year Organ.** Preparatory manual and pedal exercises; acquiring an organ legato for hands and feet, developing greater accuracy for note values and rhythms and coordination between hands and feet through materials taken from "Methods of Organ Playing" by Gleason. Bach: Chorale Preludes for manuals; Chorale Preludes from the Little Organ Book; fugal compositions for moderate difficulty. Scales for Pedals in major and minor keys. Works by pre-Bach masters. Class recitals. 1 or 2 credits each semester.\*

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



**201-201. Harmony, Sight Singing, Harmonic Dictation, and Keyboard Harmony.** A progression from the study of the harmonic and contrapuntal aspects of four-part harmonization using Bach chorales as models to exercises including simple two, three, and four-part harmonic counterpoint, part writing for voices and strings, and piano pieces in binary and ternary forms using late eighteenth and nineteenth century models. Continued expansion of harmonic vocabulary. Keyboard exercises including more difficult harmonization, modulation, improvisation or a given motif, and transposition. 5 credits each semester.

**220. Survey of Musical Styles.** This course is designed to acquaint the student with representative composers and their works from the broader periods of music history; to relate the music activities within the periods to the social, artistic, and philosophical ideas and practices; and to point out the relevance of the modern idioms with the emphasis on jazz and African contributions. 3 credits.

**231-232. Third Year in Piano.** Review of all scales and arpeggios from previous years, with the addition of melodic minor and chromatic scales parallel, thirds, sixths, and tenths; dominant seventh arpeggios in inversions. Examination requirements for entrance into Major Division: all scales, arpeggios, octaves; two studies from Czerny Op. 740, an octave study (Doring, or other); a Prelude and Fugue from Bach's Well-Tempered Clavier; a movement from an early Beethoven sonata, a lyrical composition from the Romantic Period. 2 credits each semester.

**241-242. Third Year Voice.** Continued drill in the technique of breathing, tone placing, and phrasing; art songs from the standard classics; selections from the opera and oratorio; language elective; use of Vaccai, Lamperti, Concone, and Marchesi. Two lessons per week for major study; one per week for minor study. 1 or 2 credits each semester.\*

**251-252. Second Year Organ.** Continuation of pedal exercises. Hymn playing. Bach: Chorale Preludes; Preludes and Fugues; slow movements of Trio Sonatas. Sonatas of Mendelssohn. Pieces suitable to the individual's ability chosen from works of Baroque, Romantic and modern masters. Appearance in class and student public recitals. 1 or 2 credits each semester.\*

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



**261-262. Group Piano.** A course in the simple exploration of the fundamentals of music at the keyboard for appreciation of the role of music in the education of the young child. Awareness of the uses of music in the school curriculum for all of the early age levels. (1) As required of majors in Elementary Education; special emphasis on ways in which the regular classroom teacher may contribute to the musical experiences of children and foster their musical expression as part of the everyday activities of the curriculum. Ability to read and play melodies in the common keys; to harmonize simple melodies using the principle of chords; to improvise rhythmic patterns for the basic bodily movements as well as for free expression; to write from dictation simple melodies. One credit each semester. (2) As required of majors in Physical Education; special emphasis on playing accompaniments to singing games and dances, rhythmic interpretations of songs, stories, poems; ability to improvise on the principal chords in the rhythmic patterns of the fundamental bodily movements and of free bodily movement. Normally taken 2nd semester of sophomore year and 1st semester of the junior year. 1 credit each semester.

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

**301-302. Harmony and Counterpoint, Sight Singing and Ear Training, Harmonic Dictation, and Keyboard Harmony.** Continuation of the study of chromatic harmony and expansion through old and new contemporary harmonic theories. Writing in more expanded forms using modulatory transitions. Analysis of representative works. Familiarization with the brass, woodwind, and percussion instruments. Keyboard practice including score-reading, transposition, and use of new chords and devices studied. 5 credits each semester.

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

**305-306. History of Music.** First Semester: A short introduction to Ethnomusicology dealing with primitive and non-western musical cultures. The great periods of the Western World, Early Christian, Romanesque, Gothic, Renaissance and Baroque. Second Semester: Classic, Romantic, Impressionist and Modern Schools. 4 credits each semester.



**307-308. Musical Form and Analysis.** A study of the structure and aesthetic content of music; review of harmonic material with its fundamental and practical application; study of cadences and modulations in relation to form; two- and three-part form with analysis of compositions by Bach, Handel, Beethoven, Haydn, Mozart, Schubert, Schumann, Brahms; classic and romantic suites; the sonata form with analysis of its employment in sonatas, symphonies, and chamber music; variation and rondo forms. Prerequisite: MUS 305 or equivalent. 4 credits each semester.

**312. Elementary School Music Methods.** A course designed to acquaint the student with the philosophies underlying the most recent approved methods of presenting music as a series of meaningful experiences in the life of the child from kindergarten through sixth grade; and to guide the student in developing effective techniques and procedures for their implementation through singing, intelligent listening, rhythms, reading and creative work. Emphasis placed on developing desirable personal attributes in the prospective teacher. For non-music majors. Prerequisite: EDU 241. 3 credits.

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

**314. Secondary School of Music Methods.** A course designed: 1) to acquaint the students with the most recent and approved procedures for organizing and effectively directing the music curricula of the junior and senior high schools in terms of the needs and interests of the pupils they serve; 2) to develop and apply general philosophies of education to music education; 3) to expand concepts of the teaching process. Special attention is given to the foundation of the music program in the secondary schools through the general music class. Prerequisites: EDU 241, MUS 313. 3 credits.

**315. Directed Observation and Student Teaching in the Elementary School.** Criteria for good observation and recording of both group and individual child behavior established and related to the basic educational problem of interpreting and constructively using observations. Later student teaching in the elementary school under the supervision of the critic teacher. Prerequisite: MUS 313. 6 credits.

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

**320. Music Appreciation.** A course designed to give an appreciation of the various forms and styles of music as well as an insight into the components of music, through a brief study of instrumentation as it applies to tone color, of the function of rhythm, of melody and harmony, and of correlation of music to the other arts. Presentation of music and the composers in the context of the social and cultural forces present in their period. Emphasis placed upon listening to records and radio broadcasts. Available when sufficient demand warrants. Prerequisite: MUS 220. 2 credits.

**321-322. Piano Literature and Pedagogy.** A practical course designed to acquaint the student with: 1) the piano — its structure, its history, literature, and composers; 2) a survey of the objectives, materials, and technical problems found in teaching piano students — the beginner, adolescent, and adult; and 3) an exploration of original four-hand compositions as a phase of ensemble playing. Prerequisite: MUS 220 or equivalent. 2 credits each semester.

**331-332. Fourth Year in Piano.** Emphasis is placed upon building the student's repertoire from the standard piano literature of the various stylistic periods. Technical study is confined to a few scale, arpeggio, and trill exercises, Chopin Etudes, and problems taken from pieces. 1 or 2 credits each semester.\*

**333-334. Fifth Year in Piano.** Technical study similar to that of the fourth year. A public recital exhibiting proficiency in interpreting the music of the important periods and styles is required. The program should be planned around significant composition such as works by Bach, a sonata of Beethoven, lyrical and dramatic pieces from the Romantic Period, and Impressionistic and/or contemporary compositions. 1 or 2 credits each semester.\*

**341-342. Fourth Year Voice.** Further drill in vocal technique; songs of an advanced grade from classic and modern composers; appearances in public recitals; language elective. Two lessons a week for major study; one a week for minor study. 1 or 2 credits each semester.\*

**343-344. Fifth Year Voice.** An extensive repertoire from the best song literature; senior recital including an aria, a group of modern songs. Two lessons a week for major study; one a week for minor study. 1 or 2 credits each semester.\*

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

**353-354. Fourth Year Organ.** Bach: Trio Sonatas; Preludes, Toccatas, and Fugues. Hymn playing. Anthems and choruses from oratorios. Franck Chorales. Masterworks of all periods. Public recital. 1 or 2 credits each semester.\*

**361-363. Strings.** Course designed for instruction in the basic techniques of bowing and finger patterns. Open to all students. Requirement for Music Majors. 1 credit each semester.

**371-372. Choral Conducting.** This course teaches fundamental techniques with or without the baton and emphasizes the use of conducting for school, amateur, and semi-professional purposes. Acquaintance is made with score-reading for choir and instruments. Prerequisites: MUS 302, 306, 313. 1 credit each semester.

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

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## PHILOSOPHY

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

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

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

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

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

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

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

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## RELIGION

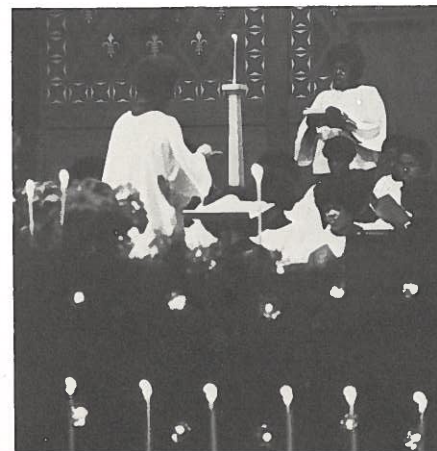
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**201. Survey of Religion.** An objective study of Christianity and other world religions. (Sophomores may fulfill the second-year Humanities requirement in this course; juniors and seniors may earn Major Division credit by writing a term paper.) 3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

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

**320. World Religions.** A survey of some of the main living world religions, with emphasis on contemporary religious practices, and on the original genius of the founders. Prerequisite: REL 201. 3 credits.

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







## DIVISION OF THE NATURAL SCIENCES AND MATHEMATICS

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

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

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

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

**Computing Facilities.** The college owns a Hewlett-Packard 2114A computer, which is located near the physics labs in the basement of Silsby Hall. The college leases an IBM 1130 and a variety of supportive equipment. Student and faculty users operate the computers themselves.



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

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

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

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

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

## PREPARATION FOR CAREERS IN MEDICINE

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

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

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## NATURAL SCIENCES

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

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

**102. Physical Science.** A course devoted to an introductory study of Physical Science through laboratory experiments on the nature of solid matter and matter in motion: the first principles of mechanics, energy, momentum; principles of heat; Geometrical and physical optics in general, their applications; a survey of the structure of matter, atomic and molecular hypotheses; principles of chemistry, chemical reactions; principles of astronomy. 4 credits.

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## BIOLOGY

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

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

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

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

**222. Comparative Anatomy of Vertebrates.** A unit involving the structure, physiology, and relationships of vertebrate animals. In the laboratory a number of representative types are dissected as a premedical requisite. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: BIO 102. 4 credits.

**223. Genetics.** A lecture-discussion course which treats the important facts and principles of heredity as they relate to plants, animals and man. Prerequisite: BIO 102. 3 credits.

**226. Botany.** A course dealing with the basic facts and concepts of plant life. Plant morphology, physiology, ecology and evolution are some phases of the subject treated. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: BIO 102. 4 credits.

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



**325. Histology and Microtechnique.** A study of the microscopic structure of vertebrate tissues and organs including laboratory practice in the preparation of histological slides. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: BIO 222. 4 credits.

**328. General Bacteriology.** A course devoted to the study of bacteria and to problems concerning the relation of bacteria to health, industry and everyday living. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisites: BIO 102, CHE 201. 4 credits.

**341. General Physiology.** A course consisting of the study of facts and principles involved in the dynamic functioning of protoplasm and protoplasmic systems. Organic chemistry may be taken simultaneously with this course. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisites: BIO 222, CHE 201, PHY 102. 4 credits.

**342. Vertebrate Physiology.** A study of the functions and functional inter-relationships of the organs and organ systems of animals, in particular vertebrates and man. Designed to present the principles and methods of physiology both to students of biology and to others who are interested in human physiology. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: BIO 102. BIO 222 recommended. 4 credits.

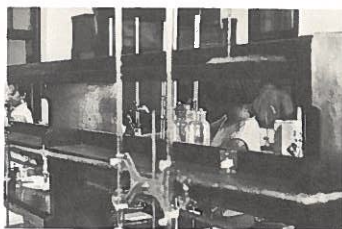
**343. Biochemistry.** A course which treats the chemical composition of living matter and the mechanism of biochemical reactions. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisites: BIO 102, CHE 201, PHY 102. 4 credits.

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

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

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

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



## CHEMISTRY

**101-102. General Chemistry & Qualitative Analysis.** A course dealing with the fundamental principles of chemistry. The course will primarily deal with inorganic chemistry, and the fundamentals of analytical chemistry. Three 1-hour lectures, two 2-hour laboratory periods per week. 4 credits each semester.

**201-202. Organic Chemistry.** A course dealing with the general principles of organic chemistry. The course will deal with the preparations and reactivity of organic compounds with emphasis on the mechanism of reactions. Three 1-hour lectures and two 2-hour laboratory periods per week. Prerequisite: CHE 102 or its equivalent. 4 credits each semester.

**225. Quantitative Analysis.** A course dealing with quantitative analysis by gravimetric, volumetric and colorimetric methods. Two 1-hour lectures and two 2-hour laboratories per week. Prerequisite: CHE 102 or consent of the instructor. 4 credits.

**226. Instrumental Analysis.** The theory and practice of principal instruments used in a modern laboratory. Instruction will include use of the latest equipment available. Two 1-hour lectures and two 2-hour laboratory periods per week. Prerequisite: CHE 225. 4 credits.

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

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

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

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

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

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

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

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



## MATHEMATICS

**101-102. Introduction to Mathematics.** Topics selected according to the preferences of the instructor and the students. The aim is not so much to acquaint the student with a fixed body of knowledge as to interest him in mathematical reasoning. Section A is intended for students who intend to take calculus but have a poor background in algebra or trigonometry. The mathematics requirement of the college can be met by passing 102, by getting a grade of C or better in 103, or by passing 205. Students should decide whether to begin their mathematics with 101, 103, or 205 on the basis of their score on the placement test administered before classes begin. A student whose performance indicates that he was poorly placed may shift to a more suitable course. Those considering majoring in mathematics and not qualified to start with 205 should try to take it in their second semester. 3 credits each semester.

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

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

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

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

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

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

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

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

**311. Analysis I.** "Advanced Calculus." Limits, sequences, and series of numbers and of functions; continuity, differentiation, and integration. Prerequisite: MTH 208. All mathematics majors take this course in the first semester of their junior year. 4 credits.

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

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

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

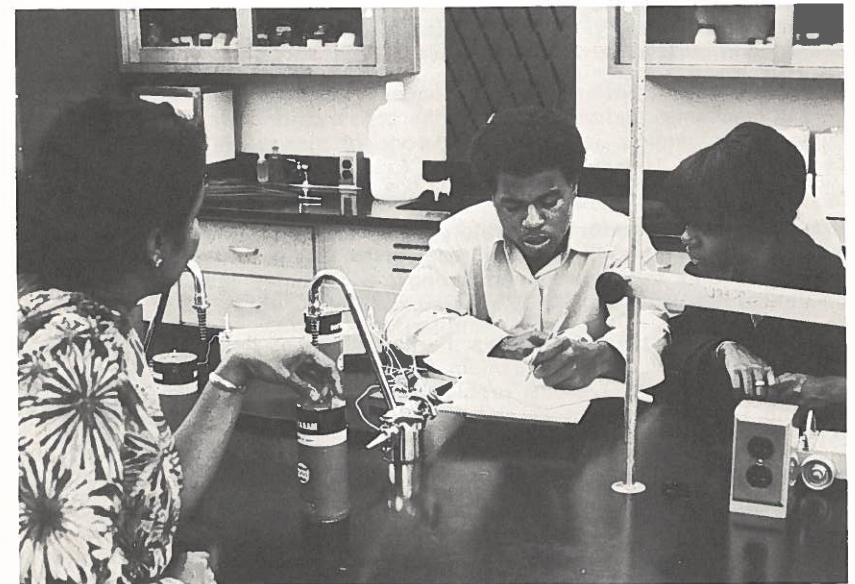
**342. Algebra II.** Topics in algebra. Prerequisite: MTH 341. 3 credits.

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

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

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

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





## PHYSICS

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

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

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

**320. Optics.** A brief study of geometrical optics; a more detailed study of physical optics including wave motion, interference, polarization, quantum optics, diffraction, electromagnetic nature of light, spectra, and other topics. Prerequisite: PHY 102, MTH 205. 4 credits.

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

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

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

**342. Electricity and Magnetism II.** A study of electromagnetic waves and matter, reflection and refraction, guided waves, radiation, field of a moving charge, and other topics. Prerequisites: PHY 341, MTH 311. 4 credits.

**350. Mechanics.** A review of basic concepts of mechanics; a study of the laws of mechanics and of gravitation, the conservation laws, rigid bodies and fluids, wave motion, and kinetic theory of gases. An introduction to Lagrange's and Hamilton's equations, Euler's angles, and the theory of vibrations. Prerequisite: PHY 102, MTH 208. 4 credits.

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

**370. Atomic and Quantum Physics.** Further study of the topics of modern physics. An introduction to quantum mechanics, including the Schrodinger equation with one-dimensional problems and solution of the hydrogen atom, and the theory of operators and eigenfunctions. Prerequisites: PHY 330, MTH 311. 3 credits.

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

## DIVISION OF THE SOCIAL SCIENCES

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

**Economics.** Field trips to commercial institutions augment many economics courses. The department is in the process of developing models to supplement classroom discussion with computer simulation of the situation. Accounting courses are supplemented by an accounting laboratory where students may help local business in preparing their books and statements. Students may participate in assisting disadvantaged people of the county in preparation of their income tax returns, for which a course, in cooperation with the I.R.S., is offered every Spring semester.

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

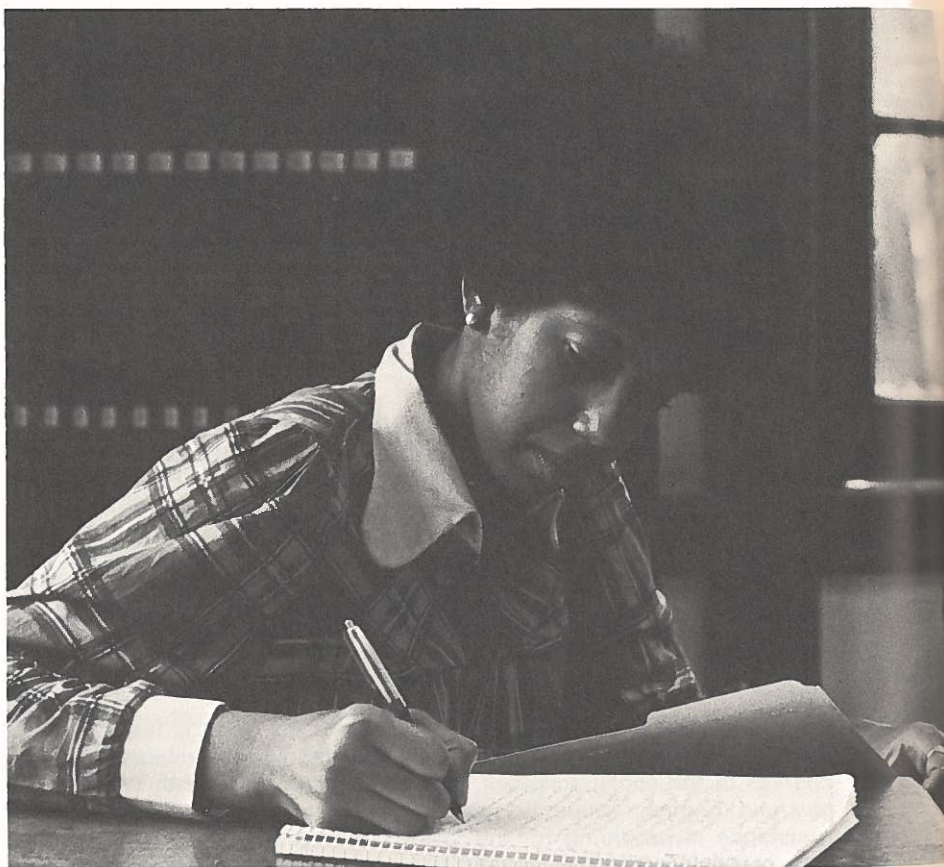
**Politics.** The political and governmental resources of the Talladega area are used to develop a political laboratory. A collection of research instruments is developed and maintained for student use. Theory and method are integrated in all aspects of the Politics Program.

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

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

**Sociology and Social Work.** The community is the ideal learning situation for students of sociology and social work. Therefore, the department attempts to give the student opportunity for involvement in the community by field learning experiences through agencies and teaching/learning centers sponsored by the College and the A.C.H.E.

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



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## SOCIAL SCIENCES

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**101-102. Introduction to the Social Sciences.** An interdisciplinary introduction to the social sciences, this course consists of three sequences: I. The Basis of Community and Society; II. The Structure of Community Controls; and III. The Black Experience. 3 credits each semester.

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## ECONOMICS

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

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

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

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

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

**304. Intermediate Macroeconomic Theory.** Analysis of National Income Accounting. Keynesian Model of Employment, Income and Output vs Classical Model. Analysis of consumption, saving and investment. Static vs Dynamic Analysis. Growth Models. Fiscal and Monetary Policy, role of government. Prerequisites: ECO 201, 202, 211. 3 credits.

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

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

**315. Labor Economics.** Development of labor theories, collective bargaining, union aspects, management aspects, labor laws and their interpretation, wage theories, productivity concepts, fringe benefits, frictions in wage determination, labor markets, race and related discrimination in the labor markets, working conditions. Prerequisites: ECO 201, 304. 3 credits.



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

**325. Money and Banking.** History of money and banking. Structure and functions of a commercial bank. The Federal Reserve Bank, functions, and role. Monetary policy. Financial institutions. International monetary policy balance of payments. International monetary fund. Prerequisite: ECO 304. 3 credits.

**330. Economics of Development.** Measure of economic development. Theories of development and growth. Survey of models. Resources and economic development. Policy—planning, balances vs unbalanced growth. International issues. Prerequisites: ECO 304, 305. 3 credits.

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

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

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

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

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

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



## HISTORY

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

### European History

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

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

**301. Medieval Europe.** Western Europe in the "High Middle Ages"—the 11th, 12th, and 13th centuries; the reform of the church, empire and papacy; rise of towns and trade; the Crusades; the growth of national monarchies. Prerequisite: HIS 211. 3 credits.

**302. Renaissance and Reformation.** An examination of some of the forces which created modern Europe, from 1300 to 1648, with particular emphasis upon cultural, political, social and religious developments. Prerequisite: HIS 211. 3 credits.

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

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

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

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

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

### American History

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

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

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

**330. The American Revolution and the National Period.** A study of problems associated with the creation of a new nation from the Revolutionary War through the crises of the National Period. Prerequisite: HIS 213. 3 credits.

**331. The Civil War and Reconstruction.** An examination of the causes of the War, its impact and consequences. Prerequisites: HIS 213, 214. 3 credits.

**332. The Progressive Era and the Gilded Age.** A concentration on the problems, and reactions to the appearance of large-scale industrialization and the emergence of the United States as a world power. Prerequisite: HIS 214. 3 credits.

**333. Twentieth Century United States.** A history of the United States from the Depression and two World Wars to urban and social crises. Prerequisite: HIS 214. 3 credits.

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

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

### Non-Western History

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

**216. African History Survey I.** A survey of West African History, from pre-history through pre-Colonial to Colonial History. 3 credits.

**217. African History Survey II.** A survey of East, Central, and Southern African History, from pre-history through pre-Colonial to Colonial History. 3 credits.

**350. The Rise of African Nationalism.** An examination of primary and secondary African resistance to the establishment of European rule in the late 19th Century; of African adaptation and protest in the early 20th Century; and of the emergence of independence movements to the Second World War. Prerequisites: HIS 216, 217. 3 credits.

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

## POLITICS

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

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

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

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

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

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

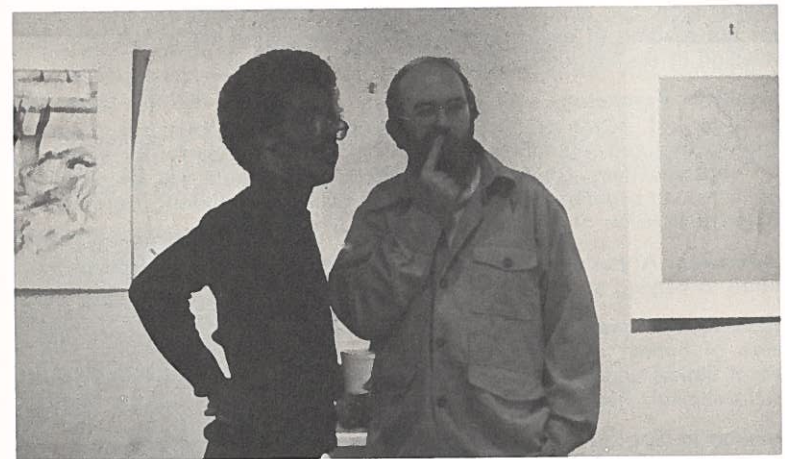
**331. Administration of Justice.** A study of law enforcement processes, court processes, and mental institution processes in relation to constitutional law. 3 credits.

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

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

**381. International Organization.** A basic study of the development, functions and politics of international organization. 3 credits.

**390. Topics in the Study of Politics (Seminar).** An intensive analysis of a selected topic. A research project is required. May be repeated with the consent of the politics program. 3 credits.





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## PSYCHOLOGY

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- 200. Introduction to General Psychology.** Major areas, concepts, and methods employed in modern psychology. 3 credits.
- 201. Advanced General Psychology.** An introduction to basic theories of learning, perception, and motivation. Prerequisite: PSY 200. 3 credits.
- 202. Social Psychology.** Experimental and theoretical analysis of the major problems and issues in social psychology. 3 credits.
- 203. Formal Thinking in Social Science.** Designed to give social science students practice in using scientific and mathematical patterns of thinking and to introduce some topics from philosophy of science, such as "forms of explanation" and "roles for experience," and some mathematically oriented ideas, such as probability and statistics, game and decision theory, information and control theory, and general system theory. Prerequisite: Permission of the instructor. 3 credits.
- 300. Theories of Personality.** A systematic study of the various theories of personality which are of recent and contemporary origin. Application to own personality is discussed. 3 credits.
- 301. Introduction to Abnormal Psychology.** An analysis of the dynamics of all aspects of abnormal behavior and a consideration of the biological, psychological, and sociological factors underlying such behaviors. 3 credits.
- 320. History of Psychology.** Study of the philosophical origins of modern psychology, the resulting schools of psychology and the influence of these movements on the developments of current theory. 3 credits.
- 321. Foundations of Psychology: Contemporary Theories.** Study of theoretical positions currently influential in psychology. 3 credits.
- 322. Introduction to Clinical Psychology.** Designed to acquaint the student with contemporary practices in modern clinical psychology. Consideration of special problems and techniques as found in clinical and psychiatric social work, child guidance, and pastoral and marriage counseling. 3 credits.
- 323. Experimental Psychology.** Primarily intended to develop skill in the design, execution, and analysis of experiments, as well as developing critical skills for the reading of experimental work. Prerequisites: PSY 200, 201, 203, or permission of the instructor. 3 credits.
- 380. Cognitive Psychology.** A seminar on psychology of thinking and behavioral control. Advanced topics concerning human information processing, learning, and self-regulation of behavior, including control by intention, will, and consciousness. Student presentations and papers will be required. Projects in human problem and puzzle solving will be included. Prerequisite: PSY 203 or permission of the instructor. 3 credits.
- 381. Counseling.** A study of contemporary methods in counseling and their application to varying situations. 3 credits.
- 382. Physiological Psychology.** A study of the physiological and neurological correlates of human behavior, including a consideration of contemporary theories of neural and chemical processes and their relation to normal and abnormal behavior. Prerequisites: PSY 200, 201. 3 credits.
- 390. Seminar in Special Topics in Psychology.** An in-depth examination of a topic of current interest in psychology. Presentation of senior projects. Prerequisite: permission of the instructor. 3 credits.

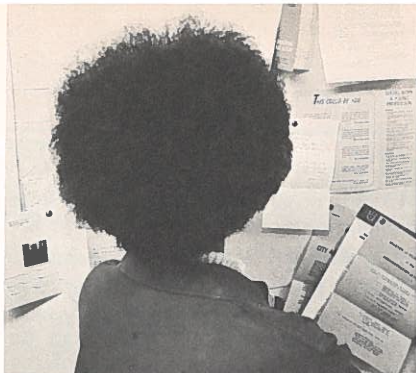
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## SOCIOLOGY AND SOCIAL WORK

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- 200. Introductory Sociology.** Principles of the organization of persons into groups, institutions, classes; examines norms, rights, duties of persons in the group context; social conflicts, movements, change. 3 credits.
- 203. Social Problems in American Society.** The objective of this course is to introduce the student to some problematic aspects of American society, and to promote a way of looking at society—a critical view—which can be applied to other areas of social life and which can become a part of the student's continuing intellectual equipment. 3 credits.
- 211. Physical Anthropology and Prehistory.** Deals with the interrelationship between the biological and social behavior aspects of man's development. Emphasis on physical variation (race): theories of origin of races, critical analysis of misconceptions concerning race. Prehistory deals with the development of man's culture in Africa, Europe, Asia, and the Americas from his earliest cultural beginnings through the rise of early civilizations. 3 credits.
- 212. Cultural Anthropology.** An anthropological approach to man's cultural heritage, with emphasis on concepts of culture: origin and development, patterns and processes, universal features, cultural variation. A cross-cultural perspective is gained by the use of case studies of primitive, peasant and modern societies. 3 credits.
- 230. Social Welfare as a Social Institution.** This course closely examines our American Social Welfare System—a macro-picture of social welfare as a social institution. It examines where social welfare is currently, how it operates, and what it should become. It makes the linkage between social problems, social values, social institutions and social change. 3 credits.
- 235. Communities: Theories, Analysis, Problem Solving.** Objectives: to examine and understand the community as a functioning system; to examine the relationships among organizations, institutions, and individuals in the community; to identify the origin and nature of various community problems and to focus on methods and strategies available to solve them. Taken by instructor's permission only. 3 credits.
- 261. Minorities: Racial and Ethnic Relations.** By examining relationships between and among racial and ethnic groups in our own and other societies, an attempt is made to analyze and understand patterns of inequality, causes and consequences of racism and ethnocentrism, power relationships, possibilities for change. 3 credits.
- 271. Sociology of the Family.** Comparison of contemporary theories of family with particular emphasis on the adjustment of the traditional family to conditions of change within American society. 3 credits.





**302. Topics in Ethnology.** Recurring courses in the ethnology of a selected area, such as: Culture Patterns of Africa, Culture Patterns of South Asia, or Culture Patterns of American Indians. Each course will consist of an introduction to and an analysis of cultures in the selected area. For representative cultures within the area, an analysis of characteristics, patterns, and change, including both historical and contemporary conditions. This course may be repeated for credit if there is no duplication. 3 credits.

**304. Topics in Social Processes and Problems.** A course in special areas of interest within sociology, such as:

**Criminology:** The study of a total interacting system, including an introductory history and general orientation to theories of criminality, criminal behavior, causation and the law; or

**Gerontology:** Social processes in aging and their relationship to man's changing environment and his need for financial assistance, housing, medical care, and leisure-time activities. 3 credits.

**306. Social Organization: Structure and Change.** Deals with the nature of, and the interrelationship among, major social institutions (familial, religious, political, economic, etc.), formal and informal organizations, and social class. Examines what happens to these during various types of change, such as industrialization, colonialism, transition to "modernity." Prerequisites: SOC 200, 212, or consent of instructor. 3 credits.

**310. Political Sociology.** See POL 310. 3 credits.

**311-312. Research Methods and Design.** Semester one: processes and techniques of scientific social research including techniques of observation, interviewing, sampling, case analysis, social survey and attitude measurement. Semester two: individual and group research projects allowing students to put into practice methods and procedures studied in semester one. Corequisite: PSY 203. 3 credits each semester.

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

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

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

**332. Human Behavior and Social Environment II.** This course is designed as on going to Man In Society I. It undertakes to equip the student with a beginning understanding and knowledge of deviant behavior including emotional disorders in children and generally, the emotional/behavioral problems of living. Emphasis will be placed on the disturbing behavior of the impoverished and/or Black child, and those dysfunctions in the social systems that generate and contribute to such behavior. The span of the course is from conception through aging. Prerequisite: SOC 331. 3 credits.

**335. Family & Child Welfare.** This course deals with services to children and their families: to provide an evaluative knowledge skill-base for a comprehensive delivery of services to children and families.

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

**341-342. Living-Learning Lab and Seminar I, II.** Taken during the junior year. Closely correlates these experiences with SOC 203 and 331-332. Emphasis will be on values, human behavior, and social functioning, as well as on understanding social welfare as a social institution. 2 credits each semester.

**343-344. Living-Learning Lab and Seminar III, IV.** Taken during the senior year. Focuses on traditional and new approaches to social work practice as needed today and as may be predicted for tomorrow. Some knowledge of the service delivery systems and some understanding and development of values in social work as a profession. Emphasis will be placed on further development of basic attitudes, values, knowledge and skills necessary for a student going into any of the human services. Students outside the major admitted only through permission of the instructor. 6 credits each semester.

**350. Social Welfare Policies and Programs.** An advanced seminar in which students shall study, in depth, contemporary issues in the field of Social Welfare. Selected programs and proposed programs will be analyzed and evaluated especially as they relate to the Black community. Prerequisite: SOC 230. 3 credits.

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

**360. Independent Study Project.** A course in which the student engages in independent study under the guidance of an instructor, the topic and the method of study selected by agreement between the student and the instructor. 3 credits.

**365. Topics in Sociology (Seminar).** Examination of selected topics in sociology. Topic in a given semester determined by faculty and student interest. 3 credits.



# HISTORICAL NOTES



## Historical Notes

### 1973-74 SCHOLARSHIP AWARDS

**HILLIARD WHITE SCHOLAR:** David Bowie

**WILLIAM SAVERY SCHOLAR:** Dennis Young

**AMBROSE HEADEN SCHOLAR:** Rosalyn Wright

**CATHERINE WADDELL SCHOLAR:** Horace Thomas

**THOMAS TARRANT SCHOLAR:** Thomas C. Perkins

### DEFOREST SCHOLARS

Kyrel Broxton  
Vanessa Bush  
Sandra Cochran  
Gaynell Goggins  
Robert Green  
Anna Ruth Jeter  
Karl Oglesby  
Martin Polite

Joyce Robinson  
William Sims  
Horace Thomas  
Mary Thompkins  
Lawrence Ware  
Vivian Washington  
Lorgenia Wilson  
Polly Wilson

### ANDREWS SCHOLARS

Shirley Bass  
Linda Beavers  
Jimmie Mae Bennett  
Ralph Bush  
Elsie Carter  
Barbara Carstarphen  
Larry Cass  
Daisy Dates  
Susan DuCloux  
Maxine Foster  
Angelia Gray  
Almarie Harrell  
Louise Hicks  
Cynthia Jones  
Patricia Jordan  
Cosandra Keaton  
Jennifer Lovelace  
Suzanne McBroom  
Arthuree Mack

Pamela Mayberry  
Patricia Miree  
Debra Montgomery  
Shirley Morrow  
Donzetta Murray  
Sharon Norment  
Sandra Pass  
Fannie Perry  
Oglatha Pinkney  
Daisy Roberson  
Brenda Seals  
Dianne Small  
Gardenia Sumter  
Iva Thomas  
Jacqueline Thomason  
Gerrie Tinker  
Vanissa Wilson  
Dennis Young



## SUMNER SCHOLARS

Marilyn Austin  
Marie Baxter  
Daisy Boykins  
Jesse Brightharp  
Yulanda Brooks  
Catherine Brown  
Sheryl Brunson  
Bernadette Burke  
Barbara Burt  
Roland Bussey  
Sharon Carr  
Carol Clayton  
Margie Collins  
Earl Cook  
Janice Cunningham  
Sherill Durham  
Cynthia Edwards  
Ruthie Ellington  
Chester Fair  
Deborah Franks  
Alma Garrick  
Eugene Glover  
Theodore Glover  
Theron Green  
Angela Hall

Quintella Harrell  
Clarence Hogan  
Dorothy Howard  
Geraldine Jones  
Linda Faye Kelly  
Roosevelt Lane  
Brenda Lang  
Gloria Lessington  
Verlinda Lewis  
Constance Marable  
Gladys Matthews  
Virginia Patterson  
Thomas Perkins  
Annie Pettway  
Cynthia Ramseur  
Sammy Rice  
Willie Ruffin  
Dixie Sanders  
Connie Simmons  
Gail Smith  
Jennifer Vandross  
Ina Wesley  
Rosa White  
Myrtis Young

## ALUMNI SCHOLARS

Derrence Barry  
D'Jaris Canty  
Arthur Horton  
Cheryl Jones  
Joel Jones

Maurya Kelly  
Robert Seabrook  
Earlene Spratling  
Karen Wills  
Rosalynd Wright

## SPECIAL PRESENTATION

Talladega College is pleased to award to Dr. Buell Gallagher the degree of Doctor of Humane Letters.

## MEMBERS OF ALPHA CHI HONOR SOCIETY

Johna B. Andrews  
John Borens  
Zenda Bowie  
Kyrel Broxton  
Antionette Castor  
Michael S. Crews  
Jessica C. Hatch  
Lindell McKie  
Edward E. Mitchell

Joyce Ann Robinson  
Aldo R. Smith  
Cathina A. Stone  
Sherman Upshaw  
Jacqueline Urquhart  
Vivian Washington  
Loregenia Wilson  
Polly Ann Wilson  
Winfield S. Young

## MEMBERS OF BETA KAPPA CHI HONOR SOCIETY

Semidoll Bevel  
Kyrel Broxton  
Barbara Carstarphen  
Charles Carter  
Rita Freeman  
Shirley Griffin

Louise Hicks  
Shirley Morrow  
Joyce Robinson  
Vivian Washington  
Polly A. Wilson

## ELECTION TO "WHO'S WHO" IN AMERICAN COLLEGES AND UNIVERSITIES: 1973-74

Johna B. Andrews  
Ronnie Beavers  
John Borens  
Zenda Bowie  
Antionette Castor  
Michael S. Crews

Rhunette Curry  
Veronica Hartsfield  
Barbara Lumpkin  
Lindell McKie  
J. P. Macon  
Vivian Washington

## AWARDS

**Armstrong Award for Creative Ability:** Vivian Washington

**Whiton Writing Awards:** Zenda Bowie & David Bowie

**Buell Gordon Gallagher Awards:** Patricia White & Sherman Upshaw

**Avery Speech Awards:** Semidoll Bevel & Mary Cheeseboro

**Catherine Hughes Waddell Award:** Horace Thomas

**Elva Constance Cross Award:** Semidoll Bevel

**Evelyn A. Fennell Awards:** Johna Andrews & Lindell McKie

**Marye Elizabeth Weaver Scholarship Award:** Antionette Castor

**Hamilton-Weaver Award:** Kyrel Broxton

**Presser Foundation Music Award:** LaMont Hogan

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

**Alice Holman Scholarship in Music:** Maxine Foster

**Henry Cornelius and Thelma Nelson Bacon Awards:** Semidoll Bevel,  
Reginald Brooks & Charles Carter

**History Department Award:** Patricia Hollenquest

**Community Service Awards:** Marva Goff, Cynthia Whitfield & Pradie Higgins

**Highest Academic Honors in Social Work:** Yolanda Allen

**Maintenance Awards:** Margaret A. Tripp & William Daniels



**GRADUATING CLASS OF 1973  
BACHELOR OF ARTS DEGREE**

**Biology**

†Semidoll Bevel  
†Reginald Brooks  
†Ezzard Carter  
†Shirley Griffin  
Ethel Jones  
Maria Keys  
John Lawrence

**Chemistry**

Eric Patterson

**Economics**

James Abney  
Clyde Curry  
Willie Jones  
Carlene Killings  
†Barbara Lumpkins  
Carolyn McCree  
Edward Mitchell  
Shirlyn Rawls  
Johnny Richardson  
Terone Stone  
Semial Treadwell  
John Wright

**Elementary Education**

Myra Allen  
Annette Bussey  
Gloria Cannon  
Jeanette Colbert  
Gwendolyn Dennis  
Yvonne Estell  
Eva Mabra Ghiden  
Margaret Green  
Jessica Hatch  
Brenda Twymon Higgins  
Thomas Horton  
Rocheryl Jones  
Mary Keith  
Francine Taylor  
Hattie B. Thomas  
Victoria Thomas  
Helen Wellborn

**English**

Samuel Beachem  
\*John Borens  
Mary Cheeseboro  
Rhunette Curry  
Yvonne Howze  
Jacquelyn Brown McClary  
Frankie McHenry  
Helen Morgan  
Dorosalind Rice  
Margaret Tripp  
Carol White  
Faye White  
Alicia Willard  
Carolyn Williams

**History**

George Battle  
Henry Coaxum  
†Patricia Hollenquest  
Theresa Lewis  
Jacqueline Urquhart

**Mathematics**

Katie Arnold  
Ronnie Beavers  
Stanley Bonham  
\*Antoniette Castor  
Ethel Dinkins  
Rita Freeman  
Veronica Hartsfield  
Rosa Hurt  
Angela Sales  
Dianne Sapp

**Math-Physics**

William Daniels  
Gerald Young

**Modern Languages**

†Zenda Bowie  
Michael Crews  
\*Lindell McKie

**Music**

\*Johna Andrews  
†Howard Brown  
Toni Buford  
Rickey Powell

**Physical Education**

Evelyn Baker  
Harvey Battle  
Georgia Glover  
Tony Glover  
Martha Hines  
Charles Long  
Patricia Pettis  
Cathina Stone

**Psychology**

Elaine Blackwell  
Bernard Burke  
Bonita Carney  
Lavonne Estelle  
Callie Greene  
Linda Hill  
Cynthia Hills  
J. P. Macon  
Richard Martin  
Joe Nathan Moore  
Thomas Owens  
Jimmie Reeves  
Aldo Smith  
Lloyd Waters  
Victoria Whatley  
Sylvia Whitlock

**Social Work**

Yolanda Allen  
Mary Bush  
Janis Byers  
Marva Goff  
Pradie Higgins  
Carol Hill  
Marion Hughes  
Bernice Jackson

\_\_\_\_\_  
\*With Honors

†With Departmental Distinction

Deborah James  
Beverly McKinney  
Jason Patterson  
Wanda Pierce  
Raynetta Smith  
Sandra Stanley  
Glenda Swain  
Brenda Walker  
Blanche Wells  
Patricia White  
Cynthia Whitfield  
Faye Williams  
Dorothy Wills  
Angela Wilson

**Sociology**

Joyce Carlton  
Lenatta Smith  
Joycelyn Williams

## ENROLLMENT (Fall 1973)

### UNITED STATES

|                         |            |
|-------------------------|------------|
| Alabama                 | 203        |
| California              | 1          |
| Connecticut             | 3          |
| Delaware                | 1          |
| District of Columbia    | 12         |
| Florida                 | 32         |
| Georgia                 | 37         |
| Illinois                | 10         |
| Indiana                 | 1          |
| Iowa                    | 2          |
| Kentucky                | 2          |
| Louisiana               | 3          |
| Maryland                | 4          |
| Massachusetts           | 2          |
| Michigan                | 8          |
| Minnesota               | 1          |
| Mississippi             | 2          |
| Missouri                | 1          |
| New Jersey              | 5          |
| New York                | 26         |
| North Carolina          | 5          |
| Ohio                    | 12         |
| Oklahoma                | 1          |
| Pennsylvania            | 3          |
| South Carolina          | 79         |
| Tennessee               | 11         |
| Texas                   | 2          |
| Virginia                | 1          |
| Washington              | 1          |
| <b>TOTAL ENROLLMENT</b> | <b>472</b> |

### FOREIGN COUNTRIES

|         |   |
|---------|---|
| Nigeria | 1 |
|---------|---|

|                    | Men | Women |            |
|--------------------|-----|-------|------------|
| Full-Time Student  | 192 | 269   | 461        |
| Part-Time Students |     | 11    | 11         |
|                    |     |       | <u>472</u> |

## VISITING SPEAKERS AND ARTISTS

- October 15**, Rev. J. L. Stringer, New Hope Baptist Church and mayor, Hobson City, Alabama
- October 22**, Rev. Reuban A. Sheares, II, Associate Director of Community Development, Community Renewal Society, Chicago, Illinois
- October 28**, Robert L. Richmond, Tenor, Talladega College, accompanied by Florence Crim Robinson, pianist, Clark College, Atlanta, Georgia
- October 30**, Dr. Esedebe, Professor of History, Fourah Bay College, University of Sierra Leone
- October 30**, Alpha-Omega Players: "End Game," by Beckett
- November 3**, New York Lyric Quartet, directed by Robert DeCormier
- November 3-8**, Lamida Olonade Fakeye, Nigeria, Demonstration-exhibit of wood sculpture
- November 5**, Atty. J. Mason Davis, Birmingham: FOUNDERS DAY SPEAKER
- November 12**, Dr. Edith Sanders, anthropologist, Fordham University, Bronx, New York
- November 19**, Rev. George Brightharp, Trenton, South Carolina
- December 3**, Mattiwilda Dobbs, Soprano, Stockholm, Sweden, accompanied by Joyce Johnson, pianist, Spelman College, Atlanta, Georgia
- December 10**, Rev. Z. L. Grady, Morris Brown AME Church, Charleston, South Carolina
- December 10**, Talladega College Choir, Christmas Concert
- January 12**, THE TEMPREES in concert
- January 13**, Thomas J. Flagg, pianist, Howard University, Washington, D.C.
- January 14**, Rev. Harold D. Long, Miami, Florida
- February 14**, Dr. John Hope Franklin, John Matthew Manly Distinguished Service Professor of History, University of Chicago, Chicago, Illinois
- February 15**, Dance Company of the National Center of Afro-American Artists, Boston, Massachusetts
- February 18**, Rev. Johnnis Flakes, Columbus, Georgia
- February 19-23**, Richard Eberhart, poet, Honorary President of the Poetry Society of America
- February 26-March 2**, Dr. Raymond L. Hall, Assistant Professor of Sociology, Dartmouth College, Hanover, New Hampshire
- March 5-April 8**, Robert Northern, composer, Dartmouth College, Hanover, New Hampshire
- March 15**, Bennett College Choir, Susan Dilday, Director, Greensboro, North Carolina



**March 18-25, RELIGIOUS EMPHASIS WEEK:**

Rev. Dr. Gardner C. Taylor, Concord Baptist Church, Brooklyn, New York  
Rev. Henry W. Jones, Tabernacle Baptist Church, Birmingham, Alabama  
Rev. Peter J. Paris, Assistant Professor of Social Ethics, Divinity School,  
Vanderbilt University, Nashville, Tennessee

**April 1,** Parker High School Choir, Perry L. Anderson, Director, Birmingham,  
Alabama

**April 1-8, FINE ARTS FESTIVAL**

Rev. Samuel L. Gandy, Dean, Howard University School of Religion,  
Washington, D.C.

Edmund Barry Gaither, Curator, Museum of the National Center of Afro-  
American Artists, Boston, Massachusetts

THE FUNKADELIC & PARLIAMENT in concert

THE FORCES OF NATURE — A Dance Recital by Brother Ahh (Robert  
Northern) with dancers choreographed by Sister Vera Marcus with the  
Umoja Drum Ensemble

Billy Taylor (Dr. William E. Taylor), jazz musician, New York

Harold Cruse, author, University of Michigan, Ann Arbor, Michigan

THE BILLY TAYLOR TRIO, jazz concert

Rev. Harry S. Wright, Dean of the Chapel and Associate Professor of  
Religion, Bishop College, Dallas, Texas

Dudley Randall, poet, editor and publisher, Michigan

Talladega College Choir, Concert with Robert Northern, guest conductor

**April 9-13, SCIENCE WEEK**

Dr. Trevor Evans, Emory University, Atlanta, Georgia

Dr. Tim O'Connell, N.A.S.A., Huntsville, Alabama

**April 16,** Xavier University Concert Choir, Julius R. Tipton, III, Director, New  
Orleans, Louisiana

**May 2,** Christopher Sager, pianist, Birmingham Southern College, Birmingham,  
Alabama

**May 4,** Dr. V. R. R. Uppuluri, Oak Ridge National Laboratory, Oak Ridge,  
Tennessee

**LITTLE THEATRE PRODUCTIONS**

**Fall,** THE STY OF THE BLIND PIG — Phillip Hayes Dean

**Spring,** THE BLACK TERROR — Richard Wesley

**ART EXHIBITS**

**February,** Drawings and Ink Washes by Arthur Bacon

**April,** Exhibit of Photographs by George Walker, III

**April,** "AH HAITI — Glimpses of Voodoo," photographic exhibit by Odette  
Menesson-Rigaud

**May,** Exhibit of Photographs by Cohen Simpson





# PERSONNEL



## Personnel

### ADMINISTRATIVE STAFF

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## INDEX

- Academic Calendar/**Back Cover**  
 Academic Program/**8-17**  
 Alabama Center for Higher Education/**10-11**  
 Administrative Staff/**87, 92-93**  
 Admission Requirements/**19-20**  
 Aims of the College/**4**  
 Alumni Association/**94**  
 Alumni Clubs/**94**  
 Applications/**19-20**  
 Art Exhibit/**84**  
 Athletic Facilities/**4, 34**  
 Awards/**28-29, 79**
- Biology/**57, 59-60**  
 Board of Trustees/**95**  
 Buildings/**5-6**
- Calendar/**Back Cover**  
 Campus Map/**7**  
 Chemistry/**57, 61**  
 Choir/**33, 52, 83-84**  
 Class Attendance/**17**  
 Classification of Students/**14, 16**  
 Clubs/**34, 35**  
 College Council/**35**  
 Communications/**43, 44**  
 Community Library Fund/**28**  
 Computer Facilities/**57**  
 Cooperative Programs/**10-11**  
 Courses of Study/**9**
- Deposits/**17, 19, 21-23**  
 Descriptions of Courses/**36-75**  
 Dining Services/**17, 32**  
 Diploma/**15, 22**  
 Dormitories/**6, 23, 32**  
 Dramatic Arts/**34, 43, 84**  
 Divisions of Instruction/**9, 36-75**
- Economics/**65, 67-68**  
 Education Division/**9, 37-42**  
 Elementary Education/**39**  
 Employment/**25**  
 Engineering Program/**10**  
 English/**45-46**  
 Enrollment/**82**  
 Expenses/**21-23**
- Faculty/**88-91**  
 Faculty Housing/**6, 32**
- Fees/**20-23**  
 Financial Aid/**23-29**  
 Fine Arts/**43, 47**  
 Fine Arts Activity/**34, 83-84**  
 Fraternities/**33**  
 French/**48**  
 Funds for Student Aid/**23-29**
- General Division/**9, 12, 15, 19**  
 German/**49**  
 Grading/**14**  
 Graduates/**80-81**  
 Graduation Requirements/**15-16**  
 Gymnasium/**5, 34**
- Health Services/**19, 32**  
 History/**65, 69-70**  
 History of the College/**1, 3, 5-6, 76-85**  
 Honor Societies/**35, 78-79**  
 Honors at Graduation/**14**  
 Housing/**32**  
 Humanities Division/**9, 43-56**
- Information/**96**  
 Installment Payments/**21**
- Late Fees/**21-22**  
 Library/**6, 7**  
 Little Theatre/**34, 43, 84**  
 Loan Funds/**25, 27-28**  
 Location of College/**4**
- Major Fields of Study/**9, 15**  
 Map/**9**  
 Mathematics/**62-63**  
 Medical Care/**19, 22**  
 Modern Languages/**43, 48-49**  
 MSBS Medical Program/**58**  
 Music/**16, 19, 21-22, 43, 50-54**  
 Musical Activities/**33**
- Natural Science Division/**9, 57-64**
- Organization of Courses/**9**  
 Orientation/**32**
- Personnel/**87**  
 Philosophy/**55**  
 Physical Education/**40-41**  
 Physics/**10, 57, 64**
- Politics/**65, 71**  
 Pre-Law/**65**
- Psychology/**66, 72**  
 Publications/**35**
- Refectory/**6, 23, 32**  
 Refund Policies/**22**  
 Registration Fees/**21-23**  
 Regulations/**16**  
 Rehabilitation Education/**37, 41-42**  
 Religion/**55**  
 Religious Life/**31**  
 Requirements for Admission/**19-20**  
 Requirements for Graduation/**15-16**  
 Residence Requirements/**14**
- Scholars/**24, 77-78**  
 Scholarship Aid/**23-29**  
 Scholarship Funds/**25-27**  
 Secondary Education/**37, 38**  
 Social Activities/**33**  
 Social Science Division/**9, 65-75**  
 Social Work Program/**11, 66, 73-75**  
 Sociology/**66, 73-75**  
 Sororities/**33**  
 Spanish/**49**  
 Sports/**34**
- Staff/**87, 92-93**  
 Student Admission/**19-20**  
 Student Aid/**23-29**  
 Student Assistance Programs/**25**  
 Student Clubs/**34, 35**  
 Student Government/**35**  
 Student Life/**17, 30-35**
- Theatre/**34, 43, 84**  
 Thirteen College Curriculum Program/**11**  
 Transfer Students/**10-11, 14, 19-20**  
 Trustees/**95**  
 Tuition/**21**
- Veterinary Medicine/**10**  
 Visiting Speakers and Artists/**83-84**
- Withdrawal from the College/**14, 22**  
 Who's Who in American Colleges/**79**

## SCHEDULE 1974-75

### FIRST SEMESTER 1974

- August 21 — Wednesday Faculty-Staff Orientation and Divisional Meetings
- August 21-24 — Wednesday to Saturday Freshmen Orientation
- August 22 — Thursday Freshmen Registration — morning
- August 22-24 — Thursday to Saturday 12:30 Thursday to 12:00 Saturday General Registration Late fee charged after Noon Saturday
- August 26 — Monday Classes start 8:00 A.M.
- August 28 — Wednesday Last day to add a class
- August 29 — Thursday 1:30 P.M. Opening Convocation
- October 4 — Friday Last day to drop a class
- November 3 — Sunday Founders Day
- November 4-8 — Monday to Friday Pre-registration for second semester
- November 26 — Tuesday Thanksgiving recess starts at 6:30 P.M.
- December 2 — Monday Classes start after Thanksgiving recess at 8:00 A.M.
- December 14 — Saturday First semester exams start
- December 20 — Friday Semester ends at 6:30 P.M.

### SECOND SEMESTER 1975

- January 8, 9, 10, 11 Registration for second semester. Wednesday to Saturday. Late fee charged after Noon Saturday. (Noon)
- January 13 — Monday Classes for the second semester start at 8:00 A.M.
- January 15 — Wednesday College Convocation 1:30 P.M. Martin Luther King Day
- January 17 — Friday Last day to add a class
- February 21 — Friday Last day to drop a class
- March 8-16 — Saturday to Sunday Spring Recess
- March 17 — Monday Classes resume at 8:00 A.M. after Spring recess.
- March 24-28 — Monday to Friday Pre-registration for first semester 1974-75 year
- May 10 — Saturday First day of semester exams
- May 16 — Friday Last day of semester exams
- May 17 — Saturday Alumni Day
- May 18 — Sunday Baccalaureate-Graduation