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Gardner-Webb College

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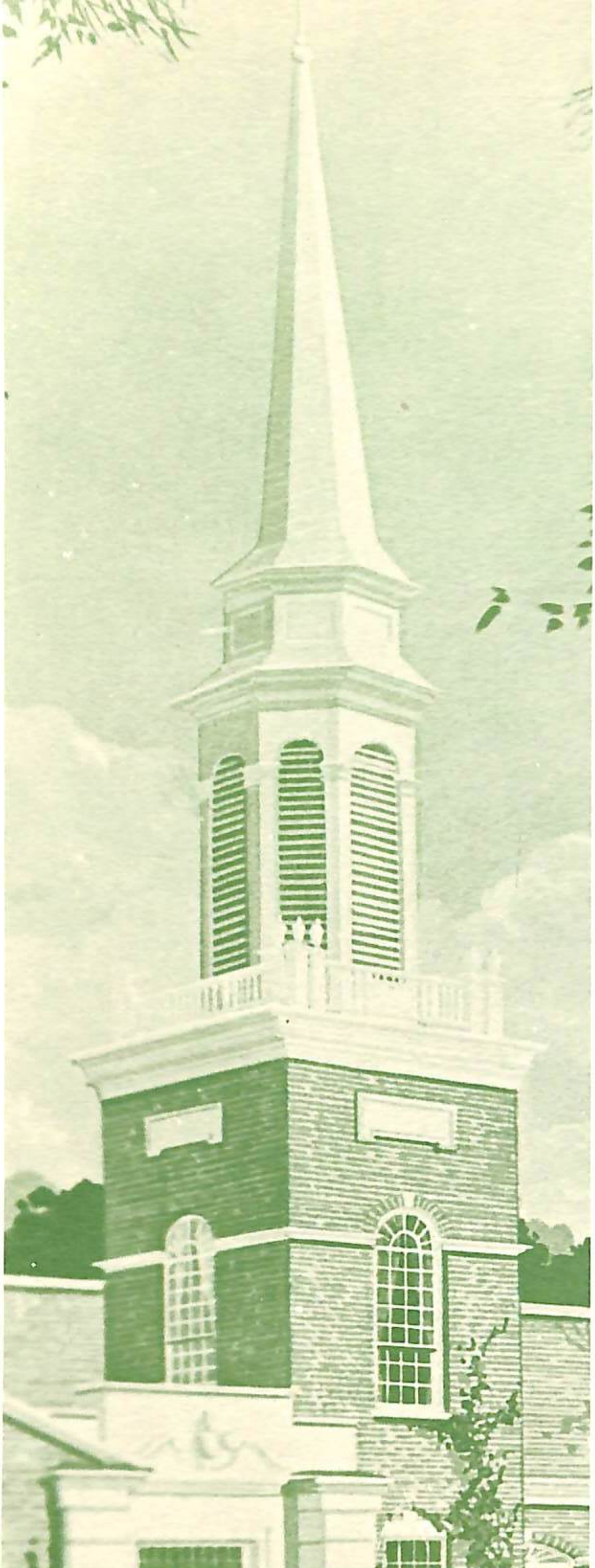

GARDNER-WEBB COLLEGE SUPPLEMENT TO THE 1967-1968 CATALOGUE

GARDNER-WEBB COLLEGE QUARTERLY

1967-1968

Catalogue Issue

with announcements

for

1968-1969

February, 1967

Volume 14 No. 1

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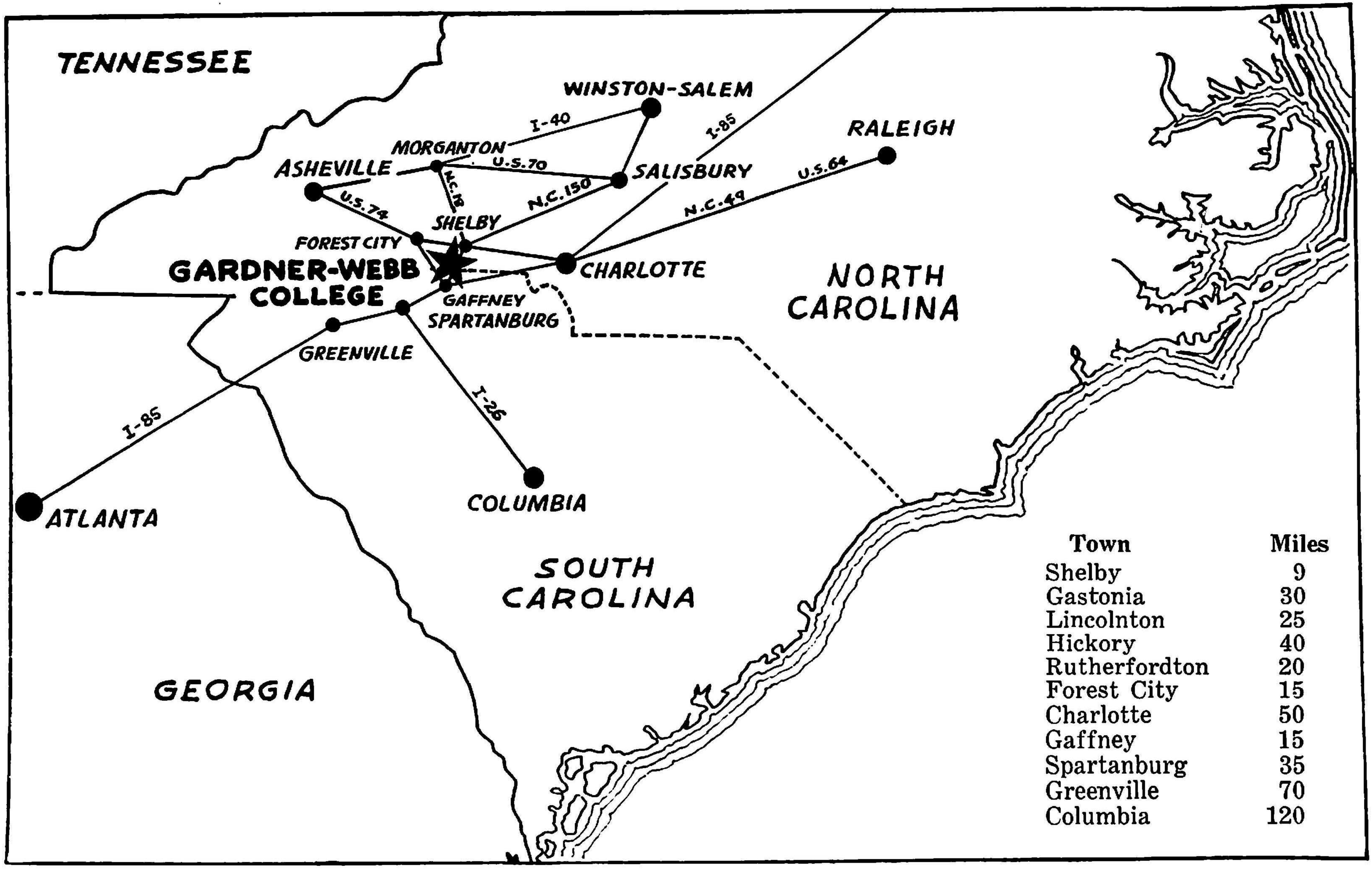
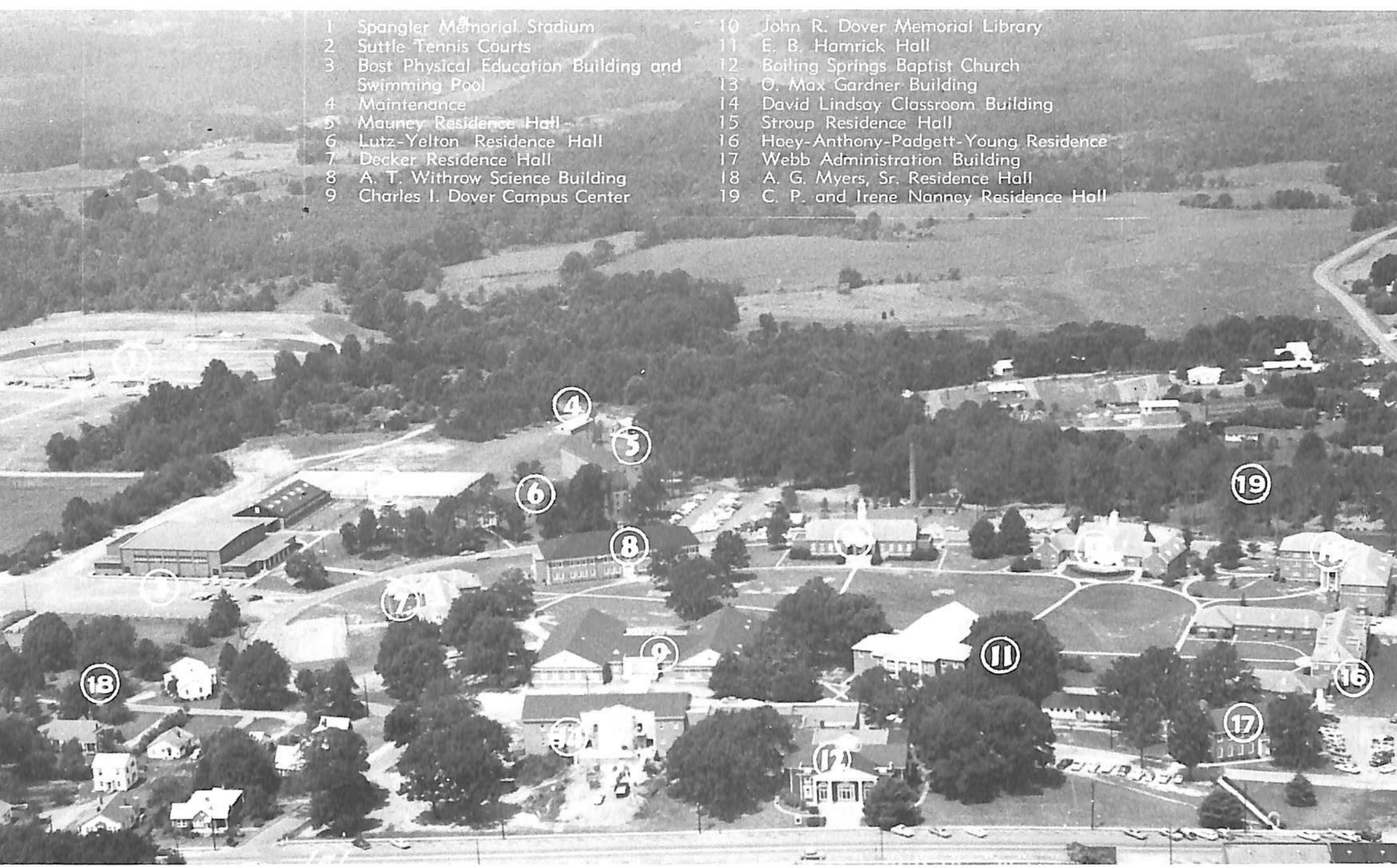


Town	Miles
Shelby	9
Gastonia	30
Lincolnton	25
Hickory	40
Rutherfordton	20
Forest City	15
Charlotte	50
Gaffney	15
Spartanburg	35
Greenville	70
Columbia	120


1 Spangler Memorial Stadium
2 Suttle Tennis Courts
3 Bost Physical Education Building and Swimming Pool
4 Maintenance
5 Mauney Residence Hall
6 Lutz-Yelton Residence Hall
7 Decker Residence Hall
8 A. T. Withrow Science Building
9 Charles I. Dover Campus Center
10 John R. Dover Memorial Library
11 E. B. Hamrick Hall
12 Boiling Springs Baptist Church
13 O. Max Gardner Building
14 David Lindsay Classroom Building
15 Stroup Residence Hall
16 Hoey-Anthony-Padgett-Young Residence
17 Webb Administration Building
18 A. G. Myers, Sr. Residence Hall
19 C. P. and Irene Nanney Residence Hall

DR. E. EUGENE POSTON
President

welcome to Gardner-Webb College

The choice of a college is a difficult task, and because there are as many philosophies of education and programs of instructions as there are colleges and universities, no meaningful categorization of these institutions is possible.

We do welcome you to Gardner-Webb and hope you will find in this book a real understanding of what it is like to live and study at Gardner-Webb.

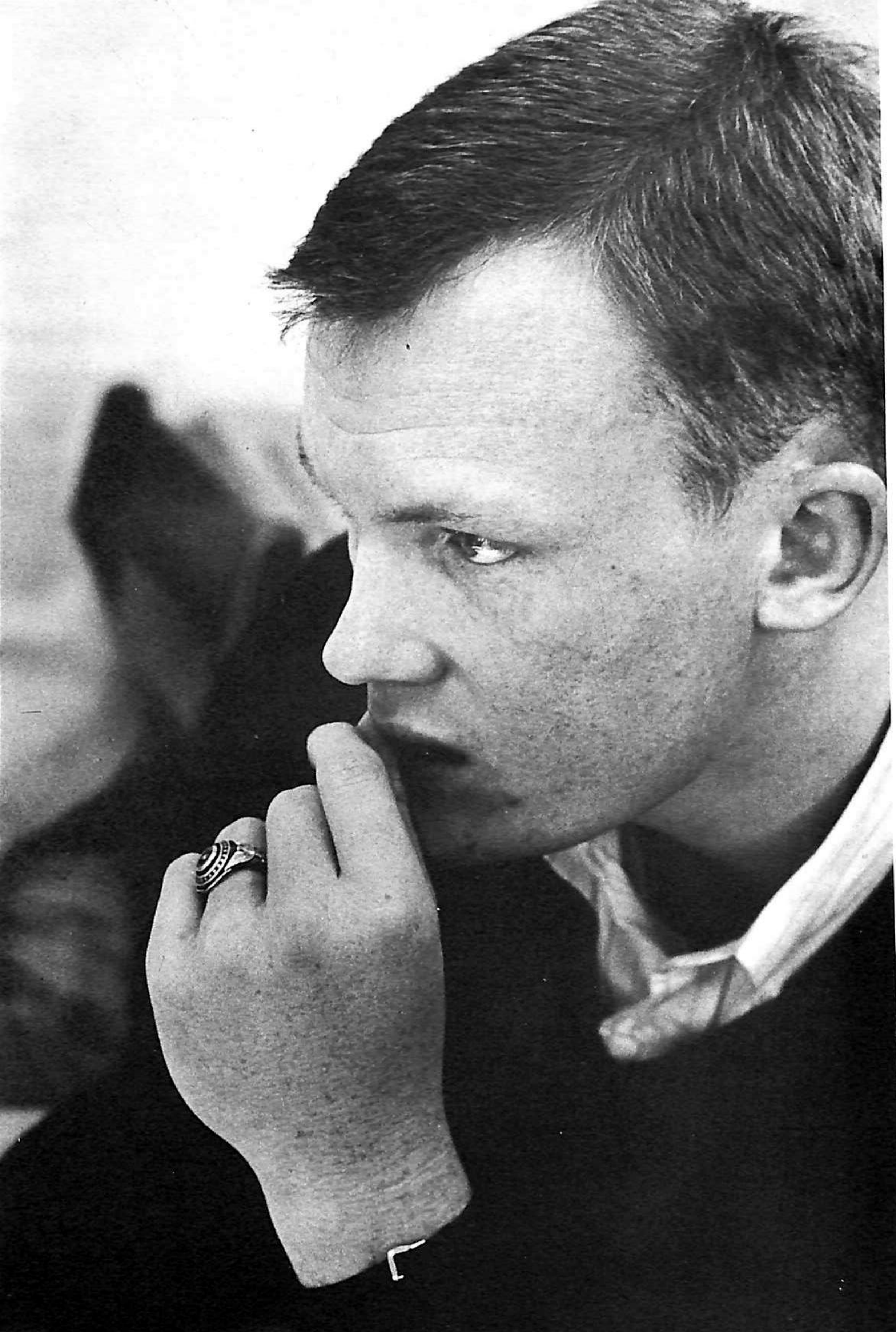
Remember, when you join a college community, that you commit yourself into a cooperative relationship which not only exerts influence on your development for a specific number of years, but, indeed, throughout your life.

There is no better way to make a decision about a college or university than visiting the college or university when it is in session. The character of the institution is expressed through its students, its classes, and faculty. Your reaction to these elements will help you in your decision.

We hope you will want to attend a college in which you will be recognized as an individual. Gardner-Webb is a friendly place with a special concern for individuals. You are not a data processing number but an important part of a community, known by your professors, fellow students, and administrators.

Academically sound, fully accreditated, with a pleasant social and cultural environment, Gardner-Webb is located in one of the nation's fastest growing areas and has in its student body a large cross-section of students from across the country and from foreign countries.

Visit us, read this book, and if you feel a small Christian college with a well rounded program of studies, athletic, social and cultural activities is the place for you, we will look forward to having you join us.



statement of purpose

The purpose of Gardner-Webb College is to develop quality Christian students who think for themselves, and who will dedicate themselves to the Christian way of life in the vocation of their own choice. We propose to accomplish our purpose by:

1. Giving thorough training in the recognized disciplines to students who wish to go on to higher institutions of learning.
2. Giving the widest and richest training possible to those whose formal education will end here.
3. Giving a reasonable amount of vocational training, preferably on the background of a broad liberal education.
4. Discovering the needs of the larger community which we serve and striving to put into effect a program that will contribute to the spiritual, the cultural, and the economic development of the entire area.

gardner-webb college

Charter 1905

accreditation

is a fully accredited member of the Southern Association of Colleges and Schools. The two year program culminating in an Associate in Arts Degree for those who successfully complete proper programs, has been accredited since 1948.

In this period of challenge and change, the College is striving to develop strong programs in all fields of study, which will enable the students to meet the demands of tomorrow's society.

Gardner-Webb is also a member of, and fully accredited by, the North Carolina College Conference composed of sixty-two institutions in the State. It is accredited by the North Carolina Board of Education and is authorized by the immigration authorities of the United States for the training of foreign students.

The United States is divided educationally into convenient regions of accreditation. The individual college, when it meets minimum standards, is accredited by its regional association. Ordinarily accreditation by the regional associations is, by courtesy, accreditation by all regional associations. That is, a person may transfer with ease from one accredited college in any other part of the United States. In addition to regional agencies, each state has its own College Conference which follows fairly closely, sometimes more rigidly, the accrediting policies of the regional association. Although the following are not accrediting agencies as such, the College is an active member of:

The American Association of Junior Colleges
The Southern Association of Private Junior Colleges
The North Carolina Foundation of Church-Related Colleges
The National Junior College Athletic Association
The Western Carolinas Junior College Athletic Conference
Region 10 Junior College Athletic Conference
The College Entrance Examination Board

Since shortly after the Civil War, the Baptists of West- Central North Carolina have shown an unusual interest in education. Gardner-Webb College is the product of that interest. As early as 1903 the idea of establishing a high school "where the young . . . could have the best possible educational advantage under distinctive Christian influence" was firmly fixed in the minds of the people of the Kings Mountain Baptist Association. By 1905 Boiling Springs was selected as the location of such a school, and the Sandy Run Association had joined enthusiastically with the Kings Mountain group in the determination to build it. The trustees from the two associations held their first joint meeting at Boiling Springs on October 27, 1905. The school was chartered on December 2, 1905, as The Boiling Springs High School, Incorporated.

In 1907, construction work on the main building (Huggins-Curtis Hall), was started, and the cornerstones, one for the Kings Mountain Association, and one for the Sandy Run, were laid in June. In May of the same year Mr. J. D. Huggins was elected as the school's first principal. The Boiling Springs High School operated under the leadership of J. D. Huggins, F. A. Brown, J. M. Hamrick, and W. J. Francis until 1928. On the second day of May, 1928, Boiling Springs High School closed its twenty-first year of work and its last as a high school. Thousands of students had enrolled in the school; five hundred eighty-eight had graduated.

On the third day of September, 1928, Boiling Springs Junior College opened for its first session with the Reverend James Blaine Davis as its president. President Davis resigned early in 1930, his resignation to become effective on May 20. On the fifth of May, Dr. Zeno Wall, pastor of the First Baptist Church of Shelby, North Carolina, was elected temporary president and on May 21, 1930, he assumed the presidency, a position he occupied without pay. On March 23, 1932, the press carried an

announcement of the appointment of the Reverend J. L. Jenkins, pastor of Boiling Springs Baptist Church. to the presidency of the College, succeeding Dr. Wall—a position the Reverend Mr. Jenkins was to assume late in May or early June. On March 7. 1935. President Jenkins submitted his resignation. and A. C. Lovelace became president, only to resign in April of 1936. The college had no president through most of the summer of 1936, but late in August, George Jackson Burnett of Marshall, Texas, accepted the presidency. President Burnett served until March 1, 1939, with former President Jenkins serving out the remainder of the academic year. On May 5, 1939, the trustees elected the Reverend John R. Cantrell as president. Under his administration a campus beautification project was begun. The gymnasium was veneered with native stone, and by 1940 the E. B. Hamrick Building, which had been burned, was under construction. This building had been erected after the First World War as a memorial to the young men from this section of the state who had given their lives in the cause of freedom. But on April 16, 1943, President Cantrell resigned effective June 1.

Two significant things in the life of the College occurred in 1942—Governor O. Max Gardner began to devote his energies, time, and wealth to guiding and strengthening the College; and the name of the College was changed to Gardner-Webb College, in honor of the late O. Max Gardner, Sr., and his wife, Mrs. Fay Webb Gardner, and their families.

In July of the next year, 1943, another significant event in the history of the school occurred. Philip Lovin Elliott came to Gardner-Webb as its president, bringing with him a community-service concept of education that has made Gardner-Webb distinctive among small liberal arts colleges. In 1946 the College was admitted to the Baptist family of colleges of North Carolina on the condition that by November, 1948, the friends of the

the decade of advance 1961-1971

institution raised, in addition to $750,000 for a plant, $250,000 for endowment. These conditions were satisfactorily and completely met. Also, in 1948 the College achieved the goal of attaining the highest accreditation within its reach — full and unqualified membership in the Southern Association of Colleges and Schools. President Elliott came to a school with a small enrollment; he left it with over 500 students. He came to a college with a few buildings; at the time of his announced retirement in November of 1960 the college property was valued at $3,000,000.

Between President Elliott's announced retirement and his death on April 14, 1961, the Trustees of Gardner-Webb elected E. Eugene Poston to succeed Dr. Elliott. On April 18, 1961, President-elect Poston assumed the presidential responsibilities. In 1961 Dr. Poston announced his Decade of Advance, 1961-1971, which is designed to make Gardner-Webb a fully equipped college with an enrollment of 1000 by 1971. On April 16, 1962, Dr. Poston was inaugurated eighth president of Gardner-Webb College. Under his leadership the already accredited college went through a thorough Self-Study in which its accreditation was reaffirmed and improved by the Southern Association of Colleges and Schools.

President Poston presented the following Vision For The Future to the Trustees and Advisors during their meeting in November, 1963, that we endeavor to accomplish the following things by the end of 1971.

1. Enroll a student body of 1,000 students.
2. Build a faculty of 75 members.
3. Reach an endowment of $3,000,000.
4. Build the following buildings:
    a. Chapel-Auditorium
    b. Campus Center

c. Fine Arts Building
d. Two Classroom Buildings
e. Four Dormitories
f. An Athletic Stadium

5. Reach the rank of senior college

The first point and "b", "c", "f", "e", and half of "d" under four have been reached. Gardner-Webb enrolled 1,341 students this year. Our teaching faculty numbers 70. During the past year the endowment at Gardner-Webb College grew $109,012 reaching a total of $743,347.

Newly constructed are two dormitories for men, Spangler Memorial Stadium, the V. F. Hamrick Fieldhouse, and the Charles I. Dover Campus Center. A classroom building has been purchased while construction of two dormitories is expected to be completed before the 1967 term opens in August. We are in the discussion stage concerning the chapel-auditorium building but work is complete on remodeling the O. Max Gardner Building into a Fine Arts Center.

Our 60th Anniversary Phase of the Decade of Advance, under the leadership of R. Patrick Spangler of Shelby, has been successful far beyond our imagination and it is continuing into 1967. Thus far, over $2,630,000 has been given or pledged.

Gardner-Webb began the year 1966-1967 with 1,341 students in the regular college program, including 14 special students, and 57 students in the evening college. There were 429 non-duplicating students enrolled in the two terms of the 1966 summer school. Our Associate in Arts Degree Nursing program will graduate its first class in the Spring of 1967. The program is already accreditated and is being sponsored in conjunction with the Cleveland Memorial Hospital of Shelby and the Rutherford County Hospital of Rutherfordton.

Data Processing, added in 1964, is not only a teaching field but a

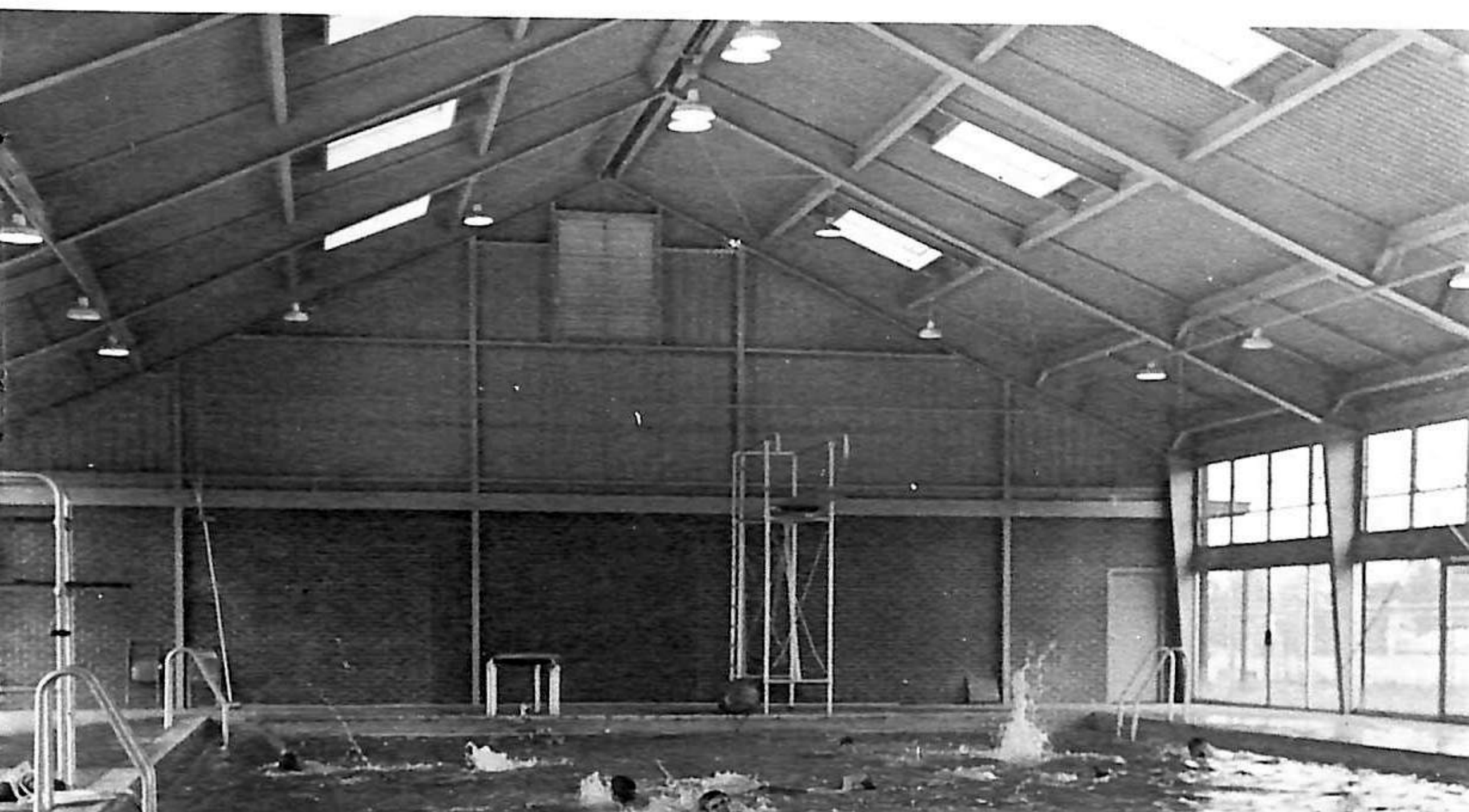
useful tool of the college administration in the registration of over 1,200 students.

presidents

James Blaine Davis.....1928-30
Zeno Wall.....1930-32
James L. Jenkins.....1932-35
A. C. Lovelace.....1935-36
George J. Burnett.....1936-39
J. R. Cantrell.....1939-43
Philip Lovin Elliott.....1943-61
E. Eugene Poston.....1961

the nature

1. Gardner-Webb College is a Christian college, owned and operated by the Baptist State Convention of North Carolina. We believe that a Christian college must be made up of Christian trustees, Christian administrators, Christian teach-



ers and staff, and students who deliberately choose Gardner-Webb because of the distinct Christian atmosphere. The entire program is conceived as an adventure in quality values. To this end our Admissions Committee is motivated in the selection of students. Those who teach here are selected and retained on the basis of their unquestioned moral excellence, their proficiency in scholarship, their love for youth, and their desire to produce men and women of distinction and quality.

2. Gardner-Webb is a two-year coeducational college. We believe that there is a vital and indispensable place for such an institution in our educational system. Its closely knit social life, the vital touch between teacher and pupil, the freedom, the comradeship in study, the economy of its charges, and the vital interest in individual problems which emerge in the search for and discovery of human values are among its advantages.

3. Gardner-Webb is a small institution. It has been built deliberately for a student body of approximately 700 boarding students and 500 day students. However, because of the press of numbers for the decade 1962-1972 we are planning for an increase of approximately forty students per year.

residential buildings

Approximately 1,200 acres of land and thirty-three buildings comprise the physical equipment of the College. The campus proper, a hundred thirty-seven acre tract of rolling land dotted with a variety of lovely trees, furnishes the location for the various buildings. All buildings are heated from a central heating plant.

THE JAMES WEBB GARDNER MEMORIAL DORMITORY: (DECKER HALL) This three story structure completed in the fall of 1948 at a cost of $230,000 is fireproof and furnishes at-

tractive accommodations for 134 men. In the attic is sufficient space to entertain visiting teams as well as space for a play room. This building is named in honor of the son of the late O. Max Gardner, Sr., and Mrs. Gardner.

THE LUTZ-YELTON HALL: This new three and one-half story solid masonry building is designed to house 100 men. Each room is equipped with individual thermostats to control heat. This building, completed in 1963, is impressive as it occupies a prominent position on a sloping hill adjacent to the physical education facilities and across the road from the Withrow Science Building. The building is named in honor of the Lutz-Yelton Companies of Shelby and the stockholders.

MAUNEY HALL: This residence houses 112 men students. This new four story solid masonry building, completed in August of 1965, is equipped with individual thermostats to control heat. It is located adjacent to the Lutz-Yelton Residence Hall and across the road from the Spring from which the town derives its name. This building is named in honor of the Mauney Family of Kings Mountain.

THE HOEY-ANTHONY-PADGETT-YOUNG DORMITORY: The central section of this dormitory was constructed in 1946. The east and west wings were added in 1948 to form an open quadrangle. The buildings were named by the Trustees as follows: The Suttle Dormitory is the east wing of the quadrangle, named in honor of the late Reverend John W. Suttle of Shelby, and the McMurry is the west wing, named in honor of the late A. W. McMurry of Shelby. Hoey-Anthony is the first floor of the central building, named in honor of the late Senator Clyde R. Hoey and in memory of his wife, Bess Gardner Hoey of Shelby; and in memory of J. A. Anthony and his wife, Ollie Gardner Anthony of Shelby. The Padgett-Young is the second floor, named in memory of Tilden R. Padgett and his wife, Cleo King

Padgett of Forest City, and in memory of Dr. Guilford Young and his wife, Florence Jackson Young of Forest City. This building has been remodeled to accommodate young women.

THE STROUP DORMITORY: First used during the year 1956-57, the Stroup Dormitory provides living space for one hundred girls. It is a three-story, fireproof, brick structure, with adequate parlors, reading rooms, recreation areas, kitchenette, and laundry room. It is named in honor of Mrs. Mae Cline Stroup, a benefactor of the college, and in memory of her husband, Rush Stroup.

APARTMENTS: The College owns five duplex apartments and four trailers which may be used as needed by faculty or students. The college also owns ten residences occupied by faculty and student families.

THE WASHBURN MEMORIAL BUILDING: A brick structure erected in 1941 by Mr. Seaton A. Washburn in memory of the Washburn families. It was first used as a library, but is now being used as a residence.

administrative and classroom buildings

THE E. B. HAMRICK BUILDING: Dedicated in 1943, contains the foreign language laboratory, classrooms, auditorium, recording booth, the Data Processing Department, and a two manual Pilcher pipe organ. The auditorium was lighted for dramatics in the summer of 1962. It is named in honor of the late Mr. E. B. Hamrick, who stood by the college when the future looked dark. This building has been sandblasted and the white paint removed so that it now blends in with the rest of the campus.

THE JOHN R. DOVER MEMORIAL LIBRARY: Completed during the year 1951, is one of the loveliest buildings on the campus. The library has on the first floor a large reading and reference area, stacks, librarian's office, receiving and processing room, and two special rooms for Cleveland County Archives and North Carolina History. The basement floor is currently being used for classrooms, and to house the Business Education Department. This building, completely furnished and equipped, is undoubtedly one of the finest libraries in the state. It was completely air-conditioned during the summer of 1962. A new lighting system was installed during the fall of 1962.

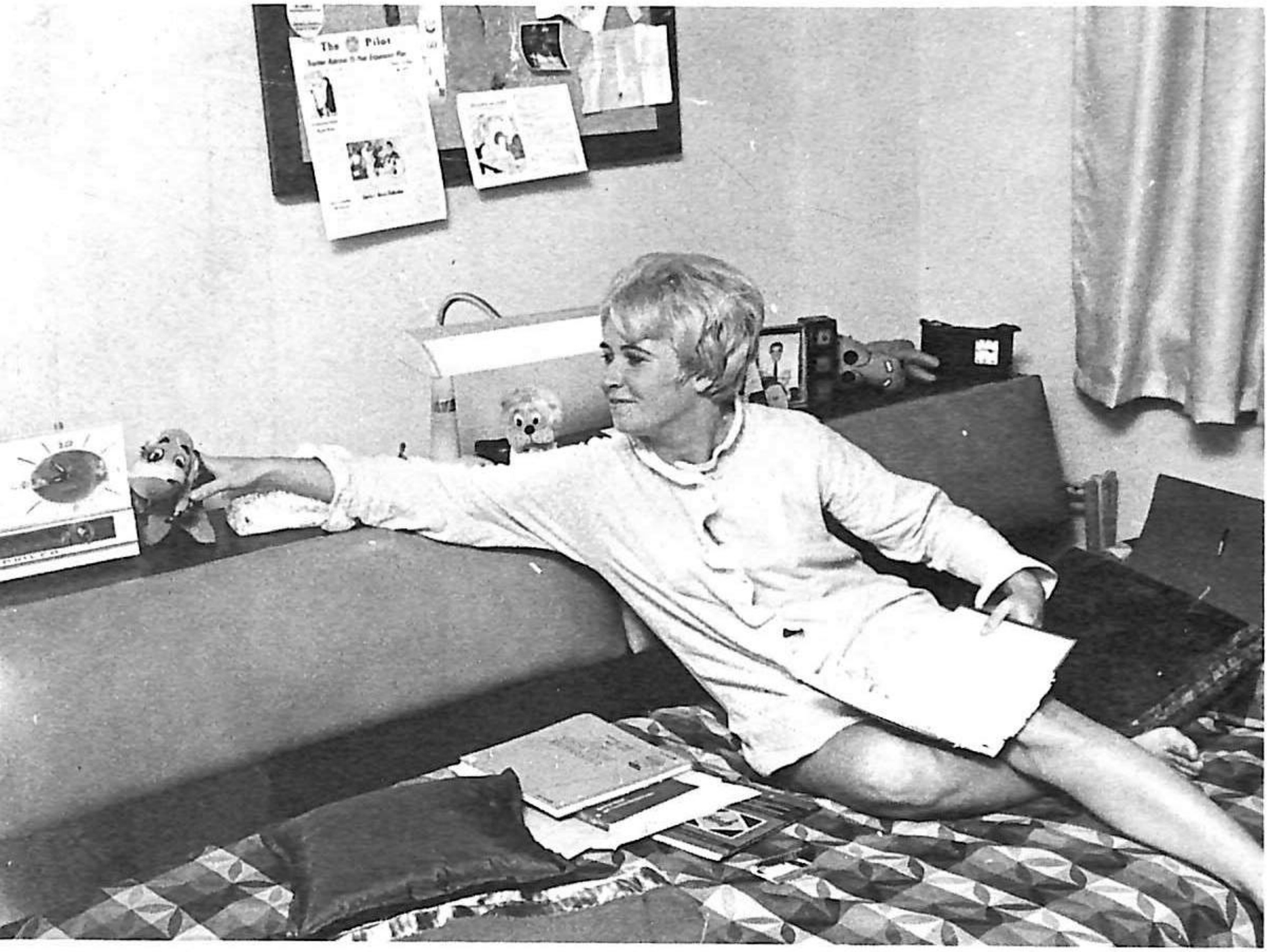
The special book collections we now have are as follows: the North Carolina Collection; the Thomas Dixon Collection; the R. C. Campbell Collection; the C. J. Black Collection; and the F. A. Bower Collection. The library contains over 20,000 volumes chosen to meet the needs and interest of the students, with special reference to the topics offered. Newspapers and a selected group of general and special magazines indexed in "The Reader's Guide to Periodical Literature" supplement the resources of the book collection. About 1,500 volumes are added annually through purchase and gift. The gifts of books have been especially well chosen, and have been worthwhile additions to the library. Valuable, too, have been the gifts of money, whereby needed books might be purchased.

THE BOST PHYSICAL EDUCATION BUILDING AND SWIMMING POOL: Named in honor of Mr. L. C. Bost of Shelby and in memory of Mrs. Jean Bost Gardner, it is located between Decker Hall and the athletic field. It is modern in every respect for the development of strong healthy bodies. It contains one classroom, first aid room, lockers, rest rooms, showers, team rooms, and swimming pool. As Gardner-Webb is a Community College in the highest sense, this building gives excellent opportunity for our community recreation program and for encampments and various other group programs of the denomination. The pool is constructed for year round use.

THE O. MAX GARDNER MEMORIAL STUDENT CENTER: Completed in the autumn of 1948, the building was constructed and furnished by the family of the late Ambassador O. Max Gardner and is a worthy memorial to a great man, who gave new life to the college and who believed in his native county. On the first floor the building contains a band room, music studios, practice rooms, and Art Department. On the second floor is a lovely student lounge and music recital hall with approximately 3,000 feet of floor space.

THE SUTTLE TENNIS COURTS: Named in honor of Mr. and Mrs. J. L. Suttle, Jr. and in memory of Mr. J. L. Suttle, Sr. of Shelby, they are located on the west side of the Bost Physical Education Building. These four courts, constructed of asphalt and fenced in 1960, were provided at a cost of $10,000. Near constant use is made of them during days of favorable weather and during the spring the college's tennis team hosts its matches on them.

THE WEBB ADMINISTRATION BUILDING: Completed in the fall of 1960, it houses the administrative offices including president, dean, registrar, business manager, and public relations. It also contains offices for Church-Community, student procure-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ment, development, and alumni, and has a conference room, a mimeograph and storage room. The building was built in honor of Mrs. O. Max Gardner (Fay Webb), and in memory of her parents, grandparents and great grandparents. It was given by the O. Max Gardner Foundation and is fully air-conditioned. Mrs. Gardner has continued the work that her late husband loved —the promotion of Gardner-Webb College.

THE A. T. WITHROW SCIENCE BUILDING: Named in honor of Mr. A. T. Withrow of Charlotte, a benefactor of the college, and occupied in the autumn of 1961, it has facilities for two years of biology, chemistry, physics, mathematics, psychology, mechanical drawing, a lecture room seating 150, seven offices, and a photographic laboratory. This building is fully equipped and is second to no other junior college science building. It has been built in such a way that it can be enlarged to meet the needs

of a four-year college program, should such a program be needed in the area.

THE CHARLES I. DOVER CAMPUS CENTER: Completed in 1966, it is named in honor of Mr. Charles I. Dover of Shelby, a benefactor of the college. The building contains a new cafeteria, a private dining room, a recreation area, post office, bookstore, snack shop, publications center, student government offices, faculty offices, and a day student lounge. The lounge is furnished in honor of Mrs. Charles I. Dover.

THE ERNEST W. SPANGLER MEMORIAL STADIUM: Completed in 1966, it includes a football stadium, a track, and a fully equipped field house which will serve as a teaching station. It is named in memory of Mr. E. W. Spangler, a former businessman of Shelby, and in honor of his widow, Mrs. Verna Patrick Spangler. The field house is named in honor of Mr. V. F. Hamrick of Shelby, N. C.

THE DAVID LINDSAY CLASSROOM BUILDING: This three story building was completed in early 1967 at a cost of approximately $275,000. It is air conditioned and will be jointly used by the college and the Boiling Springs Baptist Church until Jan. 1, 1969. This building was made possible by David and Winfred Hubert Lindsay of Rutherfordton and will be known as the David Lindsay Classroom Building.

student life

Gardner-Webb is a small and friendly community, much like the communities from which most of her students come. A student should soon feel at home as he is greeted by a warm "hello" from fellow students, faculty, and staff. The College encourages this community spirit as a distinct feature of the educational program.

To aid the student during his stay at Gardner-Webb and in the hope that his growth and development needs are met more adequately, the College provides the following services and activities:

Personal Service

The College furnishes all rooms in the dormitories with single beds, dressers, chairs, and desks. Students are permitted the use of a radio, and other electrical appliances as indicated in THE PORTHOLE. Each student is expected to provide his own pillows, blankets, linens, and for each room wastebaskets, broom dust mop, and dust pan. Any student who wishes to provide is allowed to have curtains, floor or desk lamps, and other personal articles. Irons may be used only at designated places. Television sets are provided in the parlors of some of the dormitories.

Laundry and Dry Cleaning

Two modern dry cleaning plants are near the campus and serve the needs of the students. There is a self-service laundry and dry cleaning plant in Boiling Springs.

The College operates vending services, post office, recreation area, and bookstore in the Charles I. Dover campus center for the convenience of of the students.

bookstore

Here the students may get their textbooks and other classroom supplies, which must be paid for at the time of purchase.

messages and mail

Gardner-Webb has an excellent telephone service with a private exchange. Telegraph messages intended for persons at the College,

if sent to Shelby, will be telephoned to Gardner-Webb.

Mail arrives over star route twice daily. The College maintains mail delivery service on the campus.

health

A sound body is a valuable asset and requisite to effective study. The College does everything in its power to insure the best possible development of each student and to maintain his general health.

Meals are served in the cafeteria by the Slater Company, nationally known caterers of Philadelphia. These services have received complete approval by the students.
Please refer to the Student Handbook for the list of medical services to which each student is entitled.

orientation

The orientation period is a varied phase of the college guidance program. Small groups of approximately eighty freshmen students are invited to the campus each Friday or Saturday beginning in the early spring and throughout the summer weeks for pre-testing and pre-registration. This permits college officials to assist each student through individual counseling to plan out a curriculum suitable to that student in relation to transfer to a senior college. During the first week of school students will follow a carefully planned program of orientation and registration. First year students are expected to come to the campus on the day suggested by the college authorities. During orientation week each student is expected to meet the various requirements set forth by the Department of Counseling and take placement or other tests deemed advisable by the other departments of the college.

No student has completed his registration until he has met the requirements outlined in the orientation and testing schedule.

The ideal of college life is that of a well-ordered Christian home, where each individual may have as much freedom as is consist-

ent with the well-being of the group. The small college is well suited to achieve this ideal, and to this end students are granted many privileges here which could not be allowed at a larger school. Since it is our belief that growth in character comes only through the development of self-direction and self-control, rules and regulations are reduced to a minimum and are made or amended as may seem necessary for the good of the individual and the group. The responsibility for making and enforcing these rules and regulations rests jointly on faculty, staff, and students. For several years the College has had a system of student-faculty government, and all major problems of conduct are passed by the student judicial board. Serious cases are reviewed by the executive committee of the faculty.

counseling

One of the basic principles upon which Gardner-Webb operates is that discipline in its highest form is accomplished by a constructive counseling program. In keeping with this philosophy, the College maintains a Department of Counseling for the purpose of assisting the student to make the best possible adjustment to his college life, and to prepare himself in the best possible way for the responsibility of Christian leadership. The Department of Counseling seeks to provide individual guidance for every student enrolled in the College. This is effectively handled by placing each student in close contact with at least one member of the faculty. Every student is assigned to a counselor at the beginning of the year. The assignments are made on the basis of academic and vocational interest, and personal compatibility. Each counselor meets with his counselees in a general group meeting at least once each month and as many times in personal interviews as is necessary for the needs of the student. In this role the counselor is more than a teacher. He is also in a position to be the student's confidant and friend with whom the student may share his problems in every realm of life in a confidential way so that a solution of these problems may be reached for the highest possible good of the student.

The Department of Counseling maintains an office with student personnel files for the benefit of both counselors and students. The Director of Counseling works in close cooperation with the College Government, Faculty, and College Administration in handling student problems as they may arise. Students are encouraged to take advantage of all facilities made possible by the Department of Counseling for their college training and vocational choices.

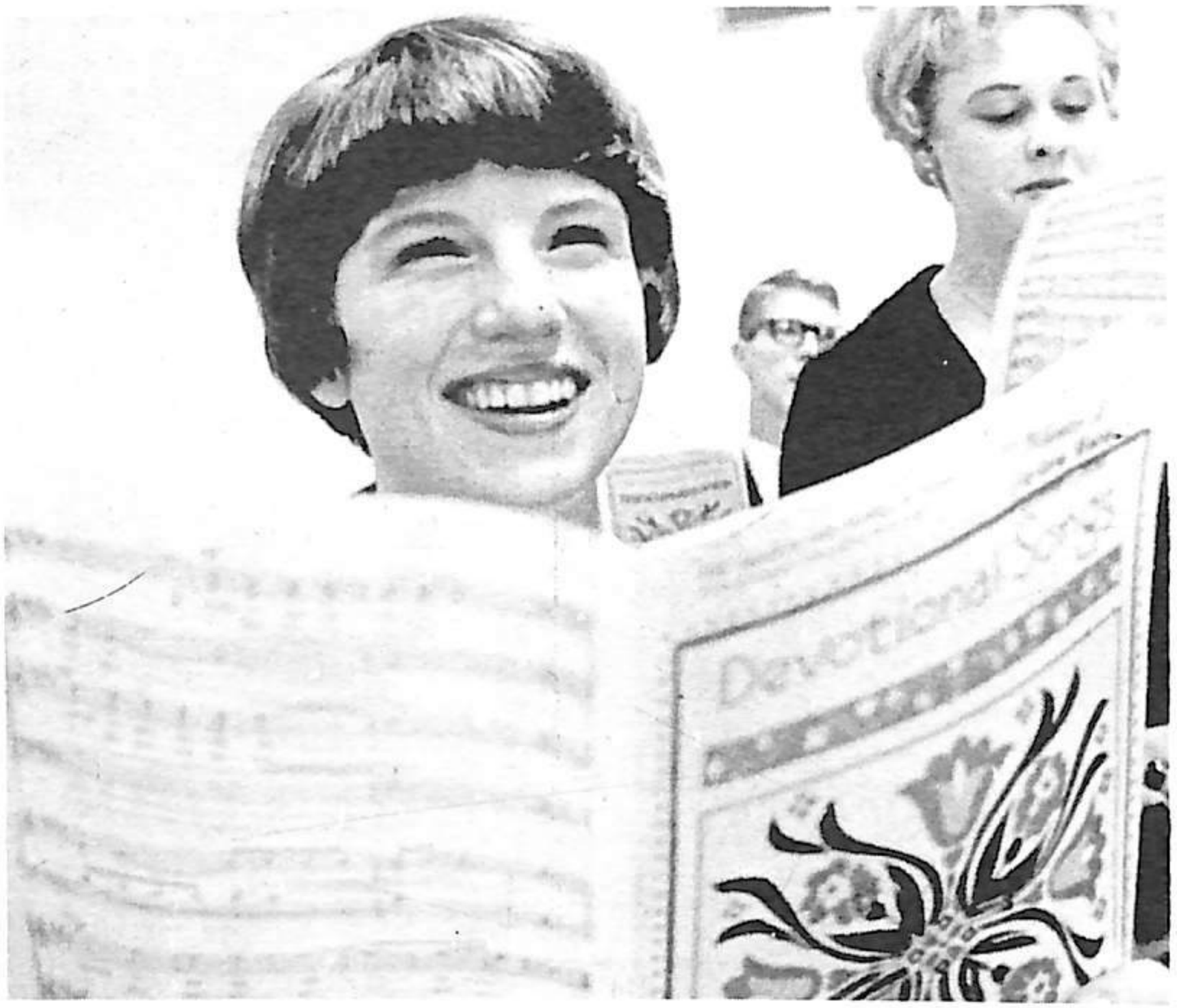
The Department of Counseling has an expanding testing program with a library of tests including aptitude, achievement, vocational emphasis, and personality inventories. These tests supplement the Scholastic Aptitude Test (usually administered in high schools

under the auspices of the College Entrance Examination Board), which is required of each entering student. Before each freshman student enters Gardner-Webb College, the Department of Guidance and Counseling is responsible for that student taking a comprehensive battery of tests. Through this program the faculty and administration obtain an accurate picture of the student's previous academic achievement, his non-academic background, and his outstanding areas of need. This material enables the guidance and counseling program to function more successfully. All test results are treated in a confidential manner.

The cooperation of the parents is earnestly requested in carrying out all regulations of the school, especially in regard to week-end trips home and other absences from the campus. It is vitally important to the education of the students that they take an active part in the morning and evening worship services in the local churches. The church work at the College is planned as a part of the student's education as really as their class work or any other college activity. For them to miss that is to miss a central factor in their college life. Parents are urged to encourage their children to participate in the church of their choice.

Parents are invited to visit the College and to talk to or write freely about their children. The College officials are always glad to know the parents' point of view and to do anything in their power to correct any wrong, real or imaginary. They reserve the right of dealing with each problem on its own merit.

college government association

By enrolling in Gardner-Webb College, one automatically becomes a member of the College Government Association. The purpose of this organization is defined in its constitution: "to afford students an opportunity to learn and observe the rules of community living, to promote responsibility, self-control, and loyalty, to keep all social life on the campus on a high plane and to have it always in harmony with Christian living."

The students' handbook, "The Porthole," containing the regulations of the Association, is distributed annually. During Orientation Week members of the Student Legislature assist the new students in understanding the regulations as set forth in the handbook. Dormitory House meetings are held periodically to review the regulations.

Any serious disciplinary measure involving probation, suspension, or expulsion is first tried by the Judicial Board of the College Government Association. Afterward it is reviewed by the Executive Committee of the faculty, which has the power to approve or veto the student decision, or to impose any other penalty.

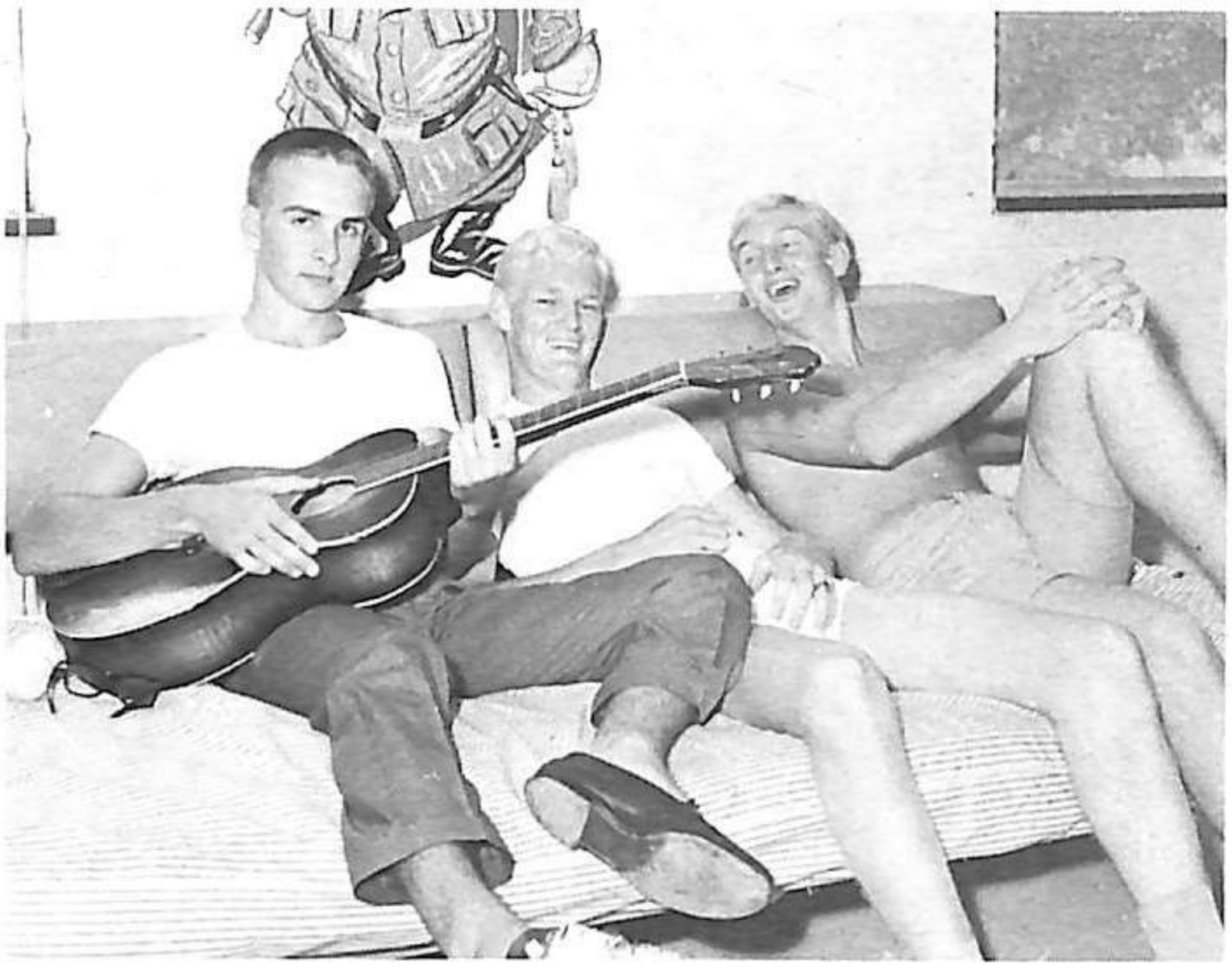
student publications

The Quarterly is published in December, March, June and September for alumni and friends of the College. The March issue serves as the College catalogue. This issue serves as the students' legal contract with the College. Prospective students may read it to discover their opportunities in the College, former students to see what the College is doing, and the general public to evaluate the educational program of the College.

THE ANCHOR is the College yearbook, edited by the students under the supervision of a faculty advisor.

THE PORTHOLE is the student handbook, and guides the new student in making his adjustment to college life.

THE PILOT is the College newspaper, published monthly by the students under faculty supervision.



student organizations

No secret societies are allowed among the students, and no organization is permitted unless approved by the administration.

religious activities

Conduct at Gardner-Webb is based upon the practical expression of the Christ-life. The positive aspect of the Christian experience is stressed above the negative. It is assumed that each student will find his place in the religious life of the campus and community without coercion except through the inner urge of his own soul. A spiritual atmosphere is created by the friendly association of students and faculty. The student religious organizations are similar to those in an average church and community. It is the opinion of the administration that the religious opportunities are as valuable a part of the curriculum of the College as English or biology.

THE LOCAL BAPTIST CHURCH. Each Baptist student is urged to transfer his church letter to a local Baptist church. Students of other denominations are invited to become identified with the fellowship and training of the local Baptist church if the church of their choice is not accessible. This tie with the local church opens many avenues for social and spiritual fellowship.

THE METHODIST CHURCH. A Methodist church was organized in Boiling Springs in 1957, and a new building has been constructed. Methodist students are invited to become members and attend services of this church. A very active Sunday School program is provided.

SUNDAY SCHOOL. The local Baptist church provides a well-organized Sunday School into which the college students fit as members of the community. Membership in a class is urged upon all students, but they are not required to join the Sunday School or any other organization or group on the campus.

BAPTIST TRAINING UNION. The Training Union, also an integral part of the local Baptist church, has for its aim, "training

in church membership." It attempts to enlist all students.

THE YOUNG WOMAN'S AUXILIARY OF W.M.U. The Young Woman's Auxiliary, commonly referred to as the Y. W. A. and a part of the Woman's Missionary Union, enlists the young women of the College in mission study and actual service in local missions. The members are led to see the meaning of missions and to have a compassion for a world without Christ. All the girls who reside in the residences are invited to join the Y. W. A. by joining a circle, usually composed of those who live on the same hall.

THE CHRISTIAN VOLUNTEER BAND. The Christian Volunteer Band is composed of men and women who are volunteeers for full-time Christian service. They are Christians, interested in becoming better workmen for God in their chosen field. The bi-weekly programs cover various topics of interest to vocational Christian workers. Service teams visit churches in the surrounding area nearly every week to conduct special youth services.

THE MINISTERIAL CONFERENCE. Those students who are pastors or are planning to follow this vocation are eligible for membership in this conference. Programs directed to the needs of the pastor and his work are held bi-weekly. Members participate in a daily devotional program on a local radio station. Other service and training is derived through surveys conducted for churches in the local area.

THE BAPTIST STUDENT UNION. The student who aligns himself with the local church or with any of its organizations automatically becomes a member of the Baptist Student Union. The activities of these organizations are directed by the Executive Council of the Baptist Student Union (known as the B.S.U.). The Council is composed of the general officers of the B.S.U. and the representatives of the unit organizations, such as Sunday School

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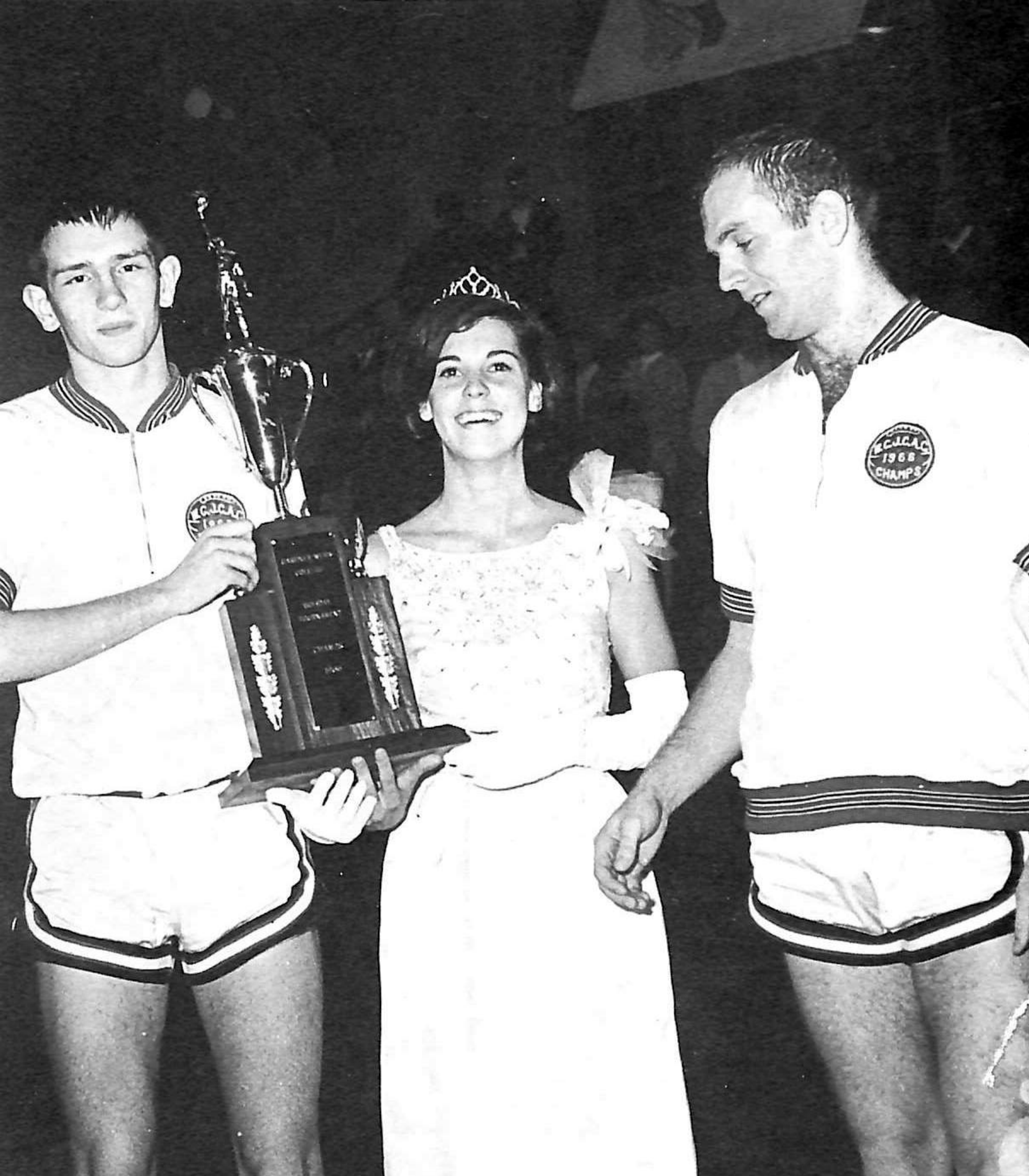
Training Unions, Y.W.A. groups, Volunteer Band, and Ministerial group. The Greater Council is composed of the Executive Council plus the roster of officers of the unit organizations. The Director, local pastor and a faculty advisor serve as Counselors for the B.S.U. The B.S.U. Executive Council meets each Monday evening to plan the various activities for which it is responsible.

Many activities are sponsored by the Baptist Student Union. The B.S.U. Choir is an excellent group which is often invited by area churches to perform. The B.S.U. also sponsors weekend movies. Morning Watch is conducted at regular intervals and Vespers are held at 6:30 P. M. in the E. B. Hamrick Auditorium.

THE METHODIST STUDENT MOVEMENT. The Gardner-Webb Methodist Student Movement was developed to meet the needs and interests of Methodist students. The organization, affiliated with the Boiling Springs Methodist church, is assisted by the pastor Reverend Richard A. Howle. The M.S.M. meets twice a month presenting group and panel discussions evolving around topics of timely interest.

The faculty and students meet three times each week for chapel: Monday, Wednesday and Friday. Each student is assigned one of these three days for required attendance. This is a distinctly religious service. Speakers do not always deal directly with the subject of religion; rather, the Christian frame of reference is brought to bear on a variety of subjects such as social, civic, and moral problems. This is in keeping with the purpose of the College to develop students morally and socially as well as academically.

Policies on attendance and absences are written in **The Porthole.**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CHAMPS

church-community development

The Church-Community Development Department works in three particular areas: (1) the area of practical service for the training of church leaders, directing ministerial students and special church and missions volunteers in services in the churches, radio, and jail; (2) upon request aids churches in surveys, revival meetings, supply preaching, church.leadership training, etc.; (3) conducts extension classes for Bible and other studies in groups of churches as desired. In addition, the department represents the College in annual association meetings and is set to promote special and memorial gifts to the College.

literary organizations

PHI THETA KAPPA. The Phi Theta Kappa is the honor society at Gardner-Webb. Membership in this organization is the highest honor attainable by students. The Phi Theta Kappa is a scholarly fellowship which embraces junior colleges not only of our own state but of the nation. The purpose of the society is to promote scholarship, to develop character, and to cultivate fellowship among the students of both sexes of the junior colleges of the United States of America. Members are chosen on the basis of high scholastic standing, character, leadership, and service on the campus, and are inducted at an impressive "tapping" ceremony in chapel. They serve as ushers at public functions and marshals at graduation.

THE SCIENCE CLUB represents the natural sciences and mathematics. Its aim is to stimulate an intelligent interest in science. Students who intend to major or minor in the natural sciences and who have outstanding scholastic records are eligible for membership. Programs of scientific interest are held at regular monthly meetings.

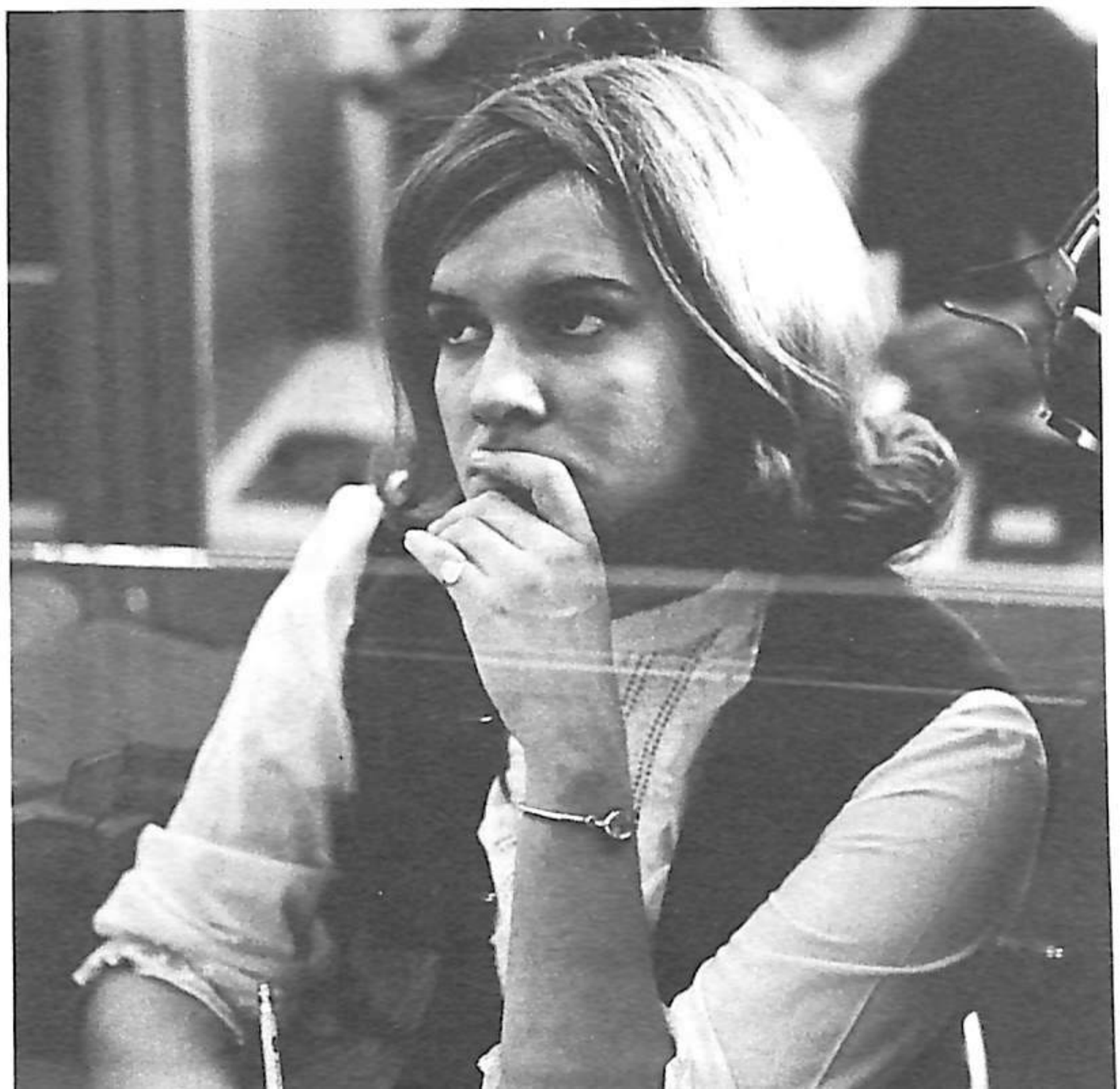
THE SIGMA PHI ALPHA HONORARY LANGUAGE FRATERNITY of Gardner-Webb College is composed of students taking modern foreign languages. To become a member one must

have an unusual interest in languages and a high scholastic average.

The purpose of the fraternity is to stimulate interest; to acquire a more intimate knowledge of the people, life, customs, geography, history, industries, and cultures of foreign countries; and to contribute to a better understanding between these countries and ours.

DELTA PSI OMEGA. A local chapter of this national dramatics fraternity is maintained on the campus. Students participating in the presentation of dramatic programs are eligible for membership. There will be at least two presentations each year.

CLASSICAL LANGUAGE. This membership comes from students in Latin and Greek classes. High scholastic ideals motivate the group.

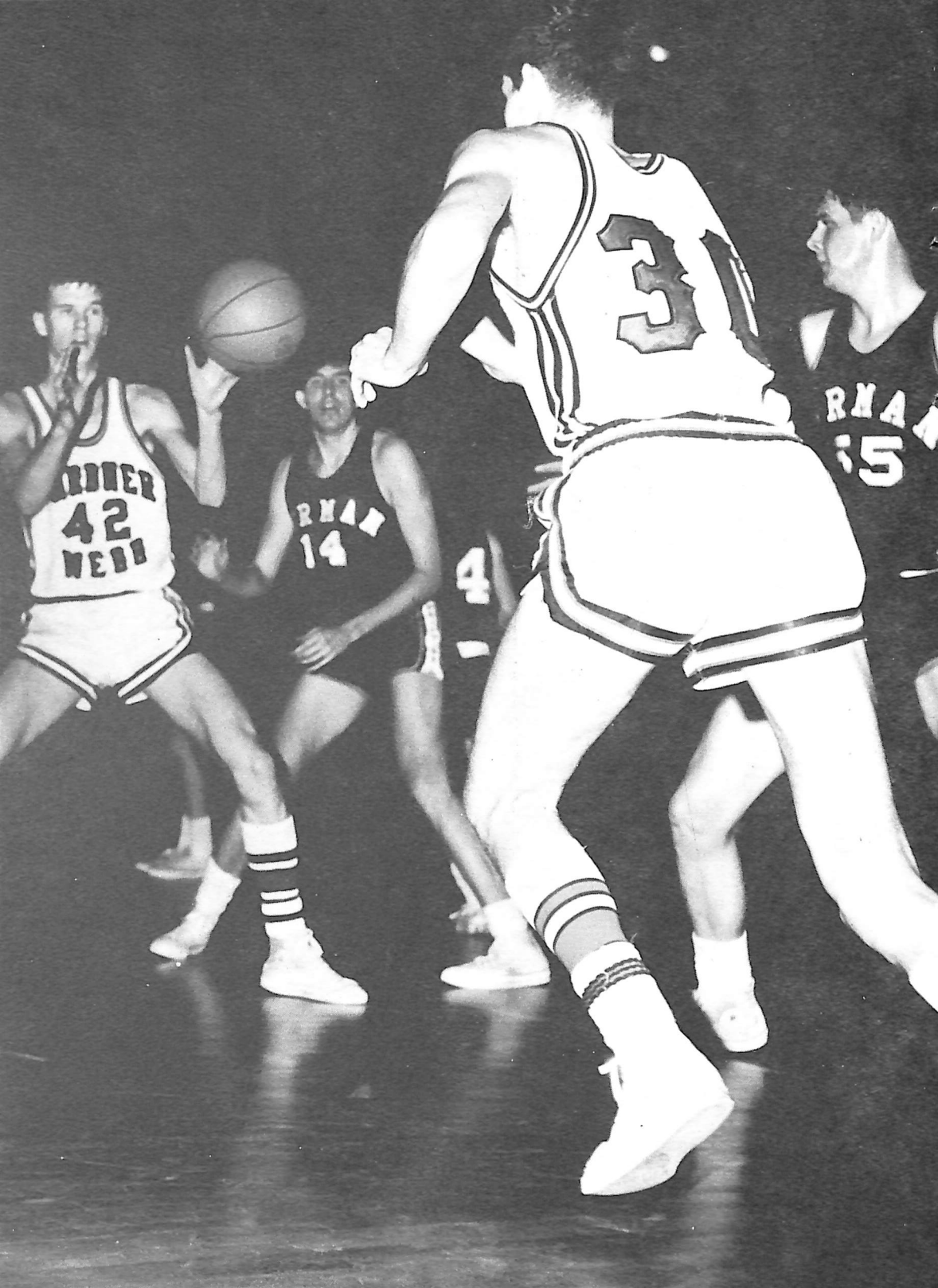


THE INTERNATIONAL RELATIONS CLUB is composed of those students majoring or minoring in the Social Sciences. It devotes itself to a study of national and international affairs, and its main objective is the promotion of peace.

DEBATING TEAM. Debating teams are organized and trained. These teams take part in intercollegiate contests covering a wide area. They compete with teams from Senior Colleges as well as Junior Colleges.

social activities

Considerable effort is made to provide an adequate and wholesome social program for the students. In addition to individual social opportunities between men and women a number of group activities are provided. The various clubs and classes plan their own outings, picnics, and entertainments. The church provides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wholesome get-togethers for the students and local citizens. Field Day is devoted to athletics and other contests honoring the students. At the close of the day the annual Freshman-Sophomore Banquet is held. Other events such as faculty receptions, May Day, and Alumni Banquet round out the social calendar.

THE MONOGRAM CLUB is the athletic club for men. To qualify for membership a student must pass at least 10 hours of work with a "C" average and earn a letter in football, basketball, baseball, track, tennis, golf, or as a cheerleader. The purpose of the organization is to foster good fellowship and good sportsmanship among members and to promote better relations with other schools in the Western Carolinas Junior College Conference.

REGIONAL GROUPS may be organized by students provided there are as many as ten members from a section and they secure a faculty sponsor and the approval of the administration.

cultural and creative activities

The cultural life of the students should not be neglected during their years of formal education. In fact, the cultural and academic phases of college life complement and supplement one another, producing the student sound in scholarship, at ease in situations involving gracious living, and appreciative of the aesthetic values in the fine arts.

To accomplish these goals for our students and to enhance the cultural and artistic life of the area, Gardner-Webb College has a Cultural and Creative Program with a Director of Fine Arts to plan and coordinate the program. The program is a nine-faceted one: 1. Close cooperation and active support with the culturally-minded of Shelby and the surrounding area. 2. Music recitals and concerts by well-known and talented performers, touring college choirs, and instrumental groups of bands. 3. Dramatic productions by both the Gardner-Webb Playcrafters and visiting college dramatic clubs. 4 The Gardner-Webb Distinguished Authors Series. 5. The Gardner-Webb Distinguished Lecturers

Series. 6. A program in the creative arts featuring instruction by a well-known art teacher. 7. Emphasis on manners and grace through receptions and dinners program. 8. The publication of a college literary magazine. 9. A festival of the Arts in the spring of the year.

The Athletic Department of the College offers a well-rounded program for student health and recreation. This includes not only classes in Physical Education and Health, but also intramural sports, such as touch football, volleyball, basketball, tennis, swimming, and softball. These games afford the student recreation and develop permanent interest in sports.

athletic program

The College sponsors intercollegiate Football, Basketball, Baseball, Tennis, Golf, and Track. Gardner-Webb is a member of the National Junior College Athletic Association, the Western Carolinas Junior College Conference, and the Regional 10 National Athletic Conference.

admissions

Candidates for admission to Gardner-Webb College should contact the Director of Admissions for the necessary application forms. In order to be considered for admission the following information should be on file in the Office of Admissions.

I. Formal application for admission, including small photograph and application fee of $10 for all applicants. (This fee is not refundable).

II. An official transcript of high school credits.

III. A medical report from a physician.

IV. S. A. T. scores on the College Entrance Examination Board tests.

requirements

Every applicant for admission to the freshman class is required to take the Scholastic Aptitude Test of the College Entrance Examination Board and have the scores reported to the college. The test is given in December, January, March, May, and July. It is recommended that the Scholastic Aptitude Test be taken in the senior year.

Students wishing to make application to take the tests should procure application forms from their secondary schools, or write directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey, or Box 1025, Berkeley 1, California, for the BULLETIN OF INFORMATION, which includes an application form and is available without charge. The bulletin lists test centers and gives complete information concerning the tests. Because of deadlines for filing application to take the College Board tests, the student must make his arrangements well in advance of the testing date so that his application may be received in Princeton or Berkeley by the closing date.

Forms for each of the above items, except No. 4, are supplied

to the applicant by the College and may be obtained upon request. More detailed information concerning filing of the application is included on an instruction sheet which accompanies the application blanks. When all four items have been received and processed, the applicant is written a letter relative to his acceptance.

Generally speaking the main bulk of applications for admission for any given year should come into the office sometime between October and April for the following fall term; between October and the last part of December for the second semester; and between January and June for the summer session.

1. Regular
   a. Those who have been graduated from an accredited high school with a minimum of fifteen units. (Refer to NOTE below.)
   b. Adults who have the equivalent of graduation on the basis of the G. E. D. tests, or a State High School Equivalency Certificate.
2. Special
   a. A limited number of applicants for certain courses in music.
   b. A few select students of mature years are admitted to classes by special permission of the Dean regardless of previous training. These students do not receive college credit.

The College reserves the right to reject any applicant without giving a reason.

methods of admission

NOTE: Gardner-Webb does not prescribe a fixed pattern for admission but evaluates the student's record in the light of his chosen course of study. The quality of work and distribution of units must indicate sufficient preparation for the chosen course of

study. The College RECOMMENDS the following MINIMUM course distribution as the best preparation for academic work at Gardner-Webb:

English	4 units
Language	2 units
Social Science	2 units
Algebra	2 units
Geometry	1 unit
Natural Science	1 unit
Electives	4 units

If a student is found deficient in foreign language or mathematics, he may remove the deficiency in the following way:

1. Foreign Language. An applicant who takes a course which includes foreign language should offer two units in that language for admission. If he offers less than two units he may begin language in college.
2. Mathematics. An applicant who elects Mathematics 101 should offer two units in algebra and he must offer one unit in Geometry or take it without college credit. Geometry may be taken along with Mathematics 101 but must be completed before a student is admitted to Mathematics 102.

advanced placement and exemption

Students achieving a score of 4 or 5 on an Advanced Placement Program test of the College Entrance Examination Board will be given credit for the course covered by the test.

In order to e n r i c h the program of a gifted student, a student attaining a satisfactory score on a special test administered by the appropriate department of the college may be exempted from the course covered by this test, but will be required to take in the same department an advanced course carrying the same or more credit.

Details concerning the Advanced Placement Program and Exemption will be worked out through the Dean of Instruction, the appropriate department involved, and the student.

admission to advanced standing

Transfer students from other colleges are required to have on file in addition to that required of regular applicants an official transcript of their previous college record and a personal data sheet (form supplied by Gardner-Webb College) from the college last attended. Gardner-Webb applies the same ruling to transfer students as it does to her own students in regard to academic requirements (relative to admission, absences, graduation, etc.) and citizenship.

In general any work on which a student has earned a passing grade will be accepted provided it fits into the curriculum pursued at Gardner-Webb.

registration

Certain days at the beginning of each semester or summer term are set aside for registration. No student will be permitted to register for credit after two weeks from the beginning of classes in any semester. Auditors may attend classes. An audit fee is required. See financial section.

During the registration period a student observes the following procedure: (1) secures from the Registrar's office permission to register and necessary information and blanks; (2) arranges his schedule of classes with the help of a faculty advisor; (3) has his course of study and schedule of classes approved by the Registrar; (4) makes payment of fees to the Business Manager.

A student will not receive credit for any course for which he has not registered.

By approval of the Dean, a course may be added within two weeks or dropped within six weeks from the beginning of the semester.

A fee of $5.00 will be charged for any change in schedule after the initial registration period, unless this change is required

by The Administration.

To be eligible to register for the next semester, a regular student carrying 12 or more credit hours must pass at least 10 hours of work (unless he is a first semester freshman, in which case he must pass at least 6 hours). A student carrying less than 12 semester hours must pass at least half of his college credit work. Failure to do so will result in academic suspension for at least one semester, after which the student may apply for readmission. Under exceptionally extenuating circumstances a student failing to meet the regular retention requirements for readmission may appeal to the Admissions Committee for special consideration.

late registration

A late registration fee will be charged as follows: for the first day beyond the scheduled dates, $3, and for each succeeding day up to and including the fifth day, $1; or a total of $7.

No student will be admitted, except by special permission, after the expiration of two weeks beyond the scheduled registration days.

classification

Students are classified at the beginning of the regular school year or at the time of entrance if the entrance date is other than the beginning of the school year:

1. FRESHMEN—Students fully qualified academically for credit as specified in admission requirements who have earned no college credits or who have less than 30 semester hours of credit.
2. SOPHOMORES—Students fully qualified academically for credit and who have earned 30 or more semester hours of credit.
3. SPECIALS—CREDIT students, qualified academically for credit but taking music courses or students taking special courses because of academic deficiencies; NON-CREDIT

students, music specials not desiring credit and a limited number of adults admitted to regular classes regardless of previous training.

veterans program

Gardner-Webb College is approved by the Veterans Administration to offer a course of education to eligible veterans under Public Laws 894 (Disabled veterans), 634 (war orphans), and 89358 (Viet-Nam). Veterans planning to attend Gardner-Webb should confer with a representative of the Veterans Administration before the opening date of school, so that proper application and approval may be completed without undue delay. Veterans without any disability should have Certificates of Eligibility and Entitlement when they arrive at Gardner-Webb, for presentation to the Business Manager.

ass attendance

Students are strongly advised to attend classes regularly. Regulations applicable to absences are printed in the Student Handbook which all students are required to read. In no event may absences from class exceed 25 per cent of the number of class meetings of that course during the semester.

tardies

Three tardies will count as one unexcused absence. Tardy excuses may be submitted to the teacher of the course in which the tardy occurs.

grading system

GRADES—The scale of grades for the official record is as follows:

	Quality Points per sem. Hour
A—Excellent (95-100)	4
B—Above average (88-94)	3
C—Average (78-87)	2
D—Below average (70-77), passing	1
F—Failure (below 70)	0
I—Incomplete	0

An "I" indicates that the student has not turned in assigned written work, or that he has not yet taken a test or examination, although he has a valid excuse. An "I" automatically becomes an "F" unless removed during the following semester.

Students are permitted to drop courses or withdraw from school without penalty, that is with **W** only recorded on the permanent record up through two weeks following the end of the mid-term grade report period in each given semester if the student goes through official procedures to do so. Grades for individual courses dropped after that date or for withdrawal from school will be entered as **WP** (dropped or withdrew passing) or **WF** (dropped or withdrew failing) as the case may be for each individual student at the time he drops a course or withdraws from school. Courses listed as **W** or **WP** will not be counted in hours attempted in figuring point ratio; courses listed as **WF** will be counted as hours attempted in figuring quality point ratio.

Unofficial withdrawal from class or school will be regarded as **WF** regardless of the time in the semester in which either occurs.

Repeating courses—A course may be repeated in order to raise the grade only if the previous grade made was a "D" or "F." In each case, the last grade made is the one that counts. Both grades are shown on the transcript.

QUALITY POINT AVERAGE—A student's general academic performance is determined by what is commonly known as the quality-point (or grade point) average. For computational purposes in securing a students average, one semester hour of work passed with a grade of A, B, C, D, or F is given the numerical value of 4, 3, 2, 1, or 0 respectively (see scale of grades). The numerical value is then multiplied by the number of semester hours represented by the course; the quality points earned in all credit courses are not counted in the computation for the quality point ratio. Grades in courses taken at another institution are not considered in computing the quality-point index.

ACADEMIC HONORS — Two honor lists are posted each semester:

1. Dean's List—Full-time students whose quality point average equals 3.8 will be recognized for Distinquished Scholarship as Honor Roll students.

2. Honor Roll—Full-time students whose quality point average equals 3.2 but not 3.8 will be recognized as Honor Roll students.

In every case there must be no grade below C and the student must be carrying a minimum of 15 semester hours.

GRADUATION—To qualify for graduation with the Associate in Arts diploma the student must have a quality point average of 2.0 or more (C or better average) on all hours attempted. Any course for which a grade is recorded will be counted as hours attempted.

examinations and reports

Written examinations are required in every course at the end of each semester. Students who do not take these examinations at the scheduled time will receive a failing grade in that subject unless excused by the Dean. If the student is excused, his grade will be recorded as "Incomplete."

If a student is absent from a test which has been previously scheduled, he is given a grade of zero on that test and is not allowed a second test unless recommended by the teacher. In that case the student pays to the Business Manager a special fee of $1.00 for the test, or $3.00 for a final examination.

Reports of the student's progress are made at the end of each nine weeks, indicating the grade of scholarship and attendance at class and chapel. Summaries of these reports are given to the students at the end of each grading period. Parents are mailed mid-semester grades only if the student's progress for any given

period is not satisfactory. Only the final semester grade is recorded on the student's permanent record.

student representation

Only students who passed 10 semester hours with an average grade of "C" on these 10 hours during his previous semester and currently carrying the normal student load may represent the College in public functions.

In order to be eligible for election to the offices listed below a student must have a minimum of 2.0 quality point ratio on all work taken his previous semester in attendance and be currently carrying a normal student load (15 or more hours).

Student Government Association	Baptist Student Union
President	President
Vice President	Vice President
Secretary-Treasurer	Secretary
Publications	Sophomore Class
Editor-in-Chief	President
Business Manager	Vice President

The faculty or its executive committee may at any time declare a student ineligible to represent the college because of poor academic performance and because of improper personal conduct.

Participation in intercollegiate athletics is also governed by the stringent eligibility rules of National Junior College Athletic Association.

Students who are readmitted to the College on probation, either academic or disciplinary, are not eligible to represent the College until the probation has been removed.

student load The normal load for a regular student is 17 hours; however with permission of the Dean of Instruction a student may take 19 hours as the maximum. Every regular student is required to register for at least twelve hours. No regular student may drop below twelve hours during a semester.

withdrawal If a student withdraws from school, he should notify the President, Dean of Instruction, Business Manager and the Registrar; otherwise he is not entitled to an honorable dismission.

Students who have been requested to withdraw are not permitted to register again until they have permission of the Executive Committee of the Faculty.

awards In memory of the late Professor J. D. Huggins, Mr. L. R. Harrill, State Director for 4-H Clubs, offers a citizenship medal to the senior boy making the best record in scholarship and general interest in college activities.

In memory of the late Miss Etta L. Curtis, Mr. R. E. Price offers a citizenship medal to the senior girl making the best record in scholarship and general interest in college activities.

Mrs. Suttle, widow of the late Rev. John W. Suttle, offers a medal to the student making the best record in Bible courses and having the best grasp of Bible teachings.

The winners of these three awards are selected by the faculty.

ADDITIONAL AWARDS

College Woman's Club Scholarship Award.
Dedmond Debater's Cup, in memory of Mr. Henry B. Dedmond, given by Mr. Francis B. Dedmond.
Washburn Debater's Cup, honoring Mr. and Mrs. J. C. Washburn, given by Mrs. Dorothy W. Hamrick.
Dramatics Award.
Freshman Scholarship Award.

Meredith Scholarship Award.
Senior Scholarship Award, given by Rev. Thomas Max Linnens.
Wake Forest Scholarship Award.
Wall Street Journal Award
Greek.
Latin
French
Spanish
Chemistry
Physics
Mathematics

numbering system

Freshman courses are designated by numbers 100-199; sophomore courses 200-299. First semester courses are designated by odd numbers; second semester, even numbers.

summer session

Gardner-Webb offers a summer school for the advantage of (1) those who wish to shorten the time required for their education, (2) those who wish to enrich their education by taking more than the minimum requirements, and (3) those who wish to take courses that they need to meet graduation requirements, (4) those required to attend because of academic deficiencies.

Complete information both as to courses offered and expenses may be obtained by writing to the Director of Summer School, Gardner-Webb College, Boiling Springs, North Carolina.

evening college

In 1963 Gardner-Webb College began offering courses in the evening hours for credit and non-credit. An excellent response was accorded this new service program of the College. It is the will of the administration that we continue to serve the needs in this geographical area.

Contact the Director of the Evening College for more information.

finances

GENERAL STATEMENT—Because economic conditions fluctuate, the College reserves the right to change tuition and other charges at the beginning of any semester if such change is necessary in the judgment of the Board of Trustees.

PAYMENT OF ACCOUNT—Charges are due in full not later than the date of registration and deferment after that is not permitted. Charges may be paid either at that time or may be prepaid before the student's arrival on the campus.

Those who cannot pay in accordance with the foregoing terms or who find it necessary to finance college charges on an installment basis may obtain necessary information from the Business Manager concerning The Tuition Plan, Inc. This plan is made available solely as a convenience and is optional.

CHARGES—Support through the Baptist State Convention of North Carolina, the North Carolina Foundation of Church-Related Colleges, earnings from endowment investments, and gifts of alumni, business, industry, and other friends provide funds which enable the College to charge tuition that is less than the actual cost of instruction and other student services (other than room and board).

The part the student pays is as follows:

	Per Semester	Per Year
Tuition	$400.00	$800.00
Board	200.00	400.00
Room Rent:		
Air Conditioned	175.00	350.00
Regular	125.00	250.00
Activities Fee	20.00	40.00
Student Union Fee	5.00	10.00

Out of State students will pay $65.00 additional per semester or a total of $130.00 per session. Special students who take less than 12 hours will be charged $25.00 per semester hour. For further information contact the Dean of Instruction.

Special students may audit credit courses for one-half the regular charge.

The Activities Fee, among other things, specifically pays for such items as accident insurance, admission to all home athletic contests, student publications, college yearbook and health services as stated in the Porthole.

OTHER CHARGES:

Application fee (non-refundable) See page 67	$10.00
Key Deposit (refunded when returned)	2.00
Late Registration Fee — $3.00 for first day, $1.00 each day thereafter. (See page 52).	
Schedule Change (after registration day)	5.00
Vehicle Registration	10.00
Transcripts (first copy is free)	1.00 each
Traffic Fines: (See Student Handbook)	
Change of Course (including course drops)	5.00

SUMMER SESSION: A bulletin of the Summer Session is published in the Spring of each year and may be obtained by writing to the Admissions Officer, P. O. Box 897, Boiling Springs, N. C. 28017.

ADVANCE DEPOSITS: Within two weeks after letter of acceptance, each applicant must send to the Admissions Office advance payment of $50.00 to reserve a place in the College.
For the residence hall student an additional $50.00 must be paid to reserve a room in the dormitory.

After May 1st all advance payments are not refundable.
For male students residing in the dormitory, $25.00 of advance payment will be designated a room damage deposit. All students are held responsible for any damage to buildings or grounds due to

misuse or abuse. This deposit or any part not used will be refunded within 30 days of graduation or withdrawal.

All advance payments, (except $25.00 room damage deposit) will be credited toward first semester charges once the student has enrolled for classes.

REFUND POLICY—The size of the faculty and staff and other commitments of the College are based upon the enrollment at the beginning of the semester. The fees collected are used to meet these commitments, most of which continue throughout the year. **Registration in the College is considered a contract binding the student and his parents for charges for the entire semester.**

However, students who do not remain for the full semester will receive a refund for board on a pro-rata basis. Charges for tuition and room rent are not refundable. No refund will be made in case of suspension or expulsion.

SPECIAL FEES:

	Per Semester	Per Year
MUSIC—Piano or Voice (Private)		
Two lessons per week	$75.00	$150.00
One lesson per week	50.00	$100.00
ORGAN (Private)		
Two lessons per week	90.00	180.00
One lesson per week	70.00	140.00
DATA PROCESSING	$75.00	$150.00
ART	25.00	50.00

regulations

Students are expected to preserve good order in the buildings and on the campus and to pay for any damage for which they are responsible.

residence hall

Regular inspections are made of all rooms. Students who do not conform to regulations for neatness and order may be penalized by discipline and/or a fine or may be asked to withdraw from school.

Dormitories will open 9:00 a. m. to 1:00 p. m. prior to the first day of registration of each semester. The dormitories will be closed at noon on the first day of the Christmas holidays and will reopen at noon on the last day of the Christmas holidays. The dormitories will close at noon the day after Commencement Day. Students who arrive before or remain after designated time will be charged an extra fee on a per diem basis.

personal expenses

The Student bank, situated in the Business Office will aid students in taking care of their funds for personal use. Such funds are not a part of the college fees and the arrangement is only for the personal convenience of the student. Students are advised not to keep money on their persons or in their rooms.

Students should bring with them sufficient funds and other supplies, as these are not charged on college bills. Books and supplies will cost approximately $50.00 to $75.00 per semester. These are to be paid for in cash at the time of purchase.

No student will be permitted to take final examinations or permitted to remain in school if his account is in arrears unless satisfactory arrangements can be made with the Business Manager.

SCHOLARSHIPS AND STUDENT AID, LOAN FUNDS AND STUDENT EMPLOYMENT

The Board of Trustees of Gardner-Webb College require that all applicants for scholarships, student aid, loan funds and student

employment be approved by the Committee on Scholarships and Financial Aid. The Committee requires that applications for any type of financial assistance be made on forms obtainable by addressing the Committee at P. O. Box 879, Boiling Springs, N. C. 28017.

Need is a factor in the award of virtually all financial assistance and each applicant must file a Parents' Confidential Statement supplied by the College Scholarship Service, Box 176, Princeton, New Jersey. This form may be secured from the applicant's high school office or from the College Scholarship Service at the above address.

loan funds

James E. and Mary Z. Bryan Foundation Student Loan Plan. Established by Mary Z Bryan, in 1953, as a memorial to her husband and administered by the College Foundation, Inc., in Raleigh, N. C. North Carolina students may borrow up to $1,000.00 per academic year.

The National Defense Student Loan Program. This fund, created under the National Defense Education Act of 1958, makes available loans up to $1,000 per year for students in need of financial assistance. The law further provides that special consideration in the selection of loan recipients be given to all students with a superior academic background.

North Carolina Bankers Student Loan Plan. Established by the Bankers Association in 1962 at the request of Governor Terry Sanford and administered by the College Foundation, Inc., in Raleigh, N. C. North Carolina students may borrow up to $1,000.00 per academic year.

Nursing Student Loan Fund. This fund, created under the Nurse Training Act of 1964, make available loans up to $1,000.00 per year to students in the Associate in Arts Degree Nursing Program, who are in need of financial assistance. Further details on this

program can be secured from the Business Office.

David Pressley Memorial Loan Fund: In 1956 the students, faculty members, and friends established a loan fund in memory of David Pressley, a member of the student body who lost his life in an automobile accident.

Hattie Nix Gilliatt Memorial Loan Fund. This fund was established in 1957 as a memorial to Hattie Nix Gilliatt of Shelby.

W.M.U. Fund for Women: The Woman's Missionary Union of Kings Mountain Baptist Association has provided a loan fund to be used in $50.00 allotments by worthy young women.

Beaver Dam Baptist Church Fund: The Beaver Dam Baptist Church of the Kings Mountain Association has provided a loan fund to be used in $100.00 allotments by worthy young men and women, with the understanding that the young people of Beaver Dam Church have first consideration in awarding these funds.

Funds for Needy Students: Friends of the College have made possible a loan fund available to persons who are in special need of aid in securing an education.

Joseph Henry Jones Memorial Loan Fund: In memory of Joseph Henry Jones who gave his life in the Battle of the Bulge on December 16, 1944, his mother, Mrs. J. H. Jones, and other friends created a loan fund of $581.50 for worthy students.

Rush Stroup Loan Fund: In 1947 Mrs. Rush Stroup created in memory of her husband a loan fund of $5,000.00. This fund is available in a special trust fund in the Wachovia Bank and Trust Company of Charlotte and will be used for deserving young people, preferably Cleveland County students and preferably ministerial students.

The Marion Hinson Loan Fund: In 1950 Mr. and Mrs. Claude S. Hinson of Belmont gave $2,500.00 to establish a student loan

fund as a memorial to their son, Marion Hinson.

J. Herbert Bridges Loan Fund: In 1949 J. Herbert Bridges of Charlotte gave an initial $1,000.00 toward the establishment of a loan fund for worthy and needy students. This fund is now available.

Tom Withrow Foundation Loan Fund: In 1953 A. T. Withrow of Charlotte established the "Tom Withrow Foundation Fund" for the purpose of aiding needy and worthy students.

John Maclaren Lawrence Memorial Loan Fund: In 1954 Mr. and Mrs. Tom Lawrence of Cliffside established a student loan fund as a memorial to their son, John Maclaren Lawrence. First preference is granted to students from Rutherford County. Available amounts not used by Rutherford County students may be applied by other students recommended by the facultty committee. This amounts to $3,799.98 to date.

The Philip Lovin Elliott Memorial Scholarship Loan Fund: This fund was established by the Elliott family and friends for worthy and needy students. The amount to date is $1,929.91. Any one desiring to memorialize our deceased beloved president is encouraged to help swell this fund.

The C. B. Baker Scholarship and Loan Fund: Mr. C. B. Baker, Route 1, Hickory, North Carolina, bequeathed part of his estate to Gardner-Webb. This amounted to $7,550.00 and is to be used to help those students dedicated to full time Christian service.

R. I. Corbett Loan Fund. Rev. R. I. Corbett, Marion, N. C., bequeathed stock worth approximately $8,000.00. Income from this fund is available.

additional loan funds

Allen Loan Fund—$100.00.
B. G. Beason Loan Fund—$5.00
Boiling Springs W.M.S. Loan Fund (B.S. Students)—$30.00
College Loan Fund—$943.03

Committee of 100 Loan Fund—$1,000.00
First Baptist Church, Maiden, N. C., Loan Fund—$150.00
Gastonia Altrusa Club Loan Fund—$1,250
Gold Loan Fund—$600.70
Governor Hawkins Loan Fund—$100.00
Graham County Loan Fund—$100.00
Mr. and Mrs. J. O. Terrell Loan Fund—$295.00
Logan Loan Fund—$100.00
Mrs. Fields Young, Sr., Loan Fund—$2,035.00
North Carolina Baptist Foundation Loan Fund—$80.46
Roberts Loan Fund—$100.00
Schenck Loan Fund—$200.00
Shelby Box Company Loan Fund—$600.00
Shelby Lions Club Loan Fund—$302.00
Shelby Rotary Club Club Loan Fund—$2,000.00
Suttle Loan Fund—$25.00
Washburn Loan Fund—$75.00
Union Trust Company Loan Fund—$3,000.00
Lee B. Weathers Memorial Fund—$400.00

scholarships

The College offers to the Freshman making the highest scholastic average at Gardner-Web a $100.00 scholarship for the sophomore year.

THE ROYSTER MEMORIAL SCHOLARSHIP: Set up in 1965 by Mr. D. W. Royster, Sr. of Shelby, this $12,000 endowed scholarship is named in memory of his parents, the late Dr. S. S. Royster and Mrs. Olive B. Royster. Royster Memorial Hospital at Boiling Springs is named in Dr. S. S. Royster's memory. Income from this scholarship will be used to assist needy and qualified students at Gardner-Webb College. The Scholarship Committee will receive applications and award the scholarship.

THE C. R. AND ELIZABETH SPANGLER SCHOLARSHIP: This scholarship was made possible by Mr. and Mrs. C. R. Spang-

ler and Mr. and Mrs. Ralph Spangler, all of Cleveland County. This scholarship will be granted on the basis of Christian character and financial need of qualified student and preference will be given Cleveland County students. The Scholarship Committee will receive applications and award the scholarship on the basis of the qualifications mentioned earlier.

GEORGE AND IDA WOOD BLANTON SCHOLARSHIP. In 1955 George Blanton and Ida Wood Blanton of Shelby, North Carolina, created a $10,000.00 Trust Fund to be known as the George and Ida Wood Blanton Scholarship Trust for the purpose of encouraging and promoting the education of capable and deserving boys and girls through the facilities of Gardner-Webb College. The income from this fund is to be used by qualified students at Gardner-Webb College.

THE J. R. DOVER, JR. MEMORIAL SCHOLARSHIP FUND: In 1962 J. R. Dover made an initial gift of $5,000.00 to establish an endowment fund for scholarships. Since Mr. Dover's death in 1963, this fund has increased to $50,000.00 by gifts from relatives and friends of the late Mr. Dover. The income from this fund is to be used for scholarships and is awarded by the scholarship committee.

THE CLARENCE N. PEELER ANDREWS MEMORIAL SCHOLARSHIP FUND: Mrs. Hattie Peeler Self of Cherryville and her daughter and son-in-law, Dr. and Mrs. W. B. Andrews, have established a trust fund of $10,000.00 in memory of Clarence N. Peeler Andrews, grandson and son of the donors. The income from this fund is to be used to aid worthy young men and women attending Gardner-Webb College.

THE VIRGINIA LYNN SMITHER SCHOLARSHIP: In 1963 Mr. W. H. Smither of Winston-Salem established a memorial scholarship in memory of his daughter, Virginia Lynn, who was serving as an instructor in Physical Education at Gardner-Webb

College when she lost her life in an automobile accident. This scholarship amounts to $250.00 annually and preference is given to a young man or young woman pursuing a church-related vocation. Application should be made to faculty committee.

M. G. MARTIN MEMORIAL SCHOLARSHIP: In 1927 Mrs. Ellen Bostic Martin of Mooresboro, North Carolina, gave the school $2,500.00 for the purpose of creating and establishing the M. G. Martin Memorial Scholarship. The interest coming from this scholarship fund is to be used for the education of ministerial students, preferably those related to M. G. or Ellen Bostic Martin. The amount now available from this fund is $75.00 per year.

FACULTY SCHOLARSHIPS: Sons and daughters of faculty and staff of Gardner-Webb College are eligible for tuition grants under certain conditions. For details of this plan, please contact the Committee on Scholarships.

student employment

Various kinds of work are provided on the campus for students who need to help defray their college expenses through work. These include work in the library, cafeteria, bookstore, maintenance of buildings and grounds, office work, telephone switchboard and other similar type work. In accepting work in any of these departments, it is expected that the student maintain a satisfactory scholastic record and prove himself capable of the responsibility required for his work. Work must be approved by a faculty supervisor before the student is paid. Students are paid by the hour and payments are made monthly. Applications can be obtained from the Business Office.

MINISTERIAL SCHOLARSHIPS - A ministerial or missionary student approved by his church and association will be allowed a ministerial scholarship of $150.00 per year, provided the conditions outlined by the Board of Trustees are accepted by the student. These conditions include grades averaging "C" or above on

all work. This scholarship is available for second semester of each year. A minister's wife is eligible for $100.00 per year under the above conditions. Sons and daughters of ministers actively engaged in preaching are eligible for $75.00 per year under the above conditions.

DELTA KAPPA GAMMA SCHOLARSHIP: The Alpha Epsilon chapter of Delta Kappa Gamma, international honorary organization for women educators, offers a $50.00 scholarship to a rising sophomore girl at Gardner-Webb College, who plans to make teaching her career.

MR. AND MRS. RAY SMALL SCHOLARSHIP: Mr. and Mrs. Small have made annual contributions which now amount to $1,758, and the money is used for student aid.

MARGARET YOUNG MEMORIAL SCHOLARSHIP: In 1966 J. F. Alexander, Mrs. Martha Alexander Howe, and Mrs. Kathleen Alexander Carpenter, all of Salisbury, N. C., created a $12,000 endowment scholarship as a memorial to the late Margaret Young. The income from this fund is to be used by qualified students at Gardner-Webb College. The Scholarship Committee will receive applications and award the scholarship.

GOFORTH ENDOWED SCHOLARSHIP: In 1965 Goforth Brothers, Inc. of Shelby created a $6,000 endowed scholarship in honor of Elizabeth Pannell Goforth and in memory of George E. Goforth. The income from this grant will provide a $250 scholarship annually for a qualified student at Gardner-Webb College. The Scholarship Committee will receive applications and award the scholarship.

THE J. P. STEVENS AND CO., INC. SCHOLARSHIP: In 1965 J. P. Stevens and Co., Inc. created a $12,000 endowed scholarship to be used to assist in educating a deserving and needy student at Gardner-Webb College. Income from this grant will be used in this manner with preference given qualified Cleve-

land County residents. The Scholarship Committee will receive applications and award the scholarship.

THE C. L. BEAM MEMORIAL SCHOLARSHIP: In 1966 Mr. Charles Grier Beam, President of Carolina Freight Carriers Corporation, created a $12,000 endowed scholarship to be named in honor of his mother, Mrs. Nancy Jean Beam of Lincoln County and in memory of his father, Charles Lester Beam. Income from this scholarship will be used to assist in educating a deserving and needy student with preference to those from Gaston, Cleveland, or Lincoln counties in North Carolina. Mr. Beam has stressed need as one of the prime considerations he hopes will be used in deciding who receives the grant. The Scholarship Committee will receive applications and award the scholarship.

THE GEORGE HENRY AND MARTHA JANE BRITTAIN MEMORIAL SCHOLARSHIP FUND: In 1965 Mr. L. H. Brittain of Shelby, North Carolina, gave property valued at $13,-500.00 to the college for the purpose of endowing a scholarship in memory of his parents, George Henry and Martha Jane Brittain. The interest from this fund is used for scholarships and awarded by the scholarship committee.

THE FLORENCE HAMRICK AND ROLAND M. HAMRICK MEMORIAL ATHLETIC SCHOLARSHIP FUND: In 1965 Roland M. Hamrick, Jr. and Thomas B. Hamrick made a gift to the college in the amount of $12,000.00 to endow an athletic scholarship in honor of their parents, Florence Hamrick and Roland M. Hamrick, Sr. The interest earned from this gift will be awarded by the scholarship committee to deserving athletes.

THE WILBUR WILSON MEMORIAL SCHOLARSHIP AWARD: This will be awarded to a freshman student who plans to return to Gardner-Webb College. The award will be decided upon the basis of academic attainment and Christian commitment and presented at the closing exercises in the spring.

The award is given in memory of Mr. Wilbur Wilson, who spent the greater part of his life in education and who served his church and denomination faithfully. He served as a deacon and Sunday school superintendent at Dover and First Baptist Churches in Shelby, North Carolina, and at the Central Baptist Church in Maimi, Florida. The award is presented by his wife Mrs. Eula M. Wilson.

academic scholarships

The College will award for 1967-68 the following competitive scholarships based upon academic excellence. Tests for these scholarships will be given the first and second Saturday in March of 1967.

general requirements

High school seniors and graduates of good character and high moral standards who have taken the S.A.T. of the College Board and who are recommended by either their superintendent, principal, guidance counselor or home room teacher, may compete for the scholarships.

10—$500.00 scholarships
10— 250.00 scholarships
25— 100.00 scholarships

The trustees, faculty, administration, and friends contribute to this fund.

All scholarships, except academic, are applied on second semester fees.

REQUIREMENTS FOR GRADUATION

academic requirements

A diploma will be awarded to any student who (1) completes one of the following outlined courses, (2) has a quality point average of 2.0 or more on all hours attempted, (3) exemplifies good moral character, (4) completes the sophomore year's study at Gardner-Webb, and (5) earns a minimum of 68 semester hours credit.

I. LIBERAL ARTS

This course is recommended for all students working toward a bachelor's degree, Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, etc. This includes courses for students interested in various vocations such as teaching, social service, the ministry, library science, research, business administration, law, etc. Also refer to the outline of courses below the Liberal Arts under the pre-professional groups for additional recommendations relative to specific vocations.

First Year		Second Year	
English 101-102	6	English 201-202	6
Bible 101-102	6	Foreign Language*	6
History 101-102	6	Physical Education	2
Health 101	2	Science (8) or Mathematics (6)**	8 or 6
Physical Education	2	Psychology 201, Science, or Mathematics	3
Foreign Language	6	Electives	9 or 11
Fine Arts	5		
Elective	1		
	34		34

*Students offering two units in the same language from high school may continue in the same language the first year in college and complete our requirements by taking courses 103-104 or 201-202. Students who do not offer two units in the same language from high school will be required to complete two years in the same language in college.

**Science or mathematics designated by numbers between 100 and 199 may be taken in first year if exchanged with courses listed under first year.

Note: In general those students whose choice of occupation is not covered by any of the following schedules will follow the liberal arts program above.

II. PRE-PROFESSIONAL COURSES

A. AGRICULTURE OR FORESTRY

First Year		Second Year	
Bible 101-102	6	Chemistry 101, 104	8
Biology 101, 102	8	Economics 203	3
English 101-102	6	English 201-202	6
Mathematics 107, 108	9	History 101-102*	6
Speech 101	3	Physics 201-202	8
Physical Education	2	Physical Education	2
		Elective	1
	34		34

*Agriculture students will take History 201-202

B. PRE-BUSINESS ADMINISTRATION
and
PRE-SECRETARIAL ADMINISTRATION

First Year		Second Year	
English 101-102	6		
*Foreign Language	6	English 201-202	6
Mathematics 101, 102	6	Foreign Language	6
History 101-102	6	Science	8
Physical Education	2	Physical Education	2
Bible 101-102	6	Economics 203-204	6
Health	2	Electives	6
	34		34

Students planning a Business Administration major, or a major in Secretarial Administration, should consult with the head of the Business Education Department. Students planning a major in Accounting should take Accounting 113-114 during the sophomore year. *Foreign Language is not required if you are transferring to a school that does not require it for the Business Administration major, or for the Business Education degree.

C. EDUCATION

First Year		Second Year	
Bible 101-102	6	English 201-202	6
Biology 101, 102 or Chemistry 101-102	8	Foreign Language or Mathematics*	6
English 101-102	6	Health 101	2
Foreign Language or Mathematics*	6	History 201-202	6
History 101-102	6	Psychology 201-202	6
Physical Education	2	Physical Education	2
		Electives	6
	34		34

*Not more than 6 hours in mathematics required during the two years

D. ENGINEERING

(Aerospace, Agriculture, Civil, Electrical, Industrial, Mechanical, Nuclear)

First Year		Second Year	
Chemistry, 101, 104	8		
Engineering, Drawing 101-102	4	Bible 101-102	6
English 101-102	6	Health 101	2
History 101-102	6	English 201-202	6
Mathematics 107, 108	9	Mathematics 201-202	8
Physical Education	2	Physics 203-204	10
		Physical Education	2
	35		34
			75

E. ENGINEERING

(Ceramic, Chemical, Geological, Metallurgical)

First Year

Chemistry 101, 104	8
Engineering Drawing 101-102	4
English 101-102	6
History 101-102	6
Mathematics 107, 108	9
Physical Education	2
	35

Second Year

Bible 101-102	6
Chemistry 201-202	8
Mathematics 201-202	8
Physics 203-204	10
Physical Education	2
	34

F. MEDICINE OR DENTISTRY

First Year

Biology 101, 102 or Chemistry 101, 104	8
English 101-102	6
Foreign Language	6
History 101-102	6
Mathematics 101, 102	6
Physical Education	2
	34

Second Year

Bible 101-102	6
Biology 101, 102 or Chemistry 101, 104	8
Take one: Biology 201, 202 Chemistry 201-202 Physics 201-202	8
English 201-202	8
Physical Education	2
Electives	4
	34

G. MINISTERIAL

First Year

Fall		Spring	
Bible 101	3	Bible 102	3
English 101	3	English 102	3
Language * (German, French, Latin or Greek)	3	Language	3
History 101	3	History 102	3
Physical Education 101	1	Physical Education 102	1
Speech 101	3	Health 101	2
		Mathematics 101	3
	16		18

Second Year

Fall

Bible 201 or Religious Education 101	3
English 201	3
Language	3
Physical Education 103	1
Science	4
Psychology 201 or Sociology 201	3
	17

Spring

Bible 202 or Religious Education 202	3
English 202	3
Language	3
Physical Education 104	1
Science	4
Psychology 201 or Sociology 201	3
	17

Minimum 68 Semester Hours

*Spanish may be taken by special permission of the chairman of the Department of Religion.

H. MUSIC

First Year

English 101-102	6
French 101-102 (or 103-104*)	6
Mathematics, (Biology or Chemistry)	6 or 8
Theory 103-104	6
Physical Education	2
Applied Major	4
Applied Minor	2
	32

Second Year

English 201-202	6
French 103-104	6
History 101-102	6
Bible 101-102	6
Theory 201-202	6
Physical Education	2
Applied Major	4
Applied Minor	2
	38

*First-year students with two years elementary French would take 103-104.

I. NURSING

First Year		Second Year	
Bible 101-102	6	Biology 201, 202	8
Biology 101, 102	8	Chemistry 101, 104	8
English 101-102	6	English 201-202	6
Foreign Language	6	Foreign Language* or Psychology 201	6
History 101-102	6	Sociology 202	3
Physical Education	2	Physical Education	2
		Elective	1
	34		34

*If 2 units of foreign language are offered from high school, only 6 hours required for the two years

J. NURSING

(Associate in Arts, leading to Licensure)

First Year		Second Year	
English 101-102	6	Sociology, Marriage and Family	3
Psychology 201	3	Bible 101-102	6
Nursing Biology 103 (Integrated Science with Concepts of Microb.)	5	Nursing 202, Obstetric; Pediatric	10
Physical Education	2	Sociology 201 (2nd. semester)	3
Nursing 101-102	10	Nursing 203 (2nd. semester)	10
Nursing Psychology 206	3		
Nursing Biology 104 (Integrated Science with concepts of Chem.)	5		32
		*Summer Session, 6 weeks (To be taken following the completion of the first year).	
		Nursing 201, Psychiatric	6
	34		

Note: Students offering a minimum of a unit each in Geometry, Biology, and Chemistry from high school are usually more successful in this course.

K. OPTOMETRY

First Year		Second Year	
Bible 101-102	6	Biology 201, 202	8
Biology 101, 102	8	Chemistry 101, 104	8
English 101-102	6	English 201-202	6
History 101-102	6	Physics 203-204	10
Mathematics 101, 102	6	Physical Education	2
Physical Education	2		34
	34		

L. PHARMACY

First Year		Second Year	
Biology 101, 102	8	Bible 101-102	6
English 101-102	6	Chemistry 101, 104	8
Foreign Language	6	Economics 203	3
History 101-102	6	English 201-202	6
Mathematics 101, 102	6	Physics 201-202	8
Physical Education	2	Physical Education	2
	34	Elective	1
			34

M. SCIENCE

First Year		Second Year		
Bible 101-102	6	English 201-202	6	
English 101-102	6	History 101-102	6	
Health 101	2	Take any two:		
Mathematics 107, 108	9	Biology	8	
Take one:		Chemistry	8	
Biology 101, 102		Physics	8	16
Chemistry 101-102 (or 104)	8	Electives	5	
Physical Education	2	Physical Education	2	
	33		35	
			79	

N. TEXTILE

First Year		Second Year	
Bible 101-102	6	Economics 203	3
Chemistry 101, 104	8	English 201	3
English 101-102	6	*Mathematics 201-202	8
Health 101	2	Physics 201-202	8
Mathematics 107, 108	9	**Psychology 201	3
Physical Education	2	Sociology 201	3
		Physical Education	2
		Electives	5
	33		35

*Student may substitute 8 hours from the following:
Economics 204, Political Science 201-202,
Modern Language, History.

**Chemistry 201-202 may be substituted for Psychology and Sociology if required by senior college to which student plans to transfer.

III. BUSINESS

Two-Year Accounting and General Business

FIRST YEAR

First Semester		Second Semester	
Accounting 113	3	Accounting 114	3
Introduction to Business III	3	Business Finance 115	3
*Typing 107	3	*Typing 108	3
English 101	3	English 102	3
Bible 101	3	Bible 102	3
Health 101	2	Physical Education	1
Physical Education	1		
	18		16

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SECOND YEAR

First Semester		Second Semester	
Accounting 213, 215 or Federal Income Tax 225	3	Business Law 212	3
Business Law 211	3	Marketing 218	3
Economics 203	3	History 102 or 202, or Sociology 201	3
Psychology 201	3	Speech 101	3
History 101 or 201, or Government 201	3	Physical Education	1
Physical Education	1	Elective	5
	16		18

*One-Year Clerical

First Semester		Second Semester	
English 101	3	English 102	3
Accounting 113	3	Accounting 114	3
*Typing 107, 108, or 207	3	*Typing 108, 207, or 208	3
Secretarial Practice 204	3	Office Machines 203	4
Business Law 211	3	Bible 101 or 102	3
Physical Education	1	Physical Education	1
	16		17

Two-Year Accounting and Data Processing

FIRST YEAR

First Semester		Second Semester	
English 101	3	English 102	3
Accounting 113	3	Accounting 114	3
*Typing 107 or 108	3	Office Machines 203	4
Introduction to Business 111	3	*Typing 108 or 207	3
Bible 101	3	Bible 102	3
Health 101	2	Physical Education	1
Physical Education	1		17
	18		

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SECOND YEAR

First Semester		Second Semester	
Accounting 213, 215, or Federal Income Tax 225	3	Business Law 212	3
Business Law 211	3	Marketing 218	3
Economics 203	3	Economics 204	3
Psychology 201	3	Data Processing 222	4
Data Processing 221	4	Physical Education	1
Physical Education	1	Elective	2
	17		16

*One-Year Accounting and Data Processing

First Semester		Second Semester	
English 101	3	English 102	3
Accounting 113	3	Accounting 114	3
*Typing 107 or 108	3	Bible 101 or 102	3
Introduction to Business 111	3	Office Machines 203	4
Data Processing 221	4	Data Processing 222	4
Physical Education	1	Physical Education	1
	17		18

**One-Year Secretarial and Data Processing

First Semester		Second Semester	
Data Processing 221	4	Data Processing 222	4
English 101	3	English 102	3
Typing 207	3	Typing 208	3
Shorthand 205	3	Shorthand 206	3
Accounting 113	3	Office Machines 203	4
	16		17

Two-Year Secretarial and Data Processing

FIRST YEAR

First Semester		Second Semester	
Accounting 113	3	Accounting 114	3
Shorthand 105	3	Shorthand 106	3
*Typing 107	3	*Typing 108	3
English 101	3	English 102	3
Introduction to Business 111	3	Health 101	2
Physical Education	1	Physical Education	1
	16		15

SUMMER SCHOOL

First Term		Second Term	
Business Law 211	3	Speech 101	3
Bible 101	3	Bible 102	3
	6		6

SECOND YEAR

First Semester		Second Semester	
Data Processing 221	4	Data Processing 222	4
Shorthand 205	3	Shorthand 206	3
Typing 207	3	Typing 208	3
Secretarial Practice 204	3	Office Machines 203	4
Physical Education	1	Physical Education	1
	14		15
			83

Two-Year Secretarial

FIRST YEAR

First Semester		Second Semester	
Accounting 113	3	Accounting 114	3
Shorthand 105	3	Shorthand 106	3
Typing 107	3	Typing 108	3
English 101	3	English 102	3
Introduction to Business 111	3	Speech 101	3
Physical Education	1	Physical Education	1
		Health 101	2
	16		18

SECOND YEAR

First Semester		Second Semester	
Shorthand 205	3	Shorthand 206	3
Typing 207	3	Typing 208	3
Business Law 211	3	Office Machines 203	4
Bible 101	3	Bible 102	3
Secretarial Practice 204	3	Physical Education	1
Physical Education	1	Elective	2
Elective	2		
	18		16

**One-Year Secretarial

First Semester		Second Semester	
English 101	3	English 102	3
Typing 207	3	Typing 208	3
Secretarial Practice 204	3	Accounting 113	3
Shorthand 205	3	Shorthand 206	3
Office Machines 203	4	Bible 101 or 102	3
Physical Education	1	Physical Education	1
	17		16

Two-Year Church Secretarial

FIRST YEAR

First Semester		Second Semester	
Accounting 113	3	Introduction to Business 111	3
Shorthand 105	3	Shorthand 106	3
Typing 107	3	Typing 108	3
English 101	3	English 102	3
Bible 101	3	Bible 102	3
Physical Education	1	Physical Education	1
	16		16

SECOND YEAR

First Semester		Second Semester	
Secretarial Practice 204	3	Shorthand 206	3
Shorthand 205	3	Typing 208	3
Typing 207	3	Office Machines 203	4
Speech 101	3	Health 101	2
Fine Arts	3	Fine Arts	3
Religious Education 101	3	Religious Education 102	3
	18		18

**One-Year Church Secretarial

First Semester		Second Semester	
Shorthand 205	3	Shorthand 206	3
Typing 207	3	English 102	3
English 101	3	Typing 208	3
Religious Education 101	3	Religious Education 102	3
Bible 101	3	Bible 102	3
Secretarial Practice 204	3	Office Machines 203	4
Physical Education	1		
	19		19
			85

*One high school unit of typing will fulfill the requirement for Typing 107. Two high school units of typing will fulfill the requirement for Typing 108.

**To qualify for the one-year secretarial, one-year secretarial and data processing, or the one-year church secretarial course, one must have satisfactorily completed at least one year of typing and shorthand in high school. A certificate is awarded for the satisfactory completion of a one-year program of study.

Substitution of courses, for any of the business education outlines, must be approved by the Dean of the College and the Chairman of Business Education.

The College offers courses in instruction arranged in the following departments:

I. BUSINESS
   - A. Business Administration

II DATA PROCESSING
   - A. Secretarial Science

III. ENGLISH
   - A. English Composition
   - B. Literature

IV. FINE ARTS
   - A. Applied Music Courses
     1. Organ
     2. Piano
     3. Voice
   - B. Fine Arts Courses
     1. Specialized
     2. General Liberal Arts
        - a. Music
        - b. Speech
        - c. Dramatics
        - d. Art

V. LANGUAGE

A. Classical

1. Latin
2. Greek

B. Modern

1. French
2. German
3. Spanish

VI. NATURAL SCIENCE AND MATHEMATICS

A. Natural Science

1. Biology
2. Chemistry
3. Physics

B. Mathematics

C. Engineering Drawing

D. Psychology

VII. NURSING

A. Nursing

B. Science Related

VIII. PHYSICAL EDUCATION AND HEALTH

IX. RELIGION

A. Bible

B. Religious Education

X. SOCIAL SCIENCE

A. History

B. Government

C. Economics

D. Geography

E. Sociology

I. BUSINESS

Mr. Andrews, Chairman **Mrs. Harris** **Mr. Carpenter**
Mr. Griggs **Mrs. Logan**

business administration

The Business Education Department is concerned with the development of skills, attitudes and understanding of business principles necessary for successful business and economic life.

The two major purpose of the department are: (1) the vocational preparation of young men and women who have an interest in and an aptitude for business or office occupations, and (2) to make a contribution to the education of all students toward the attainment of economic efficiency.

111. Introduction to Business. A basic course in the organization, functions, operations, controls, and problems of business enterprise. Offered each semester. Three semester hours credit.

113-114. Accounting Principles. This course acquaints students with the present day methods of keeping and interpreting business records and reports. Emphasis is given to the study of special journals, notes, interest, deferred charges, discounts, and columnar records. The student completing this topic will have two actual sets of books; one set in sole proprietorship and one in partnership. Two double classes a week. Accounting 113 offered each semester; Accounting 114 offered second semester. Six semester hours credit.

115. Business Finance. An introduction to principles governing financial operations of business enterprises with emphasis upon the problems of the small business unit. The financial consideration in promotion and the selection of the form or organization, financial functions and organizations, bank

and trade credit, and failure and expansion of a small business are considered. Prerequisite: Accounting 113. Second semester. Three semester hours credit.

211. Business Law. A study of law as it applies to ordinary business transactions, including the making of contracts, principal and agent, negotiable instruments, principal and surety, insurer and insured. Its primary purpose is to give students an understanding of the essential laws that affect business and social life. First semester. Three semester hours credit.

212. Business Law. A continuation of Business Law 211. Study covers bailments, sales, partnerships, corporations, real estate, torts, and business crimes. Prerequisite: Business Law 211. Second semester. Three semester hours credit.

213. Intermediate Accounting. Designed to train students to analyze problems and apply the accounting principles involved. A study of advanced accounting theory and application to specific situations through a series of graded problems. Prerequisite: Accounting principles 113-114. First semester. Three semester hours credit.

215. Cost Accounting. An introduction to the study of cost accounting. Attention is given to the accounting procedure necessary to accomplish correct results and to acquire familiarity with the utilization of forms in cost accounting. Methods of finding the cost of specific orders or lots and fundamentals of process costs are emphasized. This is followed by a study of standard costs and analysis and distribution of cost data. Prerequisite: Accounting 113-114. First semester. Three semester hours credit.

218. Marketing. The purpose of this course is to present to the student a comprehensive analysis of the marketing system and to give an accurate understanding of the marketing

process. The basic facts regarding market institutions and the functions they perform are shown as an integral part of the whole business process. Marketing can serve the needs for the future business competence as well as the growth of economic maturity. Prerequisite: Introduction to Business 111. Second semester. Three semester hours credit.

225. Federal Income Taxes. A study of the federal income tax laws and the application of the laws to the income tax returns of the individual. Prerequisite: Accounting 113-114. Three class hours per week. **Three semester hours credit.**

secretarial science

105-106. Shorthand. Fundamental principles of Gregg Shorthand with special emphasis on accuracy and speed. Dictation and transcription accompany the pursuit of fundamental perfection in shorthand. Six hours a week, both semesters. **Six semester hours credit.**

107-108. Typing. Typewriting is recommended to anyone wishing to become proficient in the touch system of typewriting whether or not he expects to do secretarial work. This topic is designed to give a real working knowledge of all parts of the typewriter and a complete command of the keyboard through finger concentration and accuracy work. Practice. in typing clean, correct business letters is emphasized. Three classes a week, one laboratory period. Both portions offered each semester. **Six semester hours credit.**

203. Office Machines. Basic courses in the operation, use, care of office machines and equipment, including filing; stencil and fluid process duplicators; transcribing machines, adding, calculating, posting machines; and the telephone switchboard. Two three-hour periods per week. Prerequisite: Typing 107-108 or the equivalent. Offered each semester. **Four semester hours credit.**

204. Secretarial Practice. This course acquaints the student with secretarial duties in the office, including secretarial typewriting, correspondence responsibilities, transmittal services, receptionist and telephone techniques, and filing procedures. The importance of personality in working relationship, and procedures in obtaining the right secretarial position are also emphasized. Prerequisites: Typing 107-108 and Shorthand 105-106. Offered each semester. **Three semester hours credit.**

205-206. Shorthand. Training in the editing duty of the private secretary is part of this course. For credit in this course, the student must be able to take new-matter dictation at one hundred words per minute and transcribe it at least forty words per minute. Five classes a week, both semesters. **Six semester hours credit.**

207-208. Typing This course is designed to increase speed and improve efficiency. Definite budgets of graduated difficulty are required. Three classes a week, one laboratory period. Typing 207 offered each semester; Typing 208 offered second semester. **Six semester hours credit.**

II DATA PROCESSSING

Mr. Carpenter, Chairman

Mr. Griggs

221. Data Processing. Designed to acquaint the student with the theory and principles of electronic data processing. Classroom and laboratory instruction is given in the fundamentals of IBM accounting; the IBM card reading; civil purchase—20, 26; sorters—82, 83; introduction to control panel wiring; interpreters—548, 552; 514 reproducer; 402/407 accounting machine; collator—85. Ninety-five class and

laboratory hours. Offered each semester. **Four semester hours credit.**

222. **Data Processing.** Designed to acquaint the student with the theory and principles of electronic data processing. Classroom and laboratory instruction is given in the planning chart; digit selection, group printing, set up change; hammerlock control, counter coupling; total transfer, group indication; field selection, class selection; carriage control, summary punching; run out buttons and switches; space control; inverted forms; multiple line printing; case studies. Ninety-five class and laboratory hours. Prerequisite: Data processing 221. **Four semester hours credit.**

III ENGLISH COMPOSITION

Mr. Osborne, Acting Chairman **Mr. Taylor** **Mrs. Morris**
Mr. Blankenship **Mrs. Brown** **Miss Montague**
Mr. Stowe **Mrs. Raugh** **Mr. Fenner** **Mrs. Jolley**

The objectives of the courses in English are:

Composition courses—

1. To enable the student, as a product of clear, accurate thinking and with due regard for the fundamentals of good English language, to write on a mature, readable level.
2. To stimulate the student's thinking through a reading program, to increase his store of ideas, to provide models for his own writing, and to increase his vocabulary.

Literature courses—

1. To study literature as an instrument of the expression of the ideas and emotions of the great English and American writers.
2. To develop in the student a keen, yet critical appreciation of the literature of the English and American people.

3. To acquaint the student with the best that has been written in English and American literature with a view toward enabling him better to enjoy life culturally and aesthetically.

A. ENGLISH COMPOSITION

91. Basic English. English 91 is a non-credit course for those students who need to remove background deficiencies before enrolling in English 101. The course consists of a review of grammar in its most practical form; composition assignments designed to help the student locate his own weaknesses; and the reading of selected prose works to help the student improve his skill and comprehension. Three hours a week. No credit.

101-102. Grammar and Composition. English 101 and 102 provide for a review of grammar and the mechanics of composition, instruction and practice in theme writing, and an introduction to literature by types. Prerequisite to 102: English 101. Three hours a week, both semesters. **Six semester hours credit.**

213-214. Advanced Grammar and Advanced Composition: English 213-214 is an elective six-hour course. A student must enroll in the course at the beginning of the academic year. The course features advanced grammar, the elements of journalism, advanced expository writing, and creative writing. Prerequisite: English 101-102. Three hours a week. **Six semester hours credit.**

B. LITERATURE

201. English Literature. English 201 is a survey course in the history and development of English literature from Beowulf through the Neo-Classical writers of the eighteenth century. Three hours a week, first semester. Prerequisite: English 101-102. **Three semester hours credit.**

202. English Literature. English 202 is a survey course in the history and development of English literature from the Pre-Romantics of the eighteenth century to the writers of the twentieth century. Three hours a week, second semester. Prerequisite: English 101-102. English 201 is not a prerequisite to English 202. **Three semester hours credit.**

221. American Literature to 1855. English 221 is a survey study of the major American writers before 1855, including Edwards, Franklin, Irving, Poe, Longfellow, Cooper, Emerson, Thoreau, Melville, and Hawthorne. The writers and their works are studied against the background of the literary movements of which they were a part. Prerequisite: English 101-102. Three hours a week, first semester. **Three semester hours credit.**

222. American Literature, 1855 to the Present. English 222 is a survey study of the major American writers from 1855 to the present, including Whitman, Twain, Dickinson, Howells, James, Garland, Drieser, Wolfe, Hemingway, Frost, and Faulkner. The writers and their works are studied against the background of the literary movements of which they were a part. Prerequisite: English 101-102. Three hours a week, second semester. **Three semester hours credit.**

IV. FINE ARTS

Mr. Hill, Chairman **Mr. Snyder** **Mrs. Gidney**
Mr. Rash **Mr. Jones** **Mrs. Carpenter**
Mrs. Wilder **Mrs. Hill**

The objectives of the course in Music, Art, Speech, and Dramatics are:

1. To instill into students a deeper appreciation of the cultural

values of music and art.

2. To provide adequate training for those who wish to pursue the study of music as a profession.
3. To imbue the student with the desire to acquire such musical knowledge as will enable him to raise the cultural standards in his community.
4. To enable the student to prepare and deliver speeches, to improve his poise, oral interpretation, and speaking voice.
5. To acquaint the student with the theory of play production—directing, acting, scene designing, costuming, lighting, and make-up. Plays of dramatic merit are studied and produced.

Music

Students of varying degrees of advancement are admitted to the music department. However, to obtain college credit for any course in applied music, whether organ, piano or voice, certain standards must be maintained. Therefore, a certain degree of advancement is assumed. Achievement tests in theory may be given. Supplementary theory instruction may be available to those students who lack sufficient knowledge of the necessary fundamentals of music. This would be considered part of the applied music course for all voice or piano students obtaining college credit for their lessons.

Students who are not music majors, who wish to learn how to play or sing may study without receiving college credit. No quality points are earned, but their lessons will be counted in their college load of hours to be taken. This will enable a student to learn music though he has not had previous opportunity for study.

All music majors are required to take two lessons a week, since they will learn more quickly and will do a better quality

of work. Each student is required to practice a minimum of six hours per week in his major area. Voice or piano students of especial aptitude and degree of advancement are urged to do supplementary practice when possible.

Interviews to determine the pupil's ability to play or sing will be given during registration week by appointment with the instructors themselves. A student majoring in voice must demonstrate his ability to sing on pitch and with musical intelligence by performing an art song, an old English melody or a song by a contemporary composer.

A student majoring in piano should be able to play a Bach selection, an exercise of the difficulty of Duvernoy Op. 120 or Burgmuller Op. 100 and a piece of similar difficulty. Those majoring in piano should be prepared to play a movement from a Haydn, Mozart or Beethoven Sonata in addition to the above selections.

A music major will be required to have a minor in music other than his specialty. A voice major will be required to take piano as his minor. A piano or organ major will be required to take either voice or another instrument as his minor. An instrumental major will be required to take either piano or voice as his minor. No student will be permitted to minor in organ. Exceptions must have faculty approval. The minor receives two hours credit with a minimum of three hours practice per week.

All music majors are expected to follow the proposed music curriculum.

Opportunities exist for performance in formal and informal recitals both on and off campus. All applied music students obtaining credit are required to appear in a certain number of afternoon and evening recitals and workshops. They are also required to attend all faculty recitals, to attend seventy-five per cent of student recitals, and to appear before the music board. The music board

is a jury examination in which a student demonstrates his level of attainment twice each semester. Requests for participation on radio programs, club programs, and in churches are constantly being met.

A. APPLIED MUSIC COURSES

1. Organ

21-22. Preparatory Organ. Before studying organ the student should show a proficiency in piano playing. Students of varying degree of advancement are admitted to this course. Study materials used in this course are "The Organ" by Stainer, "Organ Study" by Nevins, pedal studies by Dudley Buck, "Eight Little Preludes in Fugue" by Bach, and simple compositions and hymns for service playing. **No credit.**

101. Freshman Organ. Dickinson's "Technique and Art of Organ Playing," Bach's "Ausgewalte Werke fur Klein Orgel," pedal studies by Best, Mansfield, Bach, and Nilson. Chorales: Keller's "Eighty German Masters of the Seventeenth and Eighteenth Centuries," Remenschenider's "Liturgical Book" by Bach. Church compositions of the Romantic Period by composers such as Bastiste and Guilmant. **Two semester hours credit.**

102. Freshman Organ. Continuation of organ literature in 101, adding compositions from Handel to Purcell, "Festival Anthology" and "Shorter Classics" arranged by Power Biggs. Also small works of Caesar Frank. **Two semester hours credit.**

201. Sophomore Organ. Continuation of pedal, chorale and Bach organ literature, adding "Alte Meisters des Orgel" I and II by Straube, and Bonnet's "Anthology of Organ" I to VI. **Two semester hours credit.**

202. Sophomore Organ. Continuation of previous works, adding Mendelssohn's Preludes, Fugues and Sonatas; and Schubler's and Brahms' arrangements of Bach Chorales. Also composers such as Buxtehude, Walther, Pachelbel, Vierne, Karg-Elert, Widor, and others. **Two semester hours credit.**

2. Piano

21-22. Preparatory Piano. Emphasis is placed on accurate fingering, correct hand position, rhythm, tone production and accuracy of text. Major and minor scales in comfortable tempo, triads and arpeggios. Michael Aron's "Adult Beginner" is used, supplemented with suitable compositions from the varied schools. For beginning non-majors. **No credit.**

101-102. Freshman Piano. All major and minor scales, arpeggios and chords at comfortable tempo, technique studies, beginning work in Bach, Beethoven, Haydn, and other composers up to the modern day. For students minoring in piano and others whose background in piano is not sufficient for 103-104. **Two semester hours credit**

103-104. Freshman Piano. All major and minor scales, tonic, dominant seventh and diminished seventh arpeggios, chords and octaves at a comfortable tempo. Technique studies, Bach Two-Part and Three-Part Inventions, Sonatas by Hadyn, Beethoven and Mozart, together with varied selections from the romantic, impressionistic and modern composers. For piano majors and those students who the piano instructor feels are capable of doing the work. **Four semester hours credit.**

201-202. Sophomore Piano. Material selected from that outlined in Freshman 101-102, but more difficult selections will be taught. For piano minors and others. **Two semester hours credit.**

203-204. Sophomore Piano. Technical material as outlined in Freshman 103-104, but at a more rapid tempo. More difficult compositions from the varied schools. Ensemble work. For piano majors and others qualified to do the work. **Four semester hours credit.**

3. Voice

21-22. Preparatory Voice It is assumed that a student taking this course will either be a high school student, or a college student lacking sufficient piano and theoretical knowledge to enable him to obtain credit. **No credit.**

101-102. Fundamentals of vocal technique, including posture, breath control, tone production and the study of vowels and consonants in relation to singing. Introduction of song literature, including English and early Italian songs. For each semester hour of credit three hours of practice are required. **Two semester hours credit.**

103-104. Fundamentals of vocal technique, including posture, breathing, tone production and diction, technical exercises with musical figures for the development of vocal freedom. The study of songs from the classical literature stressing English, Italian and French pronunciation. Voice majors should have a practical knowledge of the piano. **Four semester hours credit.**

201-202. Technical work of the freshman year continued on a more advanced level. In addition to English and Italian songs of freshman year, moderately difficult songs by French and German composers of romantic and contemporary literature are added. French and German pronunciation. **Two semester hours credit.**

203-204 Technical work of the freshman year continued on

a more advanced level. The study of standard classical literature in English and Italian continued and songs in French, German and contemporary American composers added. Introduction of less difficult excerpts from oratorio and opera. **Four semester hours credit.**

B. FINE ARTS COURSES

1. Specialized

103-104. Sight-Singing and Ear-Training. Offered to music majors and to those of similar musical comprehension. It includes fundamentals of music, notation, scales, chords, sight-singing, melodic and rhythmic dictation. Less difficult keyboard and written harmony and elementary modulation. Five clock hours per week, both semesters. **Six semester hours credit.**

106. Choral Conducting. An elementary course offered to majors and non-majors in rudiments of conducting, building a choir, choosing voices, planning choral programs, directing the church choir, children's choirs, **etc.** Procedures for teaching new choral music. Open to students who have had training in voice, piano, organ, and other instruments, or with consent of instructor. Three hours a week; offered either semester. **Two semester hours credit.**

201-202. Harmony. Offered to music majors and to those of similar musical comprehension. It is a continution of keyboard and written harmony but is a more advanced presentation. Three hours each week throughout the year. **Six semester hours credit.**

C. GENERAL FINE ARTS COURSES

a. Music

101-102. Band. Band try-outs will be held at the beginning of

each year. Students who desire to take band should have played in a band for at least one year. Rehearsals will be held three hours each week throughout the year. The college provides all major instruments and will provide "student" instruments as long as the supply lasts. **Two semester hours credit.**

105-106.—Concert Choir. The College Concert Choir is composed of 40 voices chosen at the beginning of the year by the Director. Rehearsals are held three hours each week throughout the year. The works memorized include the compositions of modern and ancient composers. In the second semester the Choir prepares a concert program which is presented at various churches in the vicinity of the College. **Two semester hours credit.**

107-108. Choral Ensemble. The Choral Ensemble is a mixed chorus of eighteen select voices determined by auditions held at the beginning of the year. Rehearsals are held three times a week. Material studied includes secular selections for men's chorus, women's chorus, and mixed chorus. A unique group for those with some vocal ability. **Two semester hours credit.**

109. Introduction to Church Music. A fine arts elective for all students with specific opportunity for those planning to enter the field of church music, music ministry, or religious education. The course is developed around the church calendar year. The course provides an opportunity to develop the art of conducting congregational singing, hymn singing, a study of the history of church music in relation to services and church service preparation and development. Three hours a week. **Three semester hours credit.**

110. Music Appreciation. This course is designed for the non-music major who wishes to acquire a keener appreciation

of fine music. A study is made of the style and idiom of outstanding composers of the baroque, classic, romantic, impressionistic and modern periods. Their music is related to the historical eras in which they lived. Representative works of these composers are heard on records, with especial emphasis being placed on symphonic literature. The aural ability to recognize orchestral instruments and identify themes from various compositions is stressed. Recital and concert attendance is emphasized. Three hours a week. This course may be offered either semester. **Three semester hours credit.**

b. Speech

101. Fundamentals. A study of the mechanics of speech with special emphasis to defective speech habits and suggestions for their correction. This course includes oral reading, short speeches, and recording for purposes of correction and instruction. Three hours a week, both semesters. **Three semester hours credit.**

102. Public Speaking. A study in the art of preparation and presentation of public discussions. Special attention is given to developing the student's speaking personality. This course includes platform and radio speaking. Prerequisite: Speech 101. Three hours a week, second semester. **Three semester hours credit.**

103-104 and 203-204. Forensics and Debate. A course offering training in forensics and debate for students representing Gardner-Webb College in intercollegiate competition. The course may be taken in both the Freshman and Sophomore years for a total of four semester hours credit. Two hours a week, both semesters. **Two semester hours credit each year.**

c. Dramatics

101-102. Play Production. Theory and laboratory work in directing, acting, scene designing and building, costuming, lighting, and make-up. Plays of dramatic and literary merit are studied and produced. This course is designed to acquaint the student with all areas in the technique of dramatic production. Open to both freshmen and sophomores. No prerequisite. Three lecture hours a week and three hours of laboratory a week. **Six semester hours credit.**

d. Art

101. Drawing and Painting for Elementary School Teachers. This course will consist of four studio hours plus one hour of lecture. The studio hours will consist of applied art work in the mediums and techniques that would be appropriate for elementary school art. The techniques will consist of studio practice in basic techniques of drawing and painting, fundamentals of design, color theory, and the execution of teaching aids and murals. There will be studio projects in the following mediums: watercolor, tempers, chalk, charcoal, fingerpaint, crayon and collage. The lecture will consist of the study of creative and mental growth of the child, with emphasis on the use of "art for art's sake," as well as the integration of art into the elementary school curriculum. First semester. **Three semester hours credit.**

102. Industrial Arts for Elementary School Teachers. This course consists of four studio hours of applied work in crafts. In addition to the studio work there will be one hour of lecture on art appreciation that is designed and oriented toward application in the elementary school. The

course will include the basic principles of all three-dimensional art disciplines and consist of studio work in handicrafts, which will be appropriate for elementary school children. This would include weaving, sculpture, ceramics, papier mache, carving, basket weaving, mosaic, tole ware, shellcraft, leather craft, metal craft, simple jewelry, stitchery and metal enameling. The student will execute a three-dimensional teaching aid using one or more of the above mediums. Second semester. **Three semester hours credit.**

103. Introduction to Applied Art. A study of the underlying principles basic to all forms of visual organizations. Experiments with technique and materials to develop creative concepts of the visual vocabulary of color, line, texture, plane and volume, value and space. Six clock hours per week. **Three semester hours credit.**

104. Basic Drawing and Painting. Prerequisite: Art 103. Drawing and painting. Representation of still-life objects: the study of composition light and shadow relationships, and the rendering of texture and form. Media: charcoal, oil, gouache, and water - color. Six clock hours per week. **Three semester hours credit.**

105. Crafts. An introduction to craftwork. This includes projects in studio work in handicrafts and consisting of sculpture ceramic, carving, mosiacs, leather craft, rug hooking, mat weaving, metal enameling, etc. Six clock hours per week. **Three semester hours credit.**

107. Art Appreciation. A survey of the field of art designed to give the student a intelligent appreciation and understanding of the great works of art and great creative minds that shaped the Western civilization of which he is a part. Beginning with art in the home and community, a study

is made of creative activity in painting, sculpture, architecture and art for industry. Three hours per week. Both semesters. **Three semester hours credit.**

108. Modern Art History. A survey of the creative activity of Western man beginning with the neo-classic to contemporary art. The arts and movements are studied relative to political, philosophical, economic, and religious conditions of the period under consideration. Three hours per week. **Three semester hours credit.**

V. FOREIGN LANGUAGES

Mr. Andrews, Chairman **Mr. Ballard**

Mr. Phelps **Dr. Suarez** **Mr. Setzer**

Mrs. Doggett **Mrs. Wright** **Mr. Cline**

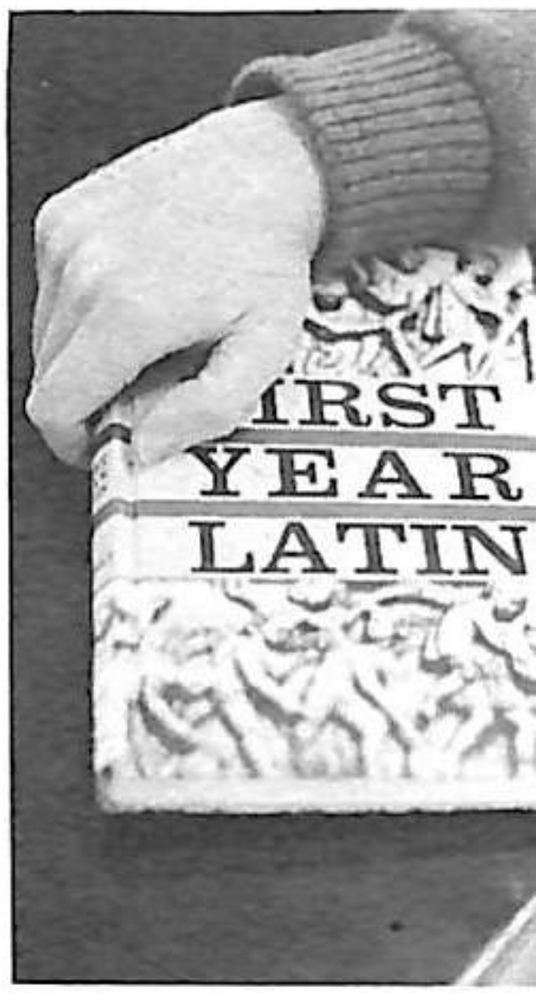
The objectives of language training are to assist the student:

1. To gain an understanding of the culture, civilization, and literature of another people.
2. To develop an awareness of the relation of our own language and culture and those of another country.
3. To understand without translating the language as spoken and written by natives.
4. To speak and to write the language in a manner acceptable and intelligible to native speakers.

A. CLASSICAL

1. Latin

101-102. Beginning Latin. This includes mastery of declension and conjugations and a careful study of syntax. All basic constructions are learned, so that any simple Latin text may be read. Derivations of English words and an understanding of Roman background are stressed. Three hours a week, both semesters. **Six semester hours credit.**



201-202. Advanced Latin. Prerequite: Latin 101-102 or its equivalent. A continuation of the study of Latin Grammar with more difficult translation. History, political and military life, and customs of the Romans are studied further and additional English vocabulary gained through derivatives. Three hours a week, both semesters. **Six semester hours credit.**

2. Greek

101-102. Beginning Greek. A thorough study of the Koine Greek of the New Testament. Emphasis upon grammatical forms, translations into Greek and English, simple syntax. During the second semester selected portions of the Greek New Testament are read and exegeted. Text: **Beginner's Grammar of the Greek New Testament,** by W. H. Davis. Three hours a week, both semesters. **Six semester hours credit.**

201-202. Advanced Latin. Prerequisite: Latin 101-102 or its view of grammar with emphasis upon the syntax of the noun, the verb, and clauses. Advanced reading and exegesis of selected portions of the Greek New Testament. **Text: A Manual Grammar of the Greek New Testament** by Dana and Mantey. The difference between the Koine Greek and the Classical Greek will be studied. Students will be required to purchase the book **An Introduction to Greek** by Crosby and Schaeffer. Three hours a week, both semesters. **Six semester hours credit.**

203-204. Exegesis and Greek Civilization. A supplementary course in Exegesis and Greek Civilization. The first semester will consist of selected passages of the New Testament assigned for research in order to demonstrate the mechanics of the Greek language. The second semester a study will be made of the relationship between the Greek

language and Greek Civilization. A research paper along with other outside assignments will be required during the second semester. This course may be taken along with Greek 201-202. One hour a week, both semesters. **Two semesters hours credit.**

B. MODERN

1. French

101-102. Elementary French. This is planned for those who have not completed two units of high school French or its equivalent. It presents the simpler grammatical constructions, introduces a practical vocabulary, and informs the student concerning French life, customs, and manners. This is done through reading, translation, dictation, conversation, and intensive oral drills in the language laboratory. Three hours a week, supplemented by three hours laboratory work. French 101 offered each semester. **Six semester hours credit.**

103-104. Intermediate French. Prerequisite: French 101-102 or two units of high school French or its equivalent. This is a combination of the work begun in French 101-102. It consists of a thorough review of grammar and composition, a study of selected works from outstanding French writers, and intensive oral practice. Three hours a week, supplemented by three hours laboatory work. Both semesters. **Six semester hours credit.**

201-202. French Literature. Prerequisite: French 103-104 or its equivalent. This is a survey course covering the literature of France from the Old French period through the first thirty years of the present century. The causes and development of the various literary movements are stressed. Particular attention is given to the literature of the Renaissance and to French Classicism, Romanticism, and

Realism. Three hours a week, both semesters. **Six semester hours credit.**

203-204. Advanced French Grammar, Composition, and Conversation.. Prerequisite: French 103-104 or its equivalent. This is a course consisting of intensive oral and written work in the language, book reports on collateral reading, and training in the acquisition of an active, idiomatic French vocabulary. Three hours a week. **Six semester hours credit.**

2. German

101-102.—Elementary German. This course is planned for those who have not completed two units of high school German or its equivalent. It presents the simpler grammatical constructions, introduces a practical vocabulary, and informs the student concerning life, customs, and manners in German speaking countries. This is done through reading, translation, dictation, conversation, and intensive oral drills in laboratory work. Three hours a week, supplemented by three hours of laboratory work. Both semesters. **Six semester hours credit.**

103-104. Intermediate German. Prerequisite: German 101-102 or two units of high school in German or its equivalent. This is a continuation of the work begun in German 101-102. It consists of thorough review of grammar and composition, a study of selected works from outstanding writers of Germany, and intensive oral practice. Three hours a week, supplemented by three hours of laboratory work. Both semesters. **Six semester hours credit.**

3. Spanish

101-102. Elementary Spanish. This course is planned for those who have not completed two units of high school Spanish

or its equivalent. It presents the simpler grammatical constructions, introduces a practical vocabulary, and informs the student concerning life, customs, and manners in Spanish speaking countries. This is done through reading, translation, dictation, conversation, and intensive oral drills in laboratory work. Spanish 101 offered each semester. **Six semester hours credit.**

103-104. Intermediate Spanish. Prerequisite: Spanish 101-102 or two units of high school Spanish or its equivalent. This is a continuation of the work begun in Spanish 101-102. This is a continuation of the work begun in Spanish 101-102. It consists of a thorough review of grammar and composition, a study of selected works from outstanding writers of Spain and of Spanish America, and intensive oral practice. Three hours a week, supplemented by three hours laboratory work. Both semesters. **Six semester hours credit.**

201-201. Spanish Literature. Prerequisite: Spanish 103-104 or its equivalent. This is a survey course covering the literature of Spain from the Middle Ages through the first half of the present century. The causes and development of the various literary movements are stressed. Three hours a week, both semesters. **Six semester hours credit.**

203-204.—Composition and Conversation. Spanish linguistics, with advanced training in speaking, making reports, and comprehension. Intensive and methodical training in the acquisition of an active and idiomatic Spanish vocabulary. Readings are from selected contemporary novels, plays, and short stories. Three hours a week, both semesters. **Six semester hours credit.**

VI. NATURAL SCIENCE & MATHEMATICS

Mr. Dixon, Chairman **Mr. Moseley** **Mr. Cash**
Mr. Stacy **Mr. Hendrix** **Mr. Chang** **Mr. Bridges**
Mr. Brown **Mr. Winter** **Mr. Fite** **Mr. Perkins**
Mr. Jolley **Mrs. Carpenter**

The objectives of the course in Natural Science and Mathematics are:

1. To acquaint the student with the basic laws of the physical universe.
2. To help the student develop an understanding of and an appreciation for life, the chemical composition of the material world, and the operative laws of physics.
3. To assist the student in finding truth through the study of science and in verifying known truths by experimentation.
4. To lead the student to appreciate mathematics both as a tool for calculation and as a type of thinking necessary for reaching logicl conclusions.
5. To give the student an adequate foundation for additional study in biology, chemistry, mathematics, physics, and psychology.

A. NATURAL SCIENCES

1. Biology

101. General Botany. An introductory study of the fundamental principles of plant biology including ecology, reproduction, morphology, physiology and a survey of plant phyla. Two classes and two, two-hour laboratory periods a week. First semester. **Four semester hours credit.**

102. General Zoology. An introduction to the basic principles of animal biology including structure, function, embryology, heredity, evolution, and a survey of the animal kingdom.

Prerequisite: Biology 101. Two classes and two, two-hour laboratory periods a week. Second semester. **Four semester hours credit.**

201. **Invertebrate Zoology.** A study of the structure, physiology, and taxonomy of the invertebrates. Prerequisite: Biology 101-102. Two one-hour lectures and two, two-hour laboratory periods a week. First semester. **Four semester hours credit.**

202. **Comparative Anatomy.** A study of the comparative anatomy of selected chordate animals; also, a dissection of comparative forms. Prerequisite: Biology 101-102. Two one-hour lectures and two, two-hour laboratory periods a week. Second semester. **Four semester hours credit.**

203-204. **Human Anatomy and Physiology.** An introduction to human anatomy with the fundamental principles of the physiology of the body systems. Prerequisite, Biology 102. Three one-hour lectures and one three-hour laboratory period a week, both semesters. **Eight semester hours credit.**

2. Chemistry

101-102. **General Chemistry.** Introduction to chemistry emphasizing fundamental laws and theories of chemical principles and their application. Subject matter covered includes atomic structures, problems and equations, oxidation-reduction, ionic equilibria, introduction to nuclear and organic chemistry, in addition to the study and preparation of the more common elements and compounds with the periodic chart as the background of theory. Problem working is stressed. Three one-hour lectures and one three-hour laboratory a week. **Eight semester hours credit.**

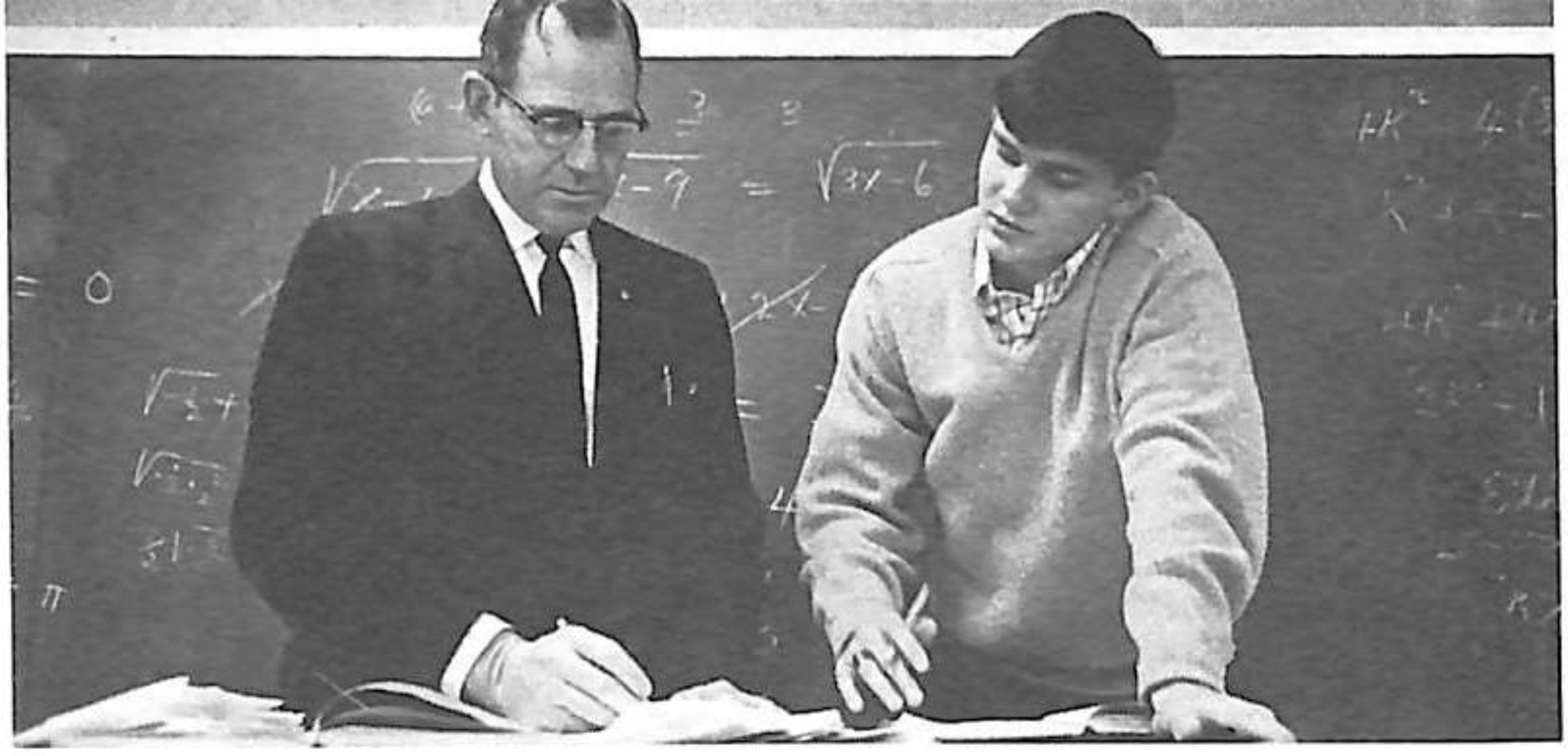
104. General Chemistry and Qualitative Analysis. The recitation lecture is the same as Chemistry 102. The laboratory differs from Chemistry 102 in that approximately three-fourths of Chemistry 104 laboratory work will be devoted to qualitative analysis for cations and anions by means of semi-micro procedure. Three one-hour lectures and one three-hour laboratory a week, second semester. **Four semester hours credit.**

201-202. Organic Chemistry. A study of the fundamental chemistry and structure of aliphatic and aromatic series, some of their derivatives such as alcohols, fats, protein, etc. The laboratory work will involve the preparation, purification and properties of some typical organic compounds. Prerequisite: Chemistry 101 and 102 or 104. Three one-hour lectures and one three-hour laboratory period a week, both semesters. **Eight semester hours credit.**

3. Physics

201-202. General Physics. A study of basic college physics. Mechanics and properties of matter, heat, wave motion, sound, light magnetism, and atomic physics. Any student receiving credit for this course will not receive credit for Physics 203-204. Prerequisite, Mathematics 101 and 102 or 107. Three one-hour lectures and one three-hour laboratory period per week, both semesters. **Eight semester hours credit.**

203-204. Physics for Engineers. A study of mechanics, heat and molecular physics, wave motion and sound, light, electricity and magnetism, with the fundamentals of particle physics and the revolutionary conceptual developments of the twentieth century properly fitted into the classical topics. Special emphasis is given to principles and concepts which are useful in engineering. Any student receiving credit for this course will not receive credit for



Physics 201-202. Co-requisite: Mathematics 201. Three one-hour lectures, one-hour recitation, and one three-hour laboratory period per week, both semesters. **Ten semester hours credit.**

B. MATHEMATICS

27. **Geometry.** The geometrical concepts are fully developed and the basis of congruence is thoroughly taught. From that point on, the course moves rapidly with a wide application of geometric facts to many varied problems. Stress is given to mensuration, congruence, and similarity. The purpose of this course is to teach students the processes of analytical thinking and critical evaluation of data. Three classes a week, one semester. **No college credit.**

91. **Basic Mathematics.** A study of traditional algebraic topics such as factoring, fractions, exponents, radicals, and linear and quadratic equations. Open to those students who need to increase their mathematical understanding and skill before attempting college mathematics. Three hours a week, one semester. **No college credit.**

101. **Algebra.** Elementary set theory followed by a study of numbers using the axiomatic method. A brief review of traditional algebraic topics such as factoring, fractions, exponents, and radicals, emphasizing the logic in the fundamental operations. Functions and graphs. Inequalities; linear and quadratic equations. Progressions. Theory of equations. Prerequisite or corequisite: Plane Geometry. Three hours a week. Offered each semester. **Three semester hours credit.**

102. **Plane Trigonometry.** A study of the trigonometric functions with their application to the solution of right and oblique triangles, logarithms, radian measure, trigonometric

identities and equations, graphs of trigonometric functions, inverse functions, and complex numbers. Prerequisite: Plane Geometry. Three hours a week, one semester. **Three semester hours credit.**

106. Solid Geometry. A study of theorems and problems concerning lines and planes, polyhedrons, cylinders, cones, and sphere. Special attention is given to the proof of the formulas for areas and volumes. Prerequisite: Plane Geometry. Two classes a week, second semester. **Two semester hours credit.**

107. Algebra and Trigonometry. A unified course in Algebra and Trigonometry covering elementary set theory, a study of the real numbers using the axiomatic method, inqualities, algebraic and circular functions. A rapid review of simple and quadratic equations. Trigonometric identities and equations; progressions. Solution of triangles using natural functions and logarithms. This course is designed for the pre-engineering student or the student who plans to major in mathematics. Students are admitted to this course after consideration is given to their mathematical interest, ability and aptitude as indicated by their high school record and test scores. Prerequisite: Plane Geometry. Six hours a week, first semester. **Five semester hours credit.**

108. Analytic Geometry and Calculus. A unified course in Analytic Geometry and Calculus. Topics included are: rectangular coordinates in the plane, equations of the straight line, slope, limits, continuity, derivatives of algebraic and trigonometric functions with application, maximum and minimum values, related rates. Conic sections. Introduction to integration. Prerequisite: Mathematics 107 or Mathematics 101 and 102. Five hours a week, second

semester. **Four semester hours credit.**

109. Fundamentals of Arithmetic and Algebra. This course is designed for the student who plans to major in Elementary Education. It consists of a study of: the properties of counting numbers, integers, and rational numbers; number systems of different bases; topics in number theory; groups; fields; and topics in algebra. Corequisite or prerequisite: Plane Geometry. Three hours a week, one semester. **Three semester hours credit.**

110. Basic Concepts of Geometry. This course is designed for the student who plans to major in Elementary Education. It consists of a brief study of set theory followed by a study of logic, congruence, linear and angular measure, area and volume, similarity, and graphs. A major emphasis is placed on the fundamental concepts which underlie the mathematics of the elementary school. Prerequisite: Plane Geometry. Three hours a week, one semester. **Three semester hours credit.**

201-202. Differential and Integral Calculus. A continuation of the study begun in Mathematics 108 including applications of the definite integral to area, volume, surface area, pressure; work, centroids; differentials and integrals of transcendental functions; integration by various methods; improper integrals. Evaluation of determinants of order n. Hyperbolic function. Polar coordinates. Second semester topics include vestors, solid analytic geometry, curvature, partial differentiation, multiple integrals with applications. Infinite series, expansions of functions, convergence. Five hours a week, both semesters. **Eight semester hours credit.**

C. ENGINEERING DRAWING

101-102. Engineering Drawing. Drawing-board work on lettering, instrument practice, free-hand sketching, sections, projections, auxiliary views, revolutions, fasteners, intersections, diagrammatic sketches and drawing using standard symbols, working drawing, tracing, and blueprinting. The latter part of the course will include the study of representations of geometrical magnitudes with points, lines, planes and solids. Two two-hour laboratory sessions a week throughout the year. Prerequisite. Geometry. Credit. **Four semester hours.**

D. PSYCHOLOGY

201. General Psychology. A study of the basic facts and principles of psychology. This course is designed to acquaint the student with the scientific aspect of psychology and provide a basis for further study. Open only to students of sophomore standing. Three hours a week. Offered each semester. **Three semester hours credit.**

202. Educational Psychology. Designed to give the prospective teacher a survey of the learning process, the teaching personality, and maturation as it relates to the curriculum. Special emphasis is given to motivation, learning and retention, and interest as these relate to the school setting. Prerequisite: Psychology 201. Three hours a week, second semester. **Three semester hours credit.**

VII. NURSING EDUCATION

Mrs. Lee, Director — **Mrs. Beam** — **Mrs. McNeely**
Mrs. Maul — **Miss Kelly** — **Mrs. Toney**

PHILOSOPHY

The Department of Nursing functions within the general framework and philosophy of Gardner-Webb College.

The faculty believes that Nursing is a special health service based

on selected scientific principles of physical, biological, and social sciences, and that Nursing embraces the prevention of disease, the care of the sick, rehabilitation of the ill, the maintenance of health, and focuses on the individual person and his needs.

The faculty believes that learning takes place in an atmosphere of personal acceptance and discipline, of freedom of inquiry and thought; that education is a continuous process and the student shows consistent progress toward personal and educational goals. The student learns Nursing through carefully selected experience in the classroom and with patients under the guidance of responsible instructors.

The graduate of the Associate Degree Program is prepared to function as an effective patient-side nurse, and although she may continue in higher education the program is essentially terminal.

AN ASSOCIATE IN ARTS DEGREE IN NURSING

The nursing program is offered by Gardner-Webb College in cooperation with the Rutherford Hospital of Rutherfordton and Cleveland Memorial Hospital in Shelby, North Carolina.

The program enables the student to complete in approximately two academic years a course of study which leads to the Associate in Arts Degree. Educational experiences are carefully selected with undue repetitive work in both theory and practice eliminated. Students study and work with patients in hospitals and various other health agencies. Every hour spent with the patient is carefully planned as a learning experience.

Upon completion of the course the Nurse is prepared to write the State Board Examination for licensure as a Registered Nurse.

OBJECTIVES OF THE DEPARTMENT OF NURSING

The student graduating from the Associate Degree Nursing Program at Gardner-Webb College will be able:

1. To apply prescribed knowledge and beginning skills as a

patient-side nurse in a hospital.

2. To prepare and implement a nursing care plan for individuals and groups of patients.
3. To assist in the instruction and direction of non-professional nursing personnel for whom he/she is responsible.
4. To make significant observations of symptoms, reactions, and progress of the patient and to record and report these observations appropriately.
5. To assist in patient-teaching and rehabilitation.
6. To establish and maintain good interpersonal relationships.
7. To contribute to the improvement of nursing care by personal example and by taking advantage of opportunities for continued professional and personal development.

A. NURSING

101. Introductory Nursing. This course introduces the student to the basic nursing needs of people by offering opportunity for the student to gain understanding of physical, emotional, and social needs of the individual. It provides a sequence of planned experiences designed to develop basic knowledge and beginning skills of nursing care. The student gives care to selected individual patients. Four lecture hours and four laboratory hours a week. **Five semester hours credit.**

102. Medical-Surgical Nursing. This course is designed to build upon Nursing 101. It provides opportunity to understand the physical and psychological impact of surgical intervention as a solution of health problems. Experiences are provided to aid the student in making significant observations of the patient and his environment in both medical

and surgical situations, specifically in the areas of orthopedic, respiratory, gastro-intestinal, and endocrine problems. Concepts of prevention, therapy and rehabilitation serve to guide the student in the course of study and practice. Prerequisite: Nursing 101. Three lecture hours and eight laboratory hours a week. **Five semester hours credit.**

201. Psychiatric Nursing. An orientation to major concepts of mental health and psychiatric nursing. Selected experiences provide opportunity for learning to relate to individuals who are emotionally disturbed or mentally ill. Prevention, therapy and rehabilitative principles are included. Clinical experiences are provided at a psychiatric hospital during a six weeks summer term. Prerequisites: Psychology 201 and Psychology 206. **Six semester hours credit.**

202. Maternal and Child Care. Designed to help the student develop a workable knowledge and appreciation of nursing of mothers and children. Concepts of family centered maternity nursing are emphasized. Clinical educational experiences are provided in local hospitals and other health agencies. Six class hours and twelve laboratory hours a week. Offered to second year nursing students only. **Ten semester hours credit.**

203. Medical-Surgical Nursing Continued. This course is a continuation of Nursing 102. Classroom and laboratory experiences are designed to enable the student to gain knowledge and skill in the specialized areas of nursing including vascular, neurological, and gynecological. During this unit of study concepts of team nursing, professional ethics and disaster nursing will be studied. Prerequisite: Nursing 101-102. Five lecture hours and fifteen laboratory hours a week. **Ten semester hours credit.**

B. SCIENCE RELATED

103-104 Biology. Integrated Science Course. An introduction to human anatomy with fundamental principles of the physiology of the body systems. Related concepts of inorganic, organic and biological chemistry are included. Concepts of microbiology especially pathogens and their relation to man are emphasized. Three one-hour classes and two three-hour laboratory periods a week. **Ten semester hours credit.**

206. Psychology Human Growth and Development. This course is designed to acquaint the student with normal human developmental processes. A survey and interpretation of factors affecting human development is made. An analysis of developmental sequence is supplemented by the exploration of motivational and behaviorial traits at each stage of growth and maturation. The continuation of human development is stressed. It is offered during the second semester of the freshman year. Three one-hour classes per week. Prerequisite: Psychology 201. **Three semester hours credit.**

VIII. PHYSICAL EDUCATION AND HEALTH

Mr. Harris, Chairman **Mrs. Holbrook** **Mr. Holbrook**
Mr. Sanford **Mrs. Griggs** **Mr. Bryson** **Mr. Daves**

The objectives of Physical Education and Health are:

1. To help to prepare each individual to be physically fit and to live a healthier life in our modern society.
2. To develop neuromuscular skills and abilities.
3. To develop an interest in activities for worthy use of leisure time.
4. To develop an ethical character.
5. To develop and maintain a healthy body.

PHYSICAL EDUCATION

Each student is required to register for Physical Education each semester. In unusual cases he may be excused by the Dean. While participating in a major sport, a student is not required to attend regular classes. (Students admitted to these courses are expected to wear regulation uniforms which may be purchasd from the College Book Store.)

COURSES FOR MEN

101. Physical Education. Freshmen men. Consists of calisthenics, running, combative, rope jumping, rules and techniques of team sports. Two hours a week, first semester. One semester hour credit.

102. Physical Education. Freshmen men. Drill, basketball, volleyball, tumble, track and field work, badminton, and swimming. Two hours a week, second semester. **One semester credit.**

103. Physical Education. Sophomore men. Same content as Physical Education 101 with emphasis on actual participation in team sports. Two hours a week, first semester. **One semester hour credit.**

104. Physical Education. Sophomore men. Adult sports for recreation: volleyball, tennis, croquet, ping pong, badminton, shuffleboard, horseshoes, and swimming. Two hours a week, second semester. **One semester hour credit.**

105-106. Physical Education. Adaptive physical education for the handicapped or those unable to participate in the regular activities. Corrective exercises, adaptive games. This course is designed to fill the individual needs of students who require special attention. Two hours a week, both semesters. **Two semester hours credit.**

COURSES FOR WOMEN

101-102. Physical Education. Freshmen women. Beginners' swimming, volleyball, basketball, stunts and tumbling, tennis, folk dancing, and calisthenics. Two hours a week, both semesters. **Two semester hours credit.**

103-104. Physical Education. Prerequisite: Sophomore standing. Advanced volleyball, basketball, stunts and tumbling, swimming, folk dancing, tennis, and recreational sports. Two hours a week, both semesters. **Two semester hours credit.**

105-106. Physical Education. Adaptive physical education for the handicapped or those unable to participate in the regular activities. Corrective exercise, adaptive games. This course is designed to fill individual needs of students who require special attention. Two hours a week, both semesters. **Two semester hours credit.**

HEALTH

101. Health. The textbook used is **Essentials of Healthier Living.** Elementary physiology and anatomy are taught in so far as they are related to the desired objectives in personal health and community hygiene. A major emphasis is placed on nutrition. Two hours a week. Offered each semester. **Two hours credit.**

IX. RELIGION

Dr. Allen **Miss Jones** **Dr. Lamb**

Mr. Perkins **Mr. Ballard** **Mr. Wilder** **Mr. Trexler**

The objectives of the courses in Religion are:

1. To introduce the student to the background of the Christian

religion through a study of the Old Testament and to lead the student into a deeper understanding of the Christian religion through the study of the New Testament.

2. To lead the full-time Christian volunteer to a greater commitment to Christ through studies of selected portions of the New Testament, always with the Old Testament as a background.
3. To lead the full-time Christian volunteers to a greater understanding of the program and value of an advanced Christian Educational Program.
4. To develop a basic philosophy of Christian doctrine and practice which will carry over into life beyond the college and into eternity.

A. BIBLE

101-102. Bible. A survey of the entire Old and New Testament Scriptures with an effort to understand the story of revelation of Divine Truth and the means used in accomplishing it. Attention will be given to types of literature, translations, and methods of interpretation with the intention of furnishing the student with a broad and well-rounded storehouse of knowledge of the Scriptures and detailed study. This course is required of all graduates. Three hours a week, both semesters. **Six semester hours credit.**

201-202. Bible. This course is designed especially for students who have had Bible 101-102. The first semester is an intensive study of the Life and Teachings of Christ, with special emphasis given to His Parables and Miracles. The second semester is an intensive study of the Life and Letters of Paul. A student may take either one or both semesters. Prerequisite: Bible 101-102. Three hours a week, both semesters. **Six semester hours credit.**

B. RELIGIOUS EDUCATION

(Courses may be taken in any order)

101. Introduction to Religious Education. An introduction to the field showing how modern religious education is based on (1) the historical background of the movement, (2) the content taught, and (3) the nature and needs of growing persons. Vocations in religious education will also be considered. Three hours a week, first semester. **Three semester hours credit.**

102. Methods of Teaching in Religious Education. A brief presentation of religious education principles followed by a consideration of the values and limitations of various methods employed in religious education. The planning of Sunday School lessons, Training Union programs and brief worship services will provide opportunities for practical applications of the material studied. Three hours a week, second semester. **Three semester hours credit.**

201. Survey of Religious Education Organizations. A study of the development, objectives, and functions of the Sunday School, Training Union, Woman's Missionary Union and Brotherhood. Emphasis will be given to the distinctive methods used in each organization, techniques of building and maintaining the organizations, and means of obtaining and using space. Three hours a week, first semester. **Three semester hours credit.**

202. Church Administration. A study of the organizational structure of the local church together with a study of the major principles of leadership and administration. This will be followed by a consideration of religious leadership in the major church emphases: evangelism, stewardship, and missions; administration of the auxiliary services of the church; the church office, church library, church recreation,

and week-day religious education; and public relations. Finally, correlation of the total program through the work of the church council, and the church committee will be mentioned. Three hours a week, second semester. **Three semester hours credit.**

X. SOCIAL SCIENCE

Mr. Jolley, Chairman **Dr. Allen Mr. Terrell Miss Jones**
Mr. Trexler Mr. Reed Mr. Taylor Mr. Eastman
Mr. Benton Mr. Matthews

The objectives of the courses in the Social Sciences are:

1. To provide an intellectual adventure into life and to share in the creation of mature, thinking individuals, ready to face life with a spirit of adventure and purpose, trusting God to lead in the never-ending quest for truth.
2. To provide a general historical survey of our world heritage.
3. To provide an opportunity for a more intensive study of our American heritage.
4. To provide an opportunity for a further examination of the social, political, and economic ideas and institutions in which we are involved.

A. HISTORY

101-102. World Civilization. A historical study of world civilization. While considerable emphasis is given to Greco-Roman heritage and to the development of contemporary Western culture, the history of non-Western nations is also studied. Great ideas are given equal place with great events in this introductory study of the forces which have shaped our modern world. Three hours a week. Both courses offered each semester. **Six semester hours credit.**

201-202. American History. A survey of the principal forces and movements which have formed the United States of today. Three hours a week, both semesters. **Six semester hours credit.**

B. POLITICAL SCIENCE

201. United States National Government. An introductory course in government, emphasizing the underlying principles, practice, and structure of the government of the United States. Brief attention is given to the problems facing government in the modern world and to a comparison of the American form of government with other forms of government. Three hours a week, one semester. **Three semester hours credit.**

202. Modern Foreign Governments. A study of the elementary aspects of the political institutions of England, France, West Germany, and the Union of Soviet Socialist Republics. Emphasis is placed upon the general principles of government as seen through comparative study. Three hours a week, one semester. **Three semester hours credit.**

C. ECONOMICS

203. Principles of Economics. This course deals with fundamental laws and principles of economics. Basic economic concepts and the theories of production, income, prices, and price determination, and distribution of the national income are the principal topics considered. Three hours a week. Offered each semester. **Three semester hours credit.**

204. Principles of Economics. A companion course to Economics 203. Government finance, national income stabilization and growth, and domestic economic problems are the principal topics considered. Three hours a week, one semester. **Three semester hours credit.** Prerequisite Economics 203.

D. GEOGRAPHY

Geography 101. Elements of Geography. An orientation course in the field of geography emphasizing the fundamentals of geography as a foundation to the understanding of the physical and cultural environment of man. Topics for study include weather, elements of climate and the effect of these climatic principles on the distribution of population, industries, etc. of the world. Three hours a week, both semesters. **Three semester hours credit.**

Geography 102. World Regional Geography. A study of the geography of the world by regions, with training in the techniques of thinking about world problems. The geo-political aspects of international problems will be stressed. Three hours a week. One semester. **Three semester hours credit.**

E. SOCIOLOGY

201. **Introductory Sociology.** This is an introduction of the study of sociology, providing essentials for an intelligent understanding of the forces making for group life and for specialized study of sociological problems. Three hours a week, one semester. **Three semester hours credit.**

202. **Social Problems.** A study of the causes of and the methods of dealing with the major social problems that vex contemporary society—such as delinquency and crime, family difficulties, racial strife, overpopulation, and problems connected with religion and education. Prerequisite: Sociology 201. Three hours a week, one semester. **Three semester hours credit.**

203. **Marriage and the Family.** This course provides a study of the practical problems of courtship and marriage, with emphasis on inter-personal relationships between husband and wife and parents and children. Emphasis is given to such matters as dating, maturity for marriage, the engagement, and the rearing of children. The significance of the family as a basic institution in our culture and the relationship of the family to other cultural institutions is stressed. Prerequisite: Sociology 201. Three hours a week. **Three semester hours credit.**

ACADEMIC CALENDAR

1967-68

FIRST SEMESTER

August 22, Tuesday Morning—Arrival of first year and transfer students.

August 22, Tuesday, 12:00—Lunch.

August 23, Wednesday, 8:00 a. m.—Freshman and transfer orientation.

August 24-25, Thursday and Friday—Registration.

August 26, Saturday—Skeleton Class Schedule.

August 28, Monday, 8:00 a. m.—Full Class Schedule.

August 31, Thursday, 8:00 p. m.—Faculty-Student Reception.

September 18-22, Fall Revival.

October 19-20, Thursday, Friday—Mid-Term examinations.

October 27, Friday—Founders Day.

October 28, Saturday—Homecoming Day.

November 22, Wednesday, after classes, Thanksgiving Holidays begin.

November 27, Monday, 8:00 a. m.—Classes resume.

December 9-15, Saturday through the next Friday—First Semester Examinations.

December 15, First Semester ends.

December 15, Friday, after examinations, Christmas Holidays begin.

SECOND SEMESTER

January 4-5, Thursday and Friday—Registration.

January 8, Monday, 8:00 a. m.—Classes Resume.

February 29—

March 1, Thursday, Friday—Mid-Term examinations.

March 4, Monday, 8:00 a. m.—Classes resume.

March 18-22, Focus Week.

April 12, Friday, after classes, Easter Holidays begin.

April 22, Monday, 8:00 a. m.—Classes resume.
April 25, Freshman-Sophomore Banquet.
April 27, Saturday, 3:00 p. m. May Day.
May 4-10, Saturday through Friday—Second Semester examinations.
May 11, Saturday, 7:00 p.m.—Alumni Banquet.
May 12, Sunday, 11:00 a. m.—Baccalaureate Sermon.
May 12, Sunday, 3:00 p. m.—Graduation.

SUMMER SCHOOL

June 8, Saturday—Summer School Registration.
June 10, Monday—Classes begin.
July 12, Friday—First Session Ends.
July 15, Monday—Second Session classes begin.
August 17, Saturday—Graduation.

ACADEMIC CALENDAR

1968-69

FIRST SEMESTER

August 27, Tuesday Morning—Arrival of first year and transfer students.
August 27, Tuesday, 12:00—Lunch.
August 28, Wednesday, 8:00 a. m.—Freshmen and transfer orientation.
August 29-30, Thursday and Friday—Registration of classes.
August 31, Saturday—Skeleton Class Schedule.
September 2, Monday, 8:00 a. m.—Full Class Schedule.
September 5, Thursday, 8:00 p. m.—Faculty-Student Reception.
October 17-18, Thursday, Friday—Mid-Term Examinations.
October 25, Friday—Founders Day
October 26, Saturday—Homecoming Day.

November 27, Wednesday, after classes Thanksgiving Hodidays begin.

December 2, Monday, 8:00 a. m.—Classes resume.

December 14-20, Saturday through next Friday—First Semester Examinations.

December 20, Friday—First Semester Ends.

December 20, Friday, after examinations—Christmas holidays begin.

SECOND SEMESTER

January 9-10, Thursday and Friday—Registration.

January 13, Monday, 8:00 a. m.—Classes resume.

March 6-7, Thursday, Friday—Mid-Term Examinations.

March 10, Monday, 8:00 a. m.—Classes resume.

April 4, Friday, after classes—Easter Holidays begin.

April 14, Monday, 8:00 a. m.—Classes resume.

April 24, Thursday—Freshman-Sophomore Banquet.

April 26, Saturday, 3:00 p. m.—May Day.

May 3-9, Saturday through Friday—Second Semester examinations.

May 10, Saturday, 7:00 p. m.—Alumni Banquet.

May 11, Sunday, 11:00 a. m.—Baccalaureate Sermon.

May 11, Sunday, 3:00 p. m.—Graduation.

SUMMER SCHOOL

June 7, Saturday—Summer School Registration.

June 9, Monday—Classes begin.

July 11, Friday—First Session ends.

July 14, Monday—Second Session classes begin.

August 16, Saturday—Graduation.

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ROBERT W. ABRAMS (1962*), B.D., Director of Admissions
A.A., Gardner-Webb College; A.B., Wake Forest College; B.D., Southern Baptist Theological Seminary.

GARLAND H. ALLEN (1961), Th.D., Professor—Bible, History;
B.A., Ouachita Baptist College; B.D., Th.M., Th.D, Southern Baptist Theological Seminary; M.A., Memphis State University; Graduate Studies, Memphis State University.

CHARLES S. ANDREWS (1960), M.A., Professor—French;
Chairman, Department of Languages
A.B., Wofford College; M.A., Emory University; Graduate Studies, Appalachian State Teachers College, Sorbonne, University of Paris.

DECK W. ANDREWS (1962), M.S.B.A., Professor—Business Education; Chairman, Department of Business Education
A.B., Wofford College; M.S.B.A., University of Georgia; Graduate Studies, Wofford College, Western Carolina College, Appalachian State Teachers College.

THOMAS JEFFERSON BALLARD (1965), B.D., Assistant Professor—German, Bible
A.A., Mississippi Delta College; B.A., Mississippi College; B.D., Midwestern Baptist Theological Seminary; Graduate Studies, New Orleans Baptist Theological Seminary.

GLENDORA McREE BEAM (1965), B.S., Instructor—A.A. Degree Nursing Program
R.N., Presbyterian Hospital School of Nursing; B.S., Queens College; Graduate Studies, Catawba College.

RUSSELL EARL BENTON (1966), M.A., Assistant Professor—Social Studies
A.B., Erskine College; M.A., Stetson University; Graduate Studies, University of North Carolina, University of Vienna (Austria).

*The date after a name indicates the first year of service at Gardner-Webb College.

ERNEST MONROE BLANKENSHIP (1965), M.A., Assistant Professor—English
B.S., Western Carolina College; B.D., Southern Baptist Theological Seminary; M.A., Appalachian State Teachers College.

WILLIAM WORTH BRIDGES, JR. (1964), M.Ed., Director of Counseling; Assistant Professor—Psychology
A.A., Gardner-Webb College; B. A., Furman University; M.Ed., University of Georgia; Graduate Studies, University of Georgia.

JOYCE COMPTON BROWN (1966), M.A., Instructor English
B.S., M.A., Appalacian State Teachers College.

LESLIE MORRIS BROWN (1966), M.A., Instructor—Biology
B.S., M.A., Appalachian State Teachers College.

JERRY ZEB BRYSON (1966), M.A., Assistant Professor—Physical Education, Health; Head Baseball Coach
B.S., Pfeiffer College; M.A., Appalachian State Teachers College; Graduate Studies, University of North Carolina.

BETTYE McCLURE CARPENTER (1965), M.A., Associate Professor—Psychology, Speech
A.A., Gardner-Webb College; A.B., Meredith College; M.A., University of North Carolina; Graduate Studies, Appalachian State Teachers College, North Carolina State University, Western Carolina College.

WALLACE REID CARPENTER (1964), M.A., Director of Data Processing School; Associate Professor—Business Education
B.S., M.A., Appalachian State Teachers College; Graduate Studies, University of North Carolina.

JOHN E. CARTER (1967), M.A.T., Instructor—Biology, Religion
B.S., Wake Forest College; M.A.T., University of North Carolina; B.D., Union Theological Seminary; Graduate Studies, Southeastern Baptist Theological Seminary.

CLYDE S. CASH (1965), M.A.T., Assistant Professor—Biology, Chemistry
B.S., Clemson University; M.A.T., Converse College; Graduate Studies, Clemson University, University of Georgia.

CHIT-FU CHANG (1966), M.S., Assistant Professor Mathematics
B.S., M.S., Western Illinois University.

P. A. CLINE JR. (1966), M.A., Associate Professor—Classical Language Department; Advisor, Ministerial Conference
B.A., Wake Forest College; B.D., Southern Baptist Theological Seminary; M.A., University of North Carolina, Chapel Hill; Graduate Studies, Duke Divinity Graduate School, University of North Carolina.

KENNETH RAY DAVES (1966), B.S., Instructor—Physical Education
B.S., Appalachian State Teachers College; Graduate Studies, Appalachian State Teachers College.

W. WAYNE DICKSON (1967), M.A., Instructor—English
A.B., Stetson University; M.A., Duke University; Graduate Studies, Duke University, Southeastern Baptist Theological Seminary.

HUBERT C. DIXON (1935), M.A., Professor A. Mathematics
Chairman, Department of Natural Sciences and Mathematics
A.A., Gardner-Webb College; B.A., Wake Forest College, M.A., University of North Carolina; Graduate Studies, Clemson University, Florida State University, Vanderbilt University.

MARY LIDE DOGGETT (1919; 1962), B.A., Instructor—Latin
A.B., Winthrop College; Graduate Studies, University of North Carolina, Woman's College, University of North Carolina, Asheville Normal, Appalachian State Teachers College.

ANTHONY F. EASTMAN (1966), M.A., Assistant Professor—Social Studies
B.A., Union University; M.A., Memphis State University; Graduate Studies, University of Georgia.

ROYCE MAXINE ELLIS (1965), Acting Head Librarian
B.S.L.S., University of Denver; Graduate Studies, George Peabody College for Teachers.

CHARLIE W. FENNER (1966), M.Ed., M.R.E. Instructor—English
B.A., M.Ed., Stephen F. Austin State College; M.R.E., B.D., Southwestern Baptist Theological Seminary.

JAMES WALTER FITE (1964), M.A., Assistant Professor—Biology
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POLLY LEE FITE (1966), B.S., Instructor—Business Education
B.S., Appalachian State Teachers College.

NETTIE RAYLE GIDNEY (1945; 1953), M.A., Assistant Professor—Voice
B.M., Westminster Choir College; M.A., Appalachian State Teachers College; Graduate Studies, Wesleyan College, Guilford College; Private Voice Study (eight years), Ernest Brown.

FRANKLIN KEITH GRIGGS (1965), M.A., Assistant Director—Data Processing; Assistant Professor—Business Education
B.S., M.A., Appalachian State Teachers College.

NELL SELF GRIGGS (1965), B.S., Instructor—Physical Education for Women
B.S., Lenoir Rhyne College.

DOROTHY WASHBURN HAMRICK (1946), A.B., Registrar
A.A., Gardner-Webb College; A.B., Meredith College.

JANE HORN HARRIS (1962), B.S., Instructor—Business Education
B.S., Limestone College; Graduate Studies Appalachian State Teachers College, University of North Carolina—Greensboro.

NORMAN ARTHUR HARRIS (1949), M.S. Assistant Professor—Physical Education; Chairman, Department of Physical

Education and Health; Athletic Director, Head Football Coach.
B.S., High Point College; M.S., George Peabody College for Teachers; Graduate Studies, University of North Carolina, Duke University.

GENE WILLIAM HENDRIX (1966), M.S., Assistant Professor —Mathematics, Physical Education
B.S., Newberry College; M.S., University of California (Berkeley); Graduate Studies, Cal-Poly, Seattle University, University of South Carolina.

ELIZABETH EGGERS HILL (1963-65; 1966), B.S., Instructor—Organ
B.S., Appalachian State Teachers College; Graduate Studies, Southern Baptist Theological Seminary.

JERRY RANDOLPH HILL (1963), M.A., Assistant Professor—Music; Chairman, Department of Fine Arts
B.S., M.A., Appalachian State Teachers College; Graduate Studies, Southern Baptist Theological Seminary.

BARBARA WALKER HOLBROOK (1964), B.A., Instructor—Physical Education for Women, Health
B.A., Lenoir Rhyne College; Graduate Studies, Appalachian State Teachers College.

EDWIN CHARLES HOLBROOK (1964), M.A., Instructor — Physical Education for Men; Head Basketball Coach
A.B., Lenoir Rhyne College, M.A., Appalachian State Teachers College; Graduate Studies, Furman University, Wake Forest College.

THOMAS FRANKLIN HOLLAND (1966), B.S., Dean of Students; Director of Religious Activities
B.S., Appalachian State Teachers College; Graduate Studies, Appalachian State Teachers College.

COTHENIA JONES JOLLEY (1963; 1966), M.A., Ed.S., Instructor—English
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MARION LANSFORD JOLLEY (1957), M.A., Ed.S., Professor —Social Studies; Chairman, Department of Social Studies
A.A., Gardner-Webb College; B.A., Wake Forest College;

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PAUL WISEMAN JOLLEY (1962), M.A., M.A.T., Associate Professor—Mathematics, Physics
B.S., M.A., Appalachian State Teachers College; M.A.T., University of North Carolina; Graduate Studies, North Carolina State University, Appalachian State Teachers College, University of North Carolina.

C. ROBERT JONES (1966), M.F.A., Assistant Professor—Drama, Speech
A.B., University of South Carolina; M.F.A., Catholic University of America; Graduate Studies, University of Dijon (France).

DORIS JONES (1956), M.R.E., Associate Professor—Bible, Sociology
B.A., Furman University; M.R.E., Southwestern Baptist Theological Seminary; Graduate Studies, Southern Baptist Theological Seminary, Southwestern Baptist Theological Seminary, University of North Carolina, University of Colorado.

MARY ANN KELLY (1966), M.S., Instructor—A.A. Degree Nursing Program
R.N., Duke University; A.B., San Francisco State College; M.S., University of California; Graduate Studies, Winthrop College.

ROBERT L. LAMB (1962), D.R.E., Professor—Bible, Religious Education
B.A., Stephen F. Austin State College; M.R.E., D.R.E. Southwestern Baptist Theological Seminary; Graduate Studies, Westminster Choir College; Baylor University, University of Houston, Texas Christian University.

GRACE CRAIG LEE (1965), M.S., Director-Instructor—A.A. Degree Nursing Program
R.N., Rutherford Hospital School of Nursing; B.S., Florida State University; M. S., University of North Carolina; Graduate Studies, Teacher's College, Columbia University, the Margaret Hogue Maternity Hospital.

J. THURMAN LEWIS (1964), Th.D., Dean of Instruction, Chairman of Chapel

B.A., Mississippi College; M.A., Johns Hopkins University; B.D.. Th.D., New Orleans Baptist Theological Seminary; Graduate Studies, Baltimore Hebrew College.

T. MAX LINNENS (1958), B.D., College Pastor
A.A., Gardner-Webb College; B.A., Wake Forest College; B.D., Southeastern Baptist Theological Seminary.

BETTY HOYLE LOGAN (1957), M.A., Assistant Professor — Business Education
B.S., Woman's College, University of North Carolina; M.A., Appalachian State Teachers College.

THOMAS JEFFERSON McGRAW (1962), M.A., Vice President
B.S., Wake Forest College; M.A., Appalachian State Teachers College; Graduate Studies, Duke University.

U. A. McMANUS, JR. (1967), B.D., Director of Development
B.S., University of South Carolina, B.D., Southeastern Baptist Theological Seminary.

JOHN ARCHIBALD McMILLAN (1967), B.A.Sc., Instructor—Engineering Drawing
B.A.Sc., University of Toronto (Canada).

HAZEL WYATT McNEELY (1966), B.S., Instructor—A.A. Degree of Nursing Program
R.N., B.S., Lenoir Rhyne College—Grace Hospital Department of Nursing.

CHARLES E. MACK, JR. (1966), A.B., Business Manager
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RICHARD IRA MATTHEWS (1966), M.A., Assistant Professor —Social Studies
B.S., The University of Tampa; M. A., Northwestern State College of Louisiana; Graduate Studies, Florida State University.

PATRICIA GOFF MAUL (1966), B.S., Instructor—A.A. Degree Nursing Program
B.S., Medical College of Georgia; Graduate Studies, Augusta College.

JOANNE MONTAGUE (1966), M.A., Assistant Professor—English
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ROBERT EARLE MORGAN (1967), M.Ed., Associate Professor—French, Math
A.B., Lenoir Rhyne College; M.Ed., University of North Carolina, Chapel Hill.

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A.B., Woman's College of Georgia; M.A., Vanderbilt University; Graduate Studies, University of North Carolina, Western Carolina College; University of North Carolina—Greensboro.

M. A. MOSELEY, JR. (1950), M.S., Associate Professor—Chemistry
B.S., Wofford College; M.S., North Carolina State University; Graduate Studies, University of North Carolina, Clemson University, Duke University, North Carolina State University, University of Wyoming.

MARION VANN MURRELL (1967), Ph. D., Professor—Bible; Chairman, Department of Religion
A.B., Wake Forest College; D.D. Southeastern Baptist Theological Seminary; Ph.D. University of Edinburgh, Scotland; Graduate Studies, Southern Baptist Theological Seminary, University of Heidelberg, West Germany.

THIRLEN OSBORNE (1957), M.A., Professor—English; Acting Chairman, Department of English
B.A., Kentucky Wesleyan College; M.A., University of Kentucky; Graduate Studies, University of Kentucky, University of North Carolina.

THOMAS CAMPBELL PERKINS (1964), M.S., Associate Professor—Bible, Physics
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WILLIAM ROY PHELPS (1966), M.A., Assistant Professor—Spanish
B.S., M.A., East Carolina College; Graduate Studies, Appalachian State Teachers College, University of Arizona (Guadalajara, Mexico).

E. EUGENE POSTON (1959), Th.D., President of the College
A.A., Gardner-Webb College; B.A., Wake Forest College; B.D., Th.M., Th.D., Southern Baptist Theological Seminary.

JAMES HUBERT RASH (1965), M.Ed., Associate Professor—Art
A.A., Wingate College; A.B., Columbia College; M.Ed., Clemson University; Graduate Studies, Portland Museum Art School, Winthrop College, University of South Carolina, Furman University, Appalachian State Teachers College; Private Art Study, J. L. Settlemeyer, Dayrell Kortheurer.

MARIANNA MILLER RAUGH (1966), B.A., Instructor—English
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DONALD E. REED (1966), M.A., Instructor—Geography
A.A., Thornton Junior College; B.A., Augustana College; M.A., University of Iowa.

J. KENNETH SANFORD (1966), B.S., Instructor—Physical Education; Dean of Men
A.A., Gardner-Webb College; B.S., Western Carolina College.

MANUEL ALLEN SETZER (1965), M.A.T., Associate Professor—Spanish
B.A., Lenoir Rhyne College; M.A.T., University of North Carolina; Graduate Studies, University of New Mexico, La Universidad Interamericana (Mexico).

JAMES W. SNYDER (1965), M.C.M., Assistant Professor—Music
B.A., Wake Forest College; B.C.M., M.C.M., Southern Baptist Theological Seminary.

NANCY KAYE SORRELLS (1967), B.A., Dean of Women
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PAUL JOHN STACY (1941), B.S., Assistant Professor—Biology
B.S., Duke University; Graduate Studies, Duke University.

WILLIAM B. STOWE (1965), M.A., Instructor—English
B.A., St. Andrews Presbyterian College; M. A., Appalachian State Teachers College; Graduate Studies, Charlotte College.

MARIO A. SUAREZ (1964), Ph.D., Assistant Professor—Spanish
B.A., Instituto de Segunda Ensenanza; Ph.D., Havana University.

JAMES KANIPE TAYLOR (1964), Assistant Professor—English
B.A., Carson-Newman College; M.A., Appalachian State Teachers College; Graduate Studies, Appalachian State Teachers College.

JESSE LEE TAYLOR (1965), M.A., Assistant Professor—Social Studies
B.S., M.A., Appalachian State Teachers College; Graduate Studies, University of North Carolina.

JAMES ORVILLE TERRELL (1945), M.A., Professor—Social Studies
B.S., Western Carolina College; M.A., George Peabody College for Teachers; Graduate Studies, University of North Carolina, George Peabody College for Teachers.

SHIRLEY PUTMAN TONEY (1965), B.S., Instructor—A.A. Degree Nursing Program
R.N., North Carolina Baptist Hospital School of Nursing; B.S., Wake Forest College; Graduate Studies, Southwestern Baptist Theological Seminary.

ROBERT LEE TREXLER (1964), M.A., Assistant Professor—Bible, Social Studies
B.A., Wake Forest College; B.D., Southern Baptist Theological Seminary; M.A., Appalachian State Teachers College; Graduate Studies, Appalachian State Teachers College.

ALEX HAMES VAUGHN (1964), B.A., Director of Promotion; Assistant in the Arts Program
B.A., Furman University.

EVELYN COLLINS WILDER (1966), M.R.E., Instructor—Speech
A.B., Florida State University; M.R.E., Southern Baptist Theological Seminary; Graduate Studies, Appalachian State Teachers College.

JAMES M. WILDER (1962), Th.M., Instructor—Bible
B.A., Wake Forest College; Th.M., Southern Baptist Theological Seminary; Graduate Studies, Emory University, Appalachian State Teachers College.

HENRY BUHL WINTER, JR. (1964), B.S., Instructor—Engineering Drawing
B.S., Pennsylvania State University; Graduate Studies, University of Pittsburgh, Pennsylvania State University.

DOROTHY MARIE WRIGHT (1965), B.S., Instructor—French
B.S., University of Illinois.

Alumni Association

Membership—All former students, graduates and non-graduates, are considered members of the Alumni Association. All are invited to become active members by making a contribution of not less than $2 annually toward the work of the association.

Meetings—A general business meeting and banquet is held once each year during the College commencement at which time the directors and officers of the organization are elected and other matters of business attended to. The president of the association has authority to call a special meeting of the association at any time and place he may choose for the purpose of transacting any business pertaining to the work of the association.

Purpose—The purpose of the Alumni Association is to provide an opportunity for the alumni to express their interest for the College in voluntary service, to organize local chapters, to keep in constant touch with the members of the association, and to promote the welfare of the entire College to the mutual benefit of both the College and the alumni.

At the annual meeting of the Alumni Association in May, 1961, the members present voted unanimously to lend their whole-hearted support to the administration in organizing local Alumni Chapters. Twelve new local alumni chapters were organized during the school year 1961-62.

At the same meeting mentioned above the alumni unanimously voted to start an Alumni Endowment Fund. Plans were adopted at the annual banquet in May, 1962.

The Alumni Association has undertaken three projects in recent years. In 1962, the Association furnished the President's Office, in 1963, they bought the tables for the Conference Room in the Webb Administration building, and in 1964, they paid for having the Arch moved to its present location.

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Jimmy Few, '64
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Mrs. Betty Wise Bates, '54
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Hoyle B. Alexander, '51
R. Allen Jolley, '57
Marvin H. Willis, '49

GARDNER-WEBB COLLEGE

Boiling Springs, N. C.