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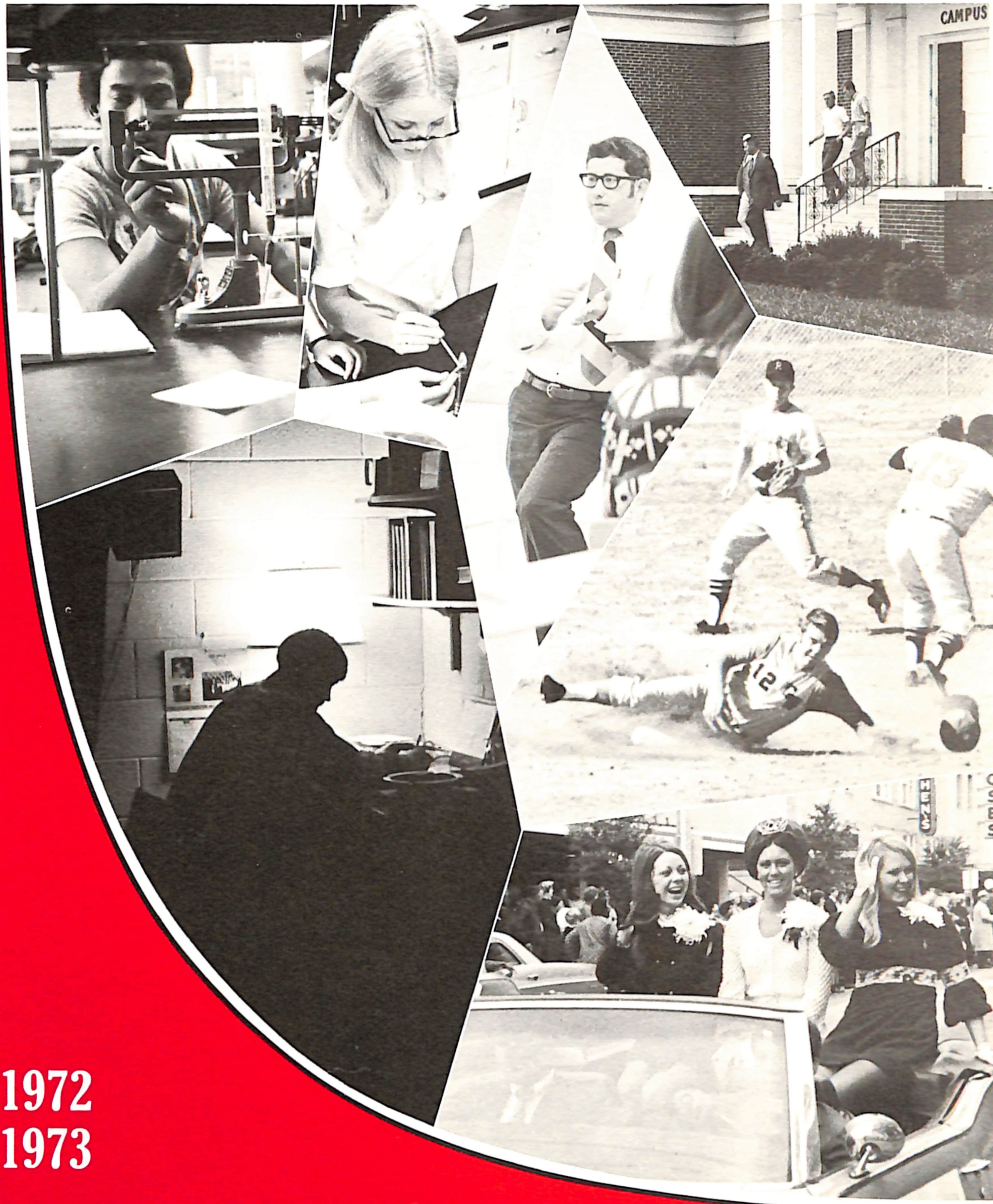

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Gardner-Webb College

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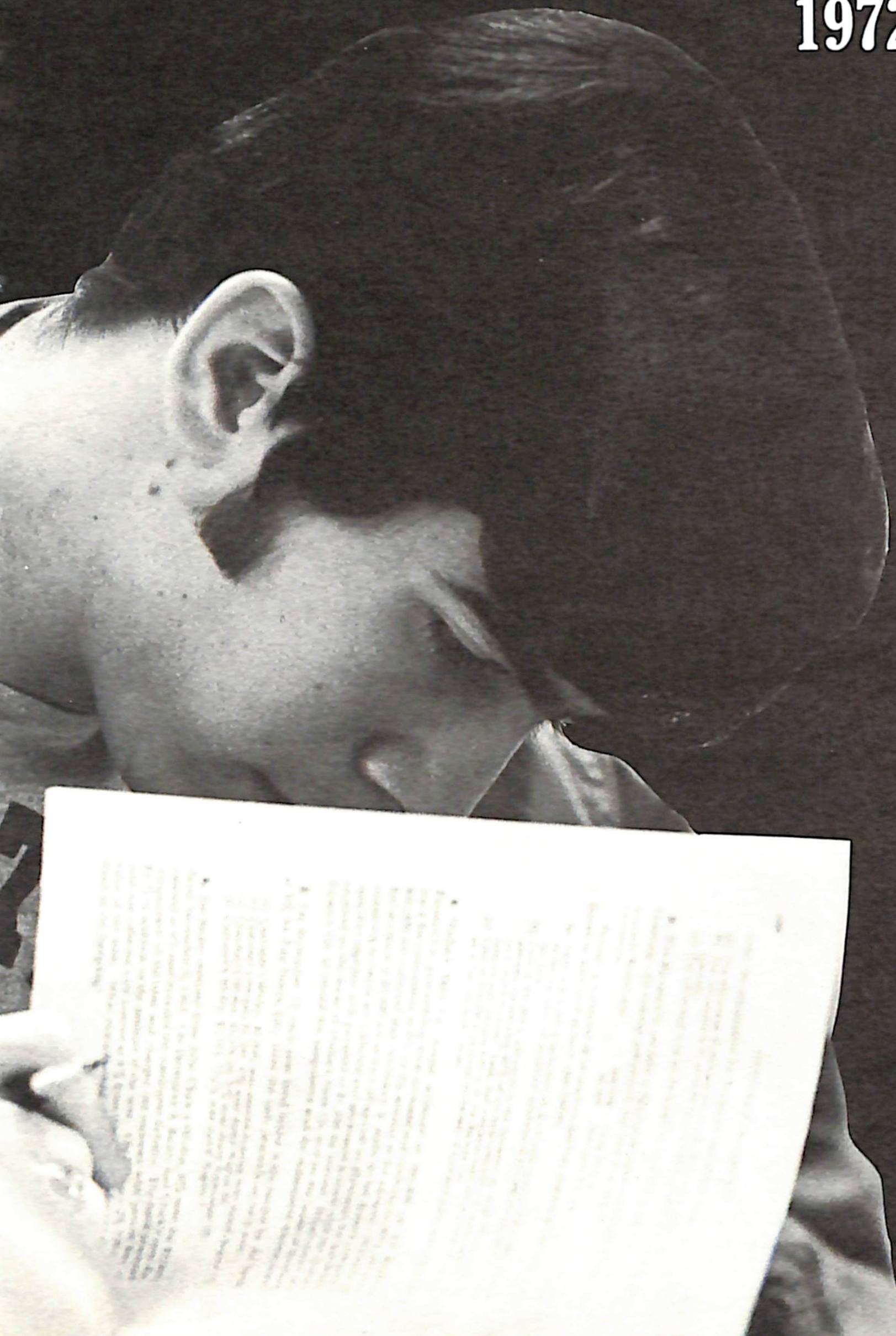


Boiling Springs,
North Carolina 28017
Telephone No. 704-434-2211

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 to visit the college or university when it is in session. The character of the institution is expressed through the students, the classes, the faculty and the administration. 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 accredited, 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 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.

E. Eugene Poston

Statement of Purpose

A. 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.

B. We propose to accomplish our purpose by:

1. Making an effort to recruit students, faculty, and staff, who, when properly informed of our goals and purposes, indicate that they would be at ease in the atmosphere of a Baptist college, and be able to accept the school's code of morals and conduct.

2. Accepting students, who, in the judgment of the Admissions Committee, are capable of doing college-level work, and then attempting to challenge and guide them in discovering and developing their potential—intellectually, spiritually, physically, socially, and vocationally.

3. Offering, within the framework of Christian truths and ethics, a liberal arts education, with sound programs of study in religion, humanities, arts, and sciences, all oriented toward the goal of encouraging students to reach for academic excellence.

4. Organizing college-sponsored social events so as to nourish and strengthen a tendency toward responsible social behavior and toward acceptance of a Christian code of morals and conduct.

5. Requiring six hours of survey courses in religion, and providing religious and devotional exercises, such as Religious Emphasis Week, religious revivals, and required chapel, religious guidance and counseling, and the services of a full-time college minister. No one is forced to become a Christian, nor is anyone penalized by the College for not accepting the claims of Christ. However, it is hoped that in fulfilling the stated purpose, that every person in the Gardner-Webb family who is not a Christian will experience the Christian faith.

6. Offering opportunity for any interested student to join organizations devoted to Bible study, examination of the Christian faith and other great religions, ministerial internships, and voluntary acts of charity in the surrounding community.

7. Emphasizing that a Christian is a free individual, who, while accepting certain truths as eternally unchanging, constantly searches for a better understanding of himself and his relationship to God, his fellow man, and his environment.

8. Teaching and emphasizing that academic freedom and freedom of thought mean freedom with responsibility.

9. Encouraging students, faculty, and staff to give witness, by speech and actions, concerning the wholesome influence of the Christian religion in their lives.
(Items numbers 1 and 3-9, we believe, encourage the development of quality Christian students, as we define "quality" in the context of our Statement of Purpose.)

10. Recognizing those students who excel in academic achievement.

11. Showing awareness of, and Christian concern for, the needs and problems of our community, and providing programs and services (appropriate to an institution of higher learning) that may help to meet some of those needs or offer solutions to some of those problems.

12. Preparing students for roles as active citizens by providing a student government, and by placing students, as voting members, on various college committees.

13. Developing qualities of leadership through orientation and leadership conferences, and through emphasis on character and leadership in campus activities.

14. Bringing to the campus well-known speakers, and outstanding performers in the fine arts.

15. Encouraging membership in such vocationally-oriented groups as the Student Educational Association, the Ministerial Conference, and in the clubs of the various majors.

16. Providing testing services, so that a student may discover his aptitudes, and offering counseling to help him choose a field of study best suited to those aptitudes.

17. Providing a job-placement office to help our graduates locate or obtain suitable employment.

C. The following statements are intended to amplify certain phrases in the Statement of Purpose:

1. In the context of the Statement of Purpose, a "quality student" is one who is knowledgeable, shows a tendency toward independent thinking, and is honest, sincere, and moral.

2. We define a "quality Christian student" as one who believes in, and accepts, Jesus Christ.

GARDNER-WEBB COLLEGE

is a fully accredited member of the Southern Association of Colleges and Schools. The college has been accredited since 1948. The junior year was started in the fall of 1969, the senior year in the fall of 1970, and the first Baccalaureate degree class was graduated May 16, 1971.

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 Association of Colleges and Universities. It is accredited by the North Carolina Board of Higher 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 to another in any other part of the United States. In addition to regional agencies, each state has its own College Conference which follows fairly closely the accrediting policies of the regional association.

History

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. 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., his late 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 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 institution raise, 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.

The Decade of Advance 1961-1971

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 senior 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.

Almost everything that was projected in 1961 has already become a reality. Endowment has not quite reached $3,000,000 but is well on the way with $2,000,000 in this fund. A new Chapel is under construction. A new library will be under construction soon and the present one converted into a classroom building. All other items projected in 1963 by Dr. Poston are realities.

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

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 teachers 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.

Gardner-Webb is an average-sized senior college. We believe that there is a vital and indispensable place for such an institution in our educational system. Its close-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.

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.

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 attractive 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 Mr. and Mrs. O. Max Gardner, Sr.

THE LUTZ-YELTON HALL: This 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 Mr. and Mrs. W. K. Mauney, Sr. and in memory of Mr. and Mrs. D. C. Mauney 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.

MYERS HALL: Named in honor of Mr. Albert G. Myers, Sr. of Gastonia, banking and textile industrialist, the building was completed in 1967. This residence houses 64 men students. A two story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted and each room has built-in furniture. It has a fully furnished lounge. Adjacent to the lounge is a two room furnished apartment for the counselor. Mr. Myers has been a friend to Gardner-Webb College over the years.

NANNEY HALL: Completed in 1967, this residence houses 64 women students. It is a two story solid masonry building equipped with individual thermostats for heat and air-conditioning. Fully carpeted, each room has built-in furniture. The building has a fully furnished lounge, and adjacent to the lounge is a two room furnished apartment for the counselor. Nanney Hall is named in honor of C. P. and Irene Nanney of Gastonia, an unassuming and generous couple who have done much for the youth of this state and other parts of the world.

R. PATRICK SPANGLER HALL: This residence houses 96 male students adjacent to Myers Hall, and was constructed in 1968. A three story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted and each room has built-in furniture. Spangler Hall is named in honor of Mr. R. Patrick Spangler of Shelby, N. C. Mr. Spangler is a friend and benefactor of the College and has served as national chairman of two of Gardner-Webb's capital gifts campaigns.

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.

MOBILE DORMS: The College has ten mobile dorms which house eight men. They are centrally located making it possible for those living in them to have easy access to all areas of campus life. They are so arranged that four men have bath facilities each and there are two men to each room. The facilities are air conditioned, heated electrically, and the rooms are lavishly furnished.

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 two manual Pilcher pipe organs. 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 and air-conditioned in 1962, has ample study space for the students and shelf space for more than 50,000 volumes. The main floor of the library contains a large reading and reference area, open book shelves, librarians' offices, and rooms for special collections. The basement floor houses magazines, reading rooms, and the technical processing departments.

The library at Gardner-Webb College is recognized as an indispensable factor in the education of young men and women of today. The library, a learning resource center for the campus, contains over 60,000 books and bound magazines, and has a growing collection of audio-visual equipment, music and spoken word records, and microfilm which contribute to and implement the college curriculum. Also housed in the library is a Teaching Materials Center which has book and non-book materials useful to students in the education curriculum.

The library contains several special book collections, including the library of the local post Civil War author Thomas Dixon.

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 FINE ARTS 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 tenins 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, and business manager. It also contains offices for church-community, student procurement, and development, and has a conference room, a mimeograph and storage room. The building was built in honor of the late 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, during her lifetime 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 biology, chemistry, physics, mathematics, psychology, mechanical drawing, a lecture room seating 150, seven offices, and a photographic laboratory.

THE CHARLES I. DOVER CAMPUS CENTER: This two story, air-conditioned building, containing over 40,000 square feet was completed in 1966. It is named in honor of Mr. Charles I. Dover of Shelby, a long-time friend and benefactor of Gardner-Webb College. This building contains the student cafeteria, faculty dining room, a recreation area, post office, college bookstore, snack shop, student publication room, student government offices, faculty offices, promotion office and a 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 seating 6000, a track, and a fully equipped field house which serves 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. This building was made possible by David and Winfred Hubert Lindsay of Rutherfordton.

WEBB-KNOLL: The new home for the President of the College is a gift from the O. Max Gardner Foundation, Inc. of Shelby in honor of the late Mrs. Faye Webb Gardner. Originally constructed by the Paul Porters, the 5,000 square foot home is on a three-acre site in the River Bend Acres development between Shelby and Boiling Springs. There are five bedrooms, three and one-half baths, complete carpeting throughout, air-conditioning, humidity control, and other features which make the home comfortable. Interior decoration was by Mr. Boyce Grindstaff of Grindstaff's in Forest City. The home was occupied in the fall of 1968 by the President and his family.

ALUMNI HOUSE: The President's former home, erected in 1947, has been converted into the Alumni House. The first floor has offices for the Alumni Director, and the second floor is used for guest rooms.

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 for classrooms and faculty offices.

THE J. R. DOVER, JR., MEMORIAL CHAPEL: This graceful and inspiring structure completes the formal entrance to the campus. The exterior of the chapel with its prominent steeple serves as a reminder that Gardner-Webb is a Christian college. The interior features a 336-seat auditorium, the college minister's office, and a Baptist Student Union area. This building was made possible through the gifts of the family of the Shelby industrialist for whom it is named.

STUDENT LIFE and STUDENT SERVICES

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:

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 Student Handbook. Each student is expected to provide his own pillows, blankets, and for each room wastebaskets, broom, dust mop, and dust pan. The College offers a linen service for a very reasonable charge. 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 and are permitted in individual dormitory rooms.

Laundry and Dry Cleaning

Two modern dry cleaning plants and a self-service laundry are near the campus and serve the needs of the students. Nanney, Stroup and Myers residence halls have coin-operated washing machines and dryers.

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

Bookstore

The College Bookstore handles all of the books needed by students for their courses of study. Efforts are made to provide the best books available at the most reasonable prices possible. It is conveniently located in the Charles I. Dover Campus Center near the post office. The bookstore also handles other student needs such as cosmetics, jewelry, and sundry items.

Messages and Mail

Gardner-Webb has a telephone service with a private exchange as well as several pay stations. Telegraph messages intended for persons at the College, should be sent to Shelby and will be telephoned to Gardner-Webb.

The College operates a branch post office in the Campus Center. Each student is assigned a post office box.

Student Health

Gardner-Webb College and its relationship with Royster Memorial Hospital and the Doctor's Building provide a constructive health program for every student. The Royster Memorial Hospital and Doctor's Building are adjacent to the campus.

The physicians and nurses associated with this health service have daily office hours for students. Physical examinations are given when required and remedial programs suggested.

The hospital facilities serve as an infirmary for the students who have a minor illness or injury. Emergency cases are taken anytime. A charge of $2.00 per visit will be made during regularly scheduled hours for students. A charge of $3.00 will be made at other hours. The College pays the balance of the charges. Students with special problems are referred to specialists in Shelby or to the student's family physician.

Insurance Program

The College will provide for each student the following accident insurance coverage:

The policy provides up to $1,000.00 medical expenses for each accident. Payment will be made for treatment and hospital confinement incurred in 12 months following date of the accident, if treatment begins within 30 days after the accident, covering the cost of:

1. Medical and surgical treatment by a physician.
2. Hospital confinement and registered nurses.
3. Miscellaneous hospital expenses such as operating room, anesthetic, medicines, drugs, laboratory tests and x-ray.
4. Dental treatment made necessary by the injuries to sound, natural teeth up to $250.00 limit per accident.

This coverage will protect the student 24 hours a day and is in effect for 12 months.

Students will have the opportunity to buy hospitalization for sickness on an optional basis. For further details on this plan please contact the Business Office.

Guidance and Counseling

The Guidance and Counseling Office is maintained by the College in keeping with its avowed purpose of developing self-determining students who will follow the Christian way of life in their chosen vocations. This office assists each student in making the best possible adjustment to college life.

Individual guidance is provided for each student by a faculty adviser. At the beginning of the school year every student is assigned to an adviser on the basis of his academic and vocational interests and personal compatibility. The adviser meets with his assigned students in group sessions and in individual conferences. The student is advised concerning his program of study and may discuss his vocational plans and personal problems with his adviser if he desires. The faculty adviser may become a friend with whom the student may share his problems in every area of life in confidence.

The Guidance and Counseling Office maintains student personnel files for the benefit of both advisers and students. The Director of Guidance and Counseling works in close cooperation with the Student Government Association, Faculty, and College Administration in handling student problems as they may arise. An expanding library of career information and college orientation materials is located in the Guidance and Counseling Office. Students are encouraged to take advantage of all facilities made available by the Office for their college training and vocational choices.

A testing program including aptitude, achievement, vocational, and personality tests is administered by the Guidance and Counseling Office. 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. A battery of orientation tests is taken by each freshman entering Gardner-Webb College. Through this program the Faculty and Administration obtain a picture of the student's previous academic achievement, his non-academic background, and his outstanding areas of need. All test results are treated in a confidential manner.

Orientation

The orientation period is a varied phase of the college guidance program. 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. This period of orientation includes a well-balanced program of social activities.

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

Student Government Association

The Student Government Association of Gardner-Webb College includes in its membership all students of the College. The major branches of the Student Government are the Student Senate, the Executive Body, and the Judicial Body. The duties and responsibilities are contained within the Student Government Association's Constitution and Bylaws.

The Judicial Body of the SGA is largely responsible for citizenship among the students and for student discipline.

The students' handbook, "The Porthole," containing the regulations of the Association, is distributed annually. During Orientation Week members of the Student Government Association assist the new students in understanding the regulations as set forth in the handbook. Dormitory House meetings are held periodically to review the regulations. The Handbook acquaints the student with campus life at Gardner-Webb.

Campus Code

The following Code of Conduct is an official part of Gardner-Webb College. Students who enroll at Gardner-Webb are agreeing through matriculation, to abide by this Code. The Trustees have voted that the following things will not be tolerated at Gardner-Webb and will result in disciplinary action and may result in suspension according to the seriousness of the violation.

1. *Dishonesty* — such as cheating, plagiarism, forgery, or knowingly furnishing false information.
2. *Theft* — theft or damage to property of Gardner-Webb College or a member of the college community.
3. *Immorality* — engaging in lewd, obscene or offensive behavior, speech, or writing.
4. *Drinking or possession of alcoholic bevcrages and/or use or possession of drugs* on campus or at college-related functions.
5. *Gambling* — in all forms.
6. *Hazing* — Hazing is prohibited by North Carolina Statute: 14-35. "Hazing: definition and punishment — It shall be unlawful for any student in any college or school in this State to engage in what is known as hazing, or to aid or abet any other student in the commission of this offense. For the purpose of this section, hazing is defined as follows: 'to annoy any student by playing abusive or ridiculous tricks upon him, to frighten, scold, beat or harass him, or to subject him to personal indignity.' Any violation of this section will constitute a misdemeanor."
7. *Unkempt appearance*
   Men — appropriately dressed at all times with hair neat, clean, well-styled and above the collar; moderate AFRO; no beards. *Women* — neatly and appropriately dressed and in keeping with the campus dress code.

8. *Demonstrations, riots, or disruptive behavior* which interferes with the purpose of the college.
9. *Disrespectful and/or insubordinate behavior*. Failure to respond to an official notice from an administrator, faculty, or SGA will be considered insubordinate behavior.
10. *The use, possession, or distribution on campus of firearms, explosives, fireworks, or knives* of unlawful length.

Student Publications

The College yearbook, "The Anchor," is edited by the students under the supervision of a faculty adviser.

The student handbook guides the new student in making his adjustment to college life.

The College newspaper, "The Pilot," is published regularly by the students under administrative supervision.

A College literary magazine is "One Little Candle." Members of the student body, faculty, staff, administration, and interested area persons are invited to contribute to the book which won a grant from the North Carolina Art Council in its first year of existence.

Student Entertainment Series

Concerts and performances by popular artists of varied types are presented during the school year. The sole purpose of this series is to provide good, wholesome entertainment for the students. Attendance is optional. All students, who are carrying a full academic load, are admitted by ID cards to these entertainment programs. These programs are made possible through the $10.00 per semester Student Entertainment fee.

Student Organizations

Recognizing that active participation in student activities is a significant part of a student's total educational experience at Gardner-Webb College, many clubs and organizations offer opportunities of a varied nature so as to provide a well-rounded program to meet the needs of our student body. All clubs and organizations are faculty sponsored.

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

Any group planning to organize a new club or organization must present to the Student Life Committee in writing a proposed constitution setting forth the plans and purpose of the new organization. After examination by this committee, the proposal will be presented to the Administrative Steering Committee with evaluation. Approval may be made by the Administrative Steering Committee. Final approval is made by the Board of Trustees.

Recognized clubs and organizations are contained in the Student Handbook.

Religious Activities

Living 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.

CHAPEL: Students are required to attend chapel. Chapel 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.

THE BAPTIST STUDENT UNION seeks to promote Christian fellowship, to provide programs which will enrich the spiritual life of each student and provide opportunities for Christian service on the campus and in the community. The activities of the Baptist Student Union are directed by the Executive Council which is composed of the general officers of the BSU. *The Executive Council* and the representatives of the unit organizations, such as Sunday School, Training Union, Baptist Young Women, FOCUS (Fellowship of Christians United in Service), Fellowship of Christian Athletes, Religious Education Club, and the Ministerial Conference make up the Greater Council of the Baptist Student Union. The BSU Director, Campus Minister, and a faculty adviser serve as Counselors for the BSU. The Councils meet regularly to plan the various activities for on campus and off campus ministries.

CHURCHES: LOCAL BAPTIST: 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.

There are churches of other denominations in Shelby. Gardner-Webb works closely with these churches to encourage all students to remain active in their faith while attending Gardner-Webb.

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.

Athletic Program

The College is very proud of its athletic program and the interest shown in it by the school's students, alumni and friends. Nation-wide publicity has been gained by the school's athletic teams in the past when it was a junior college. Now that it is a four-year senior college it is expected to maintain its high quality of athletic teams.

The College is a member of the National Association of Intercollegiate Athletics and has intercollegiate teams in football, basketball, baseball, track, tennis, and golf. Students are given ample opportunity to try out for these teams.

Intramural Program

Intramural sports also play an important part in the student life on the campus of Gardner-Webb. It is felt that every student should have an opportunity to gain healthful exercise provided by participation in some type of athletic endeavor.

A full staff of qualified coaches and physical education professors work diligently to provide the type of athletic program that will benefit the student as he prepares for a full life after graduation from the College.

The purpose of the Intramural Program is to provide an opportunity for each student to participate in athletic competition—in a team, dual, or individual activity—of his or her choice.

A wide variety of sports and activities are offered. In the fall: touch football (men); flag football (women); tennis (men's singles and mixed doubles); ping pong (men); soccer (men); and skeet shooting. In the winter: volleyball (men and women); billiards (men and women); basketball (men and women); racket ball tournament; basketball free-throw tournament; swim meet; badminton tournament; and gymnastics meet. In the spring: softball (men and women); fishing contest; track and field meet; golf tournament; tennis tournament; archery tournament; and horseshoes.

SCHOLARSHIPS AND STUDENT AID, LOAN FUNDS AND STUDENT EMPLOYMENT

FINANCIAL AID AND PLACEMENT: The Financial Aid and Placement Office is located in the Charles I. Dover Campus Center. Student work on and off campus is handled through this office. All students needing financial assistance should file applications with the Financial Aid and Placement Office.

The placement service is maintained for both men and women. The Financial Aid and Placement Office seeks to assist members of the graduating class as well as former students in obtaining positions in their chosen fields. The Office encourages personal interviews with students who are selecting their future occupations and who need assistance in relating their courses of study to these occupations.

This service is available without cost and does not end when the graduate has been placed the first time. Those interested are advised to keep the Financial Aid and Placement Office informed of their plans and professional preferences by filing placement forms with the office.

Procedures for Applying for Scholarships and Student Aid Plans

Gardner-Webb College is particularly concerned to see that no able student is denied admission solely because of financial need. Scholarship and loan funds have been established to meet the need in such cases. Financial aid is based on three major areas of consideration: Scholastic Ability, Financial Need, and Leadership Potential. Approximately forty percent of students enrolled at Gardner-Webb obtain some type of financial aid through the college.

Applicants who know that they will experience difficulty in financing their education may write to the FINANCIAL AID OFFICE in request of a Financial Aid Application. A standard application is completed for all types of financial aid and a copy of the Parents Confidential Statement of the College Scholarship Service must supplement the Financial Aid Application. CSS forms may be obtained from high school guidance counselors, Gardner-Webb College, or from the College Scholarship Service of Princeton, New Jersey. Gardner-Webb is a member of the College Scholarship Service and the Southern Scholarship Group. The college subscribes to the eight basic principles of financial aid as approved by these groups. A brochure is available upon request.

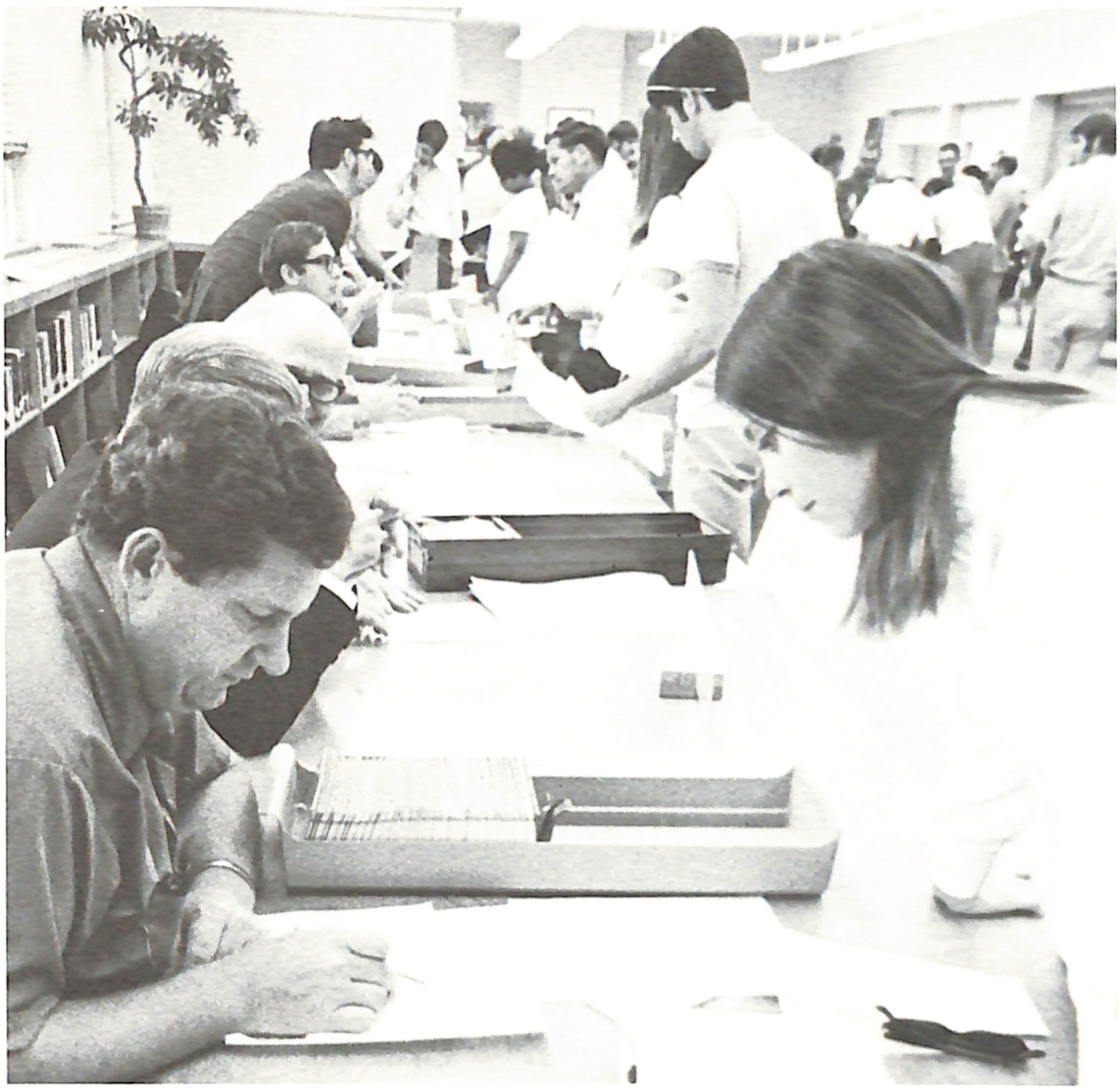
1. Application for admission to the college should be filed with the Director of Admissions.

2. Application for a scholarship and/or other financial aid plan should be filed with the Financial Aid Officer. (Both of these applications may be filed at the same time.)

3. Applicants must arrange to come to the campus for a personal interview when requested by the Financial Aid Committee. In the case of out-of-state residents special arrangements may be made upon written request showing evidence of hardships connected with travel to the campus.

4. Announcement of awards will be made in early summer.

5. A parent's Confidential Statement is to be filled out for each scholarship or loan. This form may be obtained from your high school guidance office or by writing College Scholarship Service, Box 176, Princeton, New Jersey.



Scholarship and Student Aid Plans Available At Gardner-Webb College

To encourage academically talented students and to assist those with financial needs a competitive academic scholarship program, a work-study plan, and a student loan program are offered by the college. Under these several programs and through advance planning, students may attend Gardner-Webb at a cost which compares favorable with the cost at other well recognized institutions.

Academic Scholarships and Others

1. In the spring of each year competitive examinations are given for scholarships based upon academic excellence. 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.

   There will be given:
   10 - $500.00 scholarships
   10 - $250.00 scholarships
   25 - $100.00 scholarships

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

3. **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.

4. **THE C. R. AND ELIZABETH SPANGLER SCHOLARSHIP:** This scholarship was made possible by Mr. and Mrs. C. R. Spangler 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.

5. **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.

6. **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.

7. **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.

8. **MR. AND MRS. RAY SMALL ENDOWED SCHOLARSHIP:** This fund has been established by Mr. and Mrs. Ray Small of Lincolnton, North Carolina, through their interest in Christian higher education. The earnings from this fund will be awarded annually to a deserving student.

9. **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.

10. **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.

11. **GOFORTH ENDOWED SCHOLARSHIP:** In 1965 Goforth Brothers, Inc. of Shelby created a $6,000 endowed scholarship in honor of Elizabeth Pannel 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.

12. **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.

13. **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.

14. **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.

15. **THE PLASTER-WHITELOCK SCHOLARSHIP:** This scholarship was made possible by Dr. and Mrs. L. D. Whitelock, Jr. of Norfolk, Virginia, in honor of their parents, Dr. and Mrs. Hubert Plaster of Shelby, North Carolina, and Mr. and Mrs. L. D. Whitelock, Sr. of Bethesda, Maryland. It is to be given to the incoming freshman who attains the highest mark on the College Entrance Examination. No other factor should be considered in the awarding of the scholarship so long as the applicant meets the college's entrance requirements. The grant in 1969 will be $350. If the recipient maintains an average of 3.0 or better, the award is his or hers for the following year(s). However, only one award will be granted per year. This award was established in 1969 and is to be presented at the Commencement Exercises in the Spring.

16. **THE D. A. TEDDER SCHOLARSHIP:** This is a $100 scholarship given in memory of the Reverend Daniel Allen Tedder of Shelby, by his daughters, Mrs. Frederick J. Swift, Mrs. Russell Lumer, Mrs. A. H. Baynes and Mrs. H. E. Eisenberger, to an able and deserving ministerial student.

17. **THE FOREST "SMOKEY" BURGESS ATHLETE SCHOLARSHIP AWARD:** This scholarship is made possible by Mr. Forest "Smokey" Burgess of Forest City, North Carolina, former professional baseball

player. The purpose of this scholarship is to develop quality Christian athletes and to enable some of them to play in the Major Leagues.

18. **BOILING SPRINGS WOMAN'S CLUB SCHOLARSHIP:** This is $100 given by the College Woman's Club to a worthy freshman girl.

19. **DELTA KAPPA GAMMA (Alpha Epsilon Chapter) GRANT:** This is given by the Alpha Epsilon Chapter of Delta Kappa Gamma, teacher's sorority, to a worthy freshman girl.

20. **THE LEWIS-WEDDLE SCHOLARSHIP:** A $500 scholarship is given by Dr. and Mrs. J. Thurman Lewis in honor of their parents, Mr. and Mrs. John Terry Lewis of Meridian, Mississippi, and the Reverend and Mrs. Paul S. Weddle, Sr. of Bellefontaine, Mississippi, to an able and deserving student majoring in Biblical Languages.

21. **CECILIA MUSIC CLUB SCHOLARSHIP:** This is a $100 scholarship presented by the Cecilia Music Club of Shelby, and granted on the basis of financial need, character, music ability, and promise of future distinction in the field of music.

22. **ENSIGN RONALD FRANKLIN CARPENTER MEMORIAL SCHOLARSHIP FUND:** This endowed scholarship fund of $1,000.00 has been set up by Mr. and Mrs. John F. Carpenter and Family in memory of their son. The scholarship is to be awarded to a student who has academic and financial need, preferably from Rutherford County, but other areas not to be excluded. The recipient will be selected annually by the College Scholarship Committee. This fund will be added to from year to year.

23. **THE RANDOLPH MARTIN ENDOWED SCHOLARSHIP FUND:** This fund was established in 1969 by Mrs. Randolph Martin and their children, Conrad and Julia, in memory of her late husband. The income from this fund will be used to help deserving students get a Christian higher education at Gardner-Webb College. Applicants may contact the Scholarship Committee at Gardner-Webb College for particulars concerning application procedures. Financial need and ability will be considered in awarding the scholarship.

24. **THOMAS B. HAMRICK MEMORIAL ATHLETIC SCHOLARSHIP:** This is a $12,000 endowed athletic scholarship to be presented to deserving athletes in memory of Thomas B. Hamrick who served Gardner-Webb athletics through his outstanding support and loyalty. It is given by the immediate Hamrick family.

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

26. **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 Miami, Florida. The award is presented by his wife Mrs. Eula M. Wilson.

27. **LLOYD AND BILL'S SPORTS CENTER ATHLETIC SCHOLARSHIP FUND:** This fund was established by Mr. Bill Lovelace and Mr. Lloyd Williams. The money will be awarded by the scholarship committee of the college. Application can be made directly to the college.

28. **THE GEORGE EDWARD SWEET MEMORIAL SCHOLARSHIP:** This is an endowed scholarship established by the family and the friends of Mr. Sweet. The scholarship is an open one and can be added to each year. It will be awarded each year by the Gardner-Webb College Scholarship Committee to a needy and worthy student.

29. **THE ETHEL BLANTON SPANGLER SCHOLARSHIP:** This is a $50 scholarship given by Mr. J. Edwin Spangler in memory of his mother, Mrs. Ethel Blanton Spangler, to a deserving student who acclaims herself by academic achievement and excellent character.

30. **THE MR. AND MRS. M. A. (BRICK) MORRIS ENDOWED SCHOLARSHIP:** This $5,000.00 scholarship is made possible by Mr. and Mrs. M. A. (Brick) Morris for students of good character who are in financial need. Students from South Carolina will be considered first. If there is no deserving student from South Carolina, the Gardner-Webb College Scholarship Committee will select a deserving student from another area.

31. **RACE PATH BAPTIST CHURCH SCHOLARSHIP FUND:** An endowed scholarship fund established in 1970 by the Race Path Baptist Church of the Sandy Run Baptist Association, Rutherford County. The income from this fund is to be used as scholarship aid for an able and deserving student majoring in Biblical Languages.

32. **UNION BAPTIST CHURCH SCHOLARSHIP FUND:** An endowed scholarship fund established in 1970 by the Union Baptist Church of the Kings Mountain Baptist Association, Cleveland County. The income from this fund is to be used as scholarship aid for an able and deserving student majoring in Biblical Languages.

33. **THE LUTZ SCHOLARSHIP:** A $180 scholarship given annually by Mr. and Mrs. Melvin R. Lutz, Jr. to an able and deserving student majoring in Biblical Languages.

34. **BOILING SPRINGS BAPTIST CHURCH SCHOLARSHIP FUND:** An endowed scholarship fund established in 1969 by the Boiling Springs Baptist Church of the Kings Mountain Baptist Association. The income from this fund is to be used as scholarship aid for an able and deserving student majoring in Biblical Languages.

35. **PLEASANT GROVE BAPTIST CHURCH SCHOLARSHIP:** A $600 scholarship given annually by the Pleasant Grove Baptist Church of the Kings Mountain Baptist Association to an able and deserving student majoring in Biblical Languages.

36. **BETHANY BAPTIST CHURCH SCHOLARSHIP:** A $104 scholarship given annually by the Bethany Baptist Church of the Sandy Run Baptist Association to an able and deserving student majoring in Biblical Languages.

37. **HAMRICK-PERRY SCHOLARSHIP ENDOWMENT FUND:** Mr. and Mrs. Dwight S. Perry of Lawndale, North Carolina, have established an endowment fund in memory of their parents, Mr. and Mrs. William S. Perry and Mr. and Mrs. Henry Hamrick. In the awarding of this scholarship emphasis will be given to the student interested in the Christian ministry, Nursing or Education. Applications for this grant should be made to the Scholarship Committee.

38. **F.O.C.U.S. SCHOLARSHIP:** The Fellowship of Christians United in Service gives a scholarship each year to an outstanding member of the organization.

39. **THE S. C. HARRILL SCHOLARSHIP:** A $250 scholarship given by Mr. and Mrs. S. C. Harrill of Lattimore to assist in educating a deserving and needy Southern Baptist missionary, missionary doctor, missionary nurse, missionary teacher, or ministerial student approved by his local church and association, provided he maintains at least a 'C' average on all work.

There are many other scholarships and loan funds of various amounts available to students who show financial need.

Ada Harris Loan Fund
B. G. Beason Fund
Boiling Springs WMS Loan Fund (B.S. Students)
College Loan Fund
First Baptist Church, Maiden, N. C., Loan Fund
Gastonia Altrusa Club Loan Fund
Graham County Loan Fund
Mr. & Mrs. J. O. Terrell Loan Fund
Logan Loan Fund
Mrs. Fields Young, Sr., Loan Fund
Schenck Loan Fund
Shelby Box Company Loan Fund
Shelby Lions Club Loan Fund
Shelby Rotary Club Loan Fund
Suttle Loan Fund
Washburn Loan Fund
Union Trust Company Loan Fund
Lee B. Weathers Memorial Fund
The Biblical Languages Endowed Scholarship Fund

Loan Funds

Gardner-Webb administers a loan fund which each year makes loans for qualified applicants. The size of the average loan varies from $200.00 to $600.00. Students who plan to utilize loan funds in their plans of financing their college education are advised to make applications well in advance of actual date of need. Often such loan funds are awarded in combination with other aid plans. Numerous loan funds are available for student loan. (See list above and below.)

1. **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.

2. **HATTIE NIX GILLIATT MEMORIAL LOAN FUND:** This fund was established in 1957 as a memorial to Hattie Nix Gilliatt of Shelby.

3. **WMU 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.

4. **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.

5. **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.

6. **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, preferable Cleveland County students and preferably ministerial students.

7. **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.

8. **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.

9. **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.

10. **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 to other students recommended by the faculty committee. This amounts to $3,799.98 to date.

11. **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.

12. **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.

13. **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.

14. **MR. AND. MRS. THOMAS RAY CAUSBY OF BELMONT, NORTH CAROLINA, ENDOWED LOAN FUND:** To any worthy student selected by the College Scholarship and Financial Aid Committee. The recipient of this fund will be expected to pay the loan back to the fund after graduation. There will be no interest charged. Payments will be scheduled in such a manner to avoid putting a burden on the recipient. The recipient may make a contribution to the fund to help future students.

College Work-Study Program and College Work Program

A limited number of work-study jobs are available for students who qualify by the Financial Aid Officer and application should be made directly to him for consideration. A maximum of 15 hours work per week is permitted under this program.

Additional Loan Funds

NORTH CAROLINA PROSPECTIVE TEACHERS SCHOLARSHIP—LOANS

The State of North Carolina makes a limited number of awards to North Carolina students planning to enter the public school system of the state to assist them in their education.

PRE-MINISTERIAL SCHOLARSHIPS
$200.00 is available to students second semester if he or she can maintain a "C" average on all work attempted.

SONS AND DAUGHTERS OF ACTIVE MINISTERS
These are awarded $100.00 second semester if student can maintain a "C" average on all work attempted.

MISSIONARY OR CHURCH-RELATED VOCATIONS
$200 is available to students second semester if they can maintain a "C" average on all work attempted.

NATIONAL DEFENSE STUDENT LOANS
Gardner-Webb is a participant under the National Defense Education Act of 1958. The college is authorized to make loans to students who can show a need for the assistance in order to attend college. The size of the loans granted is determined by available funds, number of applicants, and financial circumstances of applicant. This loan program is extremely popular with students and their parents as terms of repayment are up to 10 years following termination of the college program. Your Financial Aid Officer will be able to answer questions for you concerning this loan. This loan carries 3% interest.

COLLEGE AID PLAN, INC.
This is a convenient method of paying tuition and other fees in monthly payments. It is a private plan entered into with The College Aid Plan of New Hampshire. This loan may be obtained for a four-year period. Write the Financial Aid Officer for information.

NURSING STUDENT LOAN FUND
This fund, created under the Nurse Training Act of 1964, makes available loans up to $1,500 per year to students in the Associate in Arts Degree Nursing Program, who are in need of financial assistance.

EDUCATIONAL OPPORTUNITY GRANT (EOG) AND NURSING SCHOLARSHIP FUND
Educational Opportunity grants are now available for exceptionally needy students who wish to attend Gardner-Webb College. These grants were made possible under Title IV of the Higher Education Act of 1965 and the Nursing Training Act. The program provides funds for capable or talented students who, because of insufficient financial resources, might otherwise be unable to attend college. Qualified students may receive grants ranging from $200 to $1,000 each year. The amount of the grant is geared to the parents' annual income (taxable) and the expected parental contribution to the student's educational expenses, but may not exceed one-half of the student's total financial need after his own resources and any financial assistance under the college Work-Study Program are deducted. Application for an EOG or the Nursing Scholarship is made in the same manner as for all other financial aids at Gardner-Webb College.

VETERAN'S BENEFITS

Applicants who are children of disabled or deceased veterans may be eligible for financial aid. Contact your nearest Office of Veteran's Administration for answers to questions.

G. I. BILL

The G. I. Bill of 1965 provides educational assistance for veterans who have served at least six months of active service since January, 1956. Contact Veteran's Administration for answers to questions.

VOCATIONAL REHABILITATION

The State of North Carolina provides financial assistance for residents who have permanent handicaps. Information concerning such aid is available through the Director of Vocational Rehabilitation, State Department of Public Instruction, Raleigh, North Carolina, 27600.

INSURED STUDENT LOAN PROGRAM

Residents of North Carolina enrolled full time may borrow up to $1,500 per academic year through College Foundation, Inc., with funds provided by the North Carolina banking and life insurance industries. Loans are insured by the State Education Assistance Authority; and under certain circumstances, the Federal Government will pay the interest during the study and grace periods. Apply through the Director of Student Aid.

JAMES E. AND MARY Z. BRYAN FOUNDATION, INC. STUDENT LOAN PLAN

Residents of North Carolina enrolled full time in undergraduate programs may borrow up to $1,500 per academic year. The interest rate is 1% during the in-school period, and 6% during the repayment period. Repayment begins four months after leaving school as a full-time student.

For more information write or visit the Financial Aid Office for a printed pamphlet which describes all programs in more detail.

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: Semester 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 or Financial Aid Officer concerning The College Aid Plan. 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
Tuition	$600.00
*Board	See Statement Below
Room Rent:	
Air-Conditioned—Deluxe Dormitory	215.00
Air-Conditioned—Mobile Unit	200.00
Regular Dormitory and Community Housing	165.00
Activities Fee	75.00
Student Entertainment Fee	10.00
Out-of-State Fee	65.00

Special students who take less than 12 hours will be charged $40.00 per semester hour. For further information contact the Vice President of Academic Affairs.

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

**BOARD* — *The College offers a choice of two meal plans; a 5 day Mon-Fri. and a 7 day plan. All students who reside in the dormitory or live in community housing are required to purchase a board plan in the college cafeteria. It is very difficult to forecast meal cost over 12 months in advance but based on current rates board will cost approximately $225.00 to $275.00 each semester.*

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)	$15.00
Key Deposit (refunded when returned)	5.00
Late Registration Fee	5.00
Schedule Change (after registration day)	5.00
Change of Course (including course drops)	5.00
Make Up Test	1.00
Make Up Final Exam.	3.00
Vehicle Registration	10.00
Transcripts (first copy is free)	1.00 each
Traffic Fines: (See Parking Regulations Handbook)	

ADVANCE DEPOSITS: Students accepted for first-time admission to the College are expected to send to the Admissions Office advance payments of $100 for boarding students and $50 for day students by May 1 for the fall semester and by December 15 for the spring semester. Students accepted after these dates are expected to send the deposits within ten days of notification of acceptance.

After May 1 and December 15 all advance payments are not refundable.

Students continuing in the College are expected to make their deposits by April 15 for the fall semester.

Failure to make the required deposit by the stated deadline will be interpreted by College officials as indication the student does not plan to enroll at the College in the up-coming semester.

For male students residing in the dormitory, $25.00 of advance payment will be designated a dormitory 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 dormitory 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 students and his parents for charges for the entire semester.**

However, provision is made for partial refund in the event of withdrawal covered by reasons of a providential nature as interpreted by the College.

1. In the event a student plans to re-enter, a pro-rata refund of tuition, fees, room and board will be allowed as a credit toward a later term.
2. Should the withdrawal be interpreted as providential by the College and should the student choose a cash refund, one-half (½) pro-rata refund will be granted on tuition, until one (1) week after mid-term report.
3. Full pro-rata refund on board will be granted for any withdrawal except suspension or expulsion prior to four (4) weeks before end of a term.
4. No refund of any type will be granted in the event of suspension or expulsion.

SPECIAL FEES:

	Per Semester
MUSIC—Piano, Voice, Brass (Private)	
Two lessons per week	$120.00
One lesson per week	70.00
ORGAN (Private)	
Two lessons per week	145.00
One lesson per week	80.00
CLASS INSTRUCTION IN APPLIED MUSIC	30.00
DATA PROCESSING	100.00
ART	30.00

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.

Housing Regulations

1. All students of Gardner-Webb must meet the requirements of the College housing policy.
2. All students accepted for admission or readmission to Gardner-Webb must make a reservation deposit of $100 for boarding students and $50 for day students prior to the established deadline date for students entering the College for a given semester.
3. All college-owned and operated housing space must be assigned before eligible boarding students may be assigned to off-campus college-approved housing.

4. All unmarried students, including students divorced or separated, must live in the College dormitories, college-approved private housing or in the homes of their parents or other close relatives.
5. All unmarried students, including students divorced or separated, cannot live in houses, apartments, house trailers, or other portable housing units, except as provided for in Number 4.
6. All unmarried students, including students divorced or separated, living in approved private housing in Boiling Springs are classified as boarding students and must purchase a meal plan, and are subject to the same regulations as dormitory students.
7. All unmarried students, including students divorced or separated, living in college-approved private housing in Shelby or nearby communities, may be considered as day students and are not required to purchase a meal plan.
8. All housing assignments for unmarried students, including students divorced or separated, must be cleared and approved through the proper office at the College.
9. All married students living with their spouses may live in their own homes, their parents' homes, rented or leased houses, apartments, house trailers, or other portable housing units, and may be classified as day students and are not required to purchase a meal plan.
10. All married students whose spouses do not accompany them to the campus will be required to live in college-approved housing as required of unmarried students.
11. Any student violating this housing policy or any part of it will be subject to suspension.
12. The College reserves the right to inspect all college-approved housing units.
13. The College reserves the right to make room assignments in the interest of all persons concerned and reserves the right to cancel any assignment in the interest of order, health, discipline, or other urgent reasons.

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.

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 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 of $1.00 per day.

ROOM ASSIGNMENTS: Room assignments and reassignments are made through the Director of Men's/Women's Services. Every effort is made to notify freshmen of their residence hall and roommate well in advance. Upperclassmen have the opportunity near the end of each semester to make requests for rooms. The Director of Men's/Women's Services reserves the right to make room changes at any time when such changes may be necessary.

REQUESTS FOR ROOM CHANGE: A charge of $5.00 is made when a student requests a change of room assignment after two weeks of a semester is passed. Should a student change rooms without the written permission of the Director of Men's/Women's Services, a penalty of $20.00 is charged.

KEY DEPOSIT: A key deposit of $5.00 will be made when a room key is issued by the Residence Hall Director. The deposit will be refunded when the key is returned to the Resident Hall Director who issued it. It is most important that keys be returned when giving up a room. Lost keys may be replaced through the Director of Men's/Women's Services for $5.00.

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.

Requirements

I. Formal application for admission, including small photograph and application fee of $15 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.

No applicant can be accepted nor permitted to register until the above items and any other required forms are received to complete his application folder.

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. 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 deadline 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 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 sixteen units. (Refer to NOTE below.)
   b. Adults who have the equivalent of graduation on the basis of 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.

Methods of Admission

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

NOTE: Gardner-Webb does not prescribe a fixed pattern for admission but RECOMMENDS the following MINIMUM course distribution as the best preparation for academic work at Gardner-Webb:

English	4 units
Foreign 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 takes a course which includes any mathematics course numbered above 103 must offer a minimum of two units in mathematics. These two units must be either two units in algebra or one unit in algebra and one unit in geometry. Students who offer less than the minimum prescribed units may remove the deficiency by taking either Mathematics 21, 27 or 91. Mathematics 103 is open to any student admitted to college regardless of the particular units offered.

Advanced Placement and Exemption

Students achieving a maximum score of three on an Advanced Placement Program test of the College Entrance Examination Board will be given credit for the course covered by the test. Veterans who have successfully completed a course or courses under the Service School training program or through USAFI may submit a record of courses completed for review by the transcript evaluation officer and credit may be applied or a subject waived, depending upon the discretion of the proper authority and the appropriateness of the course in the student's educational objectives and program. Advanced placement with credit is also provided through the College Level Examination Program.

Gardner-Webb College grants credit to regularly enrolled students submitting test scores from the College-Level Examination Program on the following bases:

1. Credit will be received on the same basis as transferred credit from accredited institutions of higher learning.
2. No credit will be granted in an area for which the examinee has college credit.
3. Credit will be received as pass/fail, that is, no hours attempted or quality points will be computed in the examinee's quality point ratio.
4. Unsatisfactory scores will not become a part of the examinee's academic record.
5. A maximum of 30 semester hours credit may be granted from the College-Level Examination Program.
6. Concerning the General Examinations:
   1) The examinee must submit a score at or above the 25th percentile on each test, the percentile being based on data from the national norming study, as recommended by the American Council on Education.
   2) The number of semester hours granted will be that normally granted for the area covered by the test with the following restrictions:
      a. A maximum of six semester hours credit will be granted for each test.
      b. A maximum of three semester hours credit may be granted on the basis of a sub-score provided the area is appropriate.
   3) Credit thus granted may be applied to the examinee's course of study only as Basic Courses or free electives.
7. Concerning the Subject Examinations:
   1) The examinee must submit a score at or above the mean score for C students on the CLEP national norms, such scores being provided and recommended by the Council on College-Level Examinations.
   2) The number of semester hours granted will be determined by the scope of the material measured, as indicated by the Council on College-Level Examinations.
   3) Credit thus granted may be applied to the examinee's course of study without restriction.

In order to enrich 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)

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. Transfer students who have successfully completed one or more quarters or semesters at another institution, and who have not taken the SAT, may be excused from taking it at the discretion of the Admissions Committee. No more than 64 semester hours will be accepted for graduation credit for junior college transfers.

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.

Retaining Membership In the Student Body

Students once admitted to the College, who meet all the requirements for continuing in school, are considered members of the student body. However, it is the policy of the College to require each registered student to reaffirm annually his desire and intention to retain his membership in the student body. This is done through a special form of application and involves on the part of the College a re-evaluation of the characteristics demonstrated by the student during his enrollment at the College.

Filing of intention to return for an up-coming semester is expected by April 15 for the fall semester, and by December 15 for the spring semester. Advance deposits required as specified on page 28.

Students who are continuously enrolled at the College do not pay a re-application fee.

Retention Standards

These standards apply to all full-time students. Part-time students are expected to maintain satisfactory progress in class work and Quality Point Ratios. Their eligibility to continue in the College is determined by the Admissions Committee.

These standards will be applied at the close of each academic year to the student's Overall Quality Point Ratio. If a student's academic record is very poor, he may be asked to withdraw from the College.

Students subject to academic restriction, probation, or suspension may attend summer school at Gardner-Webb College in order to remove deficiencies. The records of those attending summer school elsewhere will not be reviewed prior to the fall semester, and those students will continue to be subject to these standards as they applied at the close of the academic year.

I. For Good Standing

A. Definition

1. The student is eligible to return.
2. The student may enroll for a maximum of 18 hours.

B. The following minimum Quality Point Ratios must be attained and maintained for the attempted hours indicated.

1. 1-29 hours—1.2 QPR.
2. 30-59 hours—1.6 QPR.
3. 60 hours and above—2.0 QPR.

C. Any achievement below these standards will result in academic restriction, academic probation, or academic suspension.

II. For Academic Restriction

A. Definition

1. The student is eligible to return.
2. The student may enroll for a maximum of 15 hours.

B. The following minimum Quality Point Ratios must be attained and maintained for the attempted hours indicated.

1. 1-29 hours—1.0 QPR.
2. 30-59 hours—1.4 QPR.
3. 60-89 hours—1.7 QPR.
4. 90 hours and above—1.9 QPR.

C. Any achievement below these standards will result in continued academic restriction, academic probation, or academic suspension.

III. For Academic Probation

A. Definition

1. The student is eligible to return.
2. The student may enroll for a maximum of 15 hours, approved by the Vice President of Academic Affairs.
3. The student may not represent the College.

B. Conditions

1. Academic probation will result if the student does not attain good standing after being on academic restriction for two semesters and one summer.

2. Academic probation will result if a student who is subject to academic suspension is allowed to return. This includes:

   1) The student for whom academic suspension is waived because of a 2.0 QPR or above on his previous semester's work.
   2) The student allowed to return without a lapse of one regular semester.
   3) The student returning after a lapse of at least one regular semester.

IV. For Academic Suspension

A. Definition—The student is ineligible to return for one regular semester.

B. Conditions

1. Academic suspension may result if minimal standards for academic restriction are not attained or maintained.
2. Academic suspension may result if the student does not attain good standing after being on academic probation for two semesters and one summer.
3. Academic suspension may be waived on the condition that the student attains a 2.0 QPR or above on his previous semester's work.

Readmission

Students who are not in attendance for one semester or more, for whatever reason, must make application for readmission and provide transcripts and Transfer Data Sheets from all institutions attended, if any, since leaving Gardner-Webb. A re-application fee of $15.00 is required.

Registration

Certain days at the beginning of each semester or summer term are set aside for registration. The student is sent detailed instructions concerning the registration procedures.

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

By approval of the Dean or Registrar, a course may be added within one week 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.

Late Registration

A late registration fee of $5.00 will be charged.

A student may be registered by special permission up to one week following the close of the regular registration in any semester.

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. **SOPHOMORE**—Students fully qualified academically for credit and who have earned 30 or more semester hours of credit, but less than 60 semester hours.

3. **JUNIORS**—Students fully qualified academically for credit and who have earned 60 or more hours of credit, but less than 90 semester hours.

4. **SENIORS**—Students fully qualified academically for credit and who have earned 90 or more semester hours of credit.

5. **SPECIALS**—CREDIT students, qualified academically for credit; and NON-CREDIT students, music specials not desiring credit and a limited number of adults admitted to regular classes regardless of previous training.

Auditors may attend classes. An audit fee is required. Please see the financial section.

Class Attendance

Gardner-Webb College assumes the position that every class hour is important. All absences are recorded by the professors. Regular attendance is expected of every student enrolled in the college, and every student is responsible for all of the work—including tests and assignments—of all class meetings.

In the event absences from class exceed 25 per cent of the number of class meetings of that course during the semester the student will *lose* credit for that course. (For example: the maximum absences for any reason for a 3-hour course are 11 absences for classes meeting one hour for 3 days a week or 7 absences for classes meeting one and one-half hours for 2 days a week.)

FOR CERTAIN STUDENTS:

The following students are allowed *no unexcused absences:*

(1) All freshmen in their *first semester of study* at Gardner-Webb College.

(2) All students on *academic probation,* and

(3) Students with *less than 1.5 quality point ratio.*

FOR OTHER STUDENTS (Except Juniors and Seniors having a QPR of 2.0 or above):

To take care of normal contingencies—such as medical appointments, special occasions, and minor emergencies—a student is allowed one hour absence without excuse per semester for each hour of credit in each class. In case of classes with sessions of 1½ hours each only two absences are allowed per semester for each hour of credit in each class.

Any absence in excess of one hour per credit hour must be shown to be an unpreventable emergency.

FOR JUNIORS AND SENIORS HAVING A QPR OF 2.0 OR ABOVE:
To take care of normal contingencies—such as medical appointments, special occasions, and minor emergencies—a student is allowed two hours absence without excuse per semester for each hour of credit in each class. In case of classes with sessions of 1½ hours each only 4 absences are allowed per semester.

Any absence in excess of two hours per credit hour must be shown to be an unpreventable emergency.

FOR ALL STUDENTS:
For each unexcused absence in excess of that which is allowed, three points will be deducted from the semester grade in that course. After the fourth unexcused absence, the student will be sent to the Vice President of Academic Affairs.

No absences without excuse are allowed in any laboratory work. All laboratory work must be made up to the satisfaction of the professor.

Three unexcused tardies count as an unexcused absence. When a student is tardy more than fifteen minutes, it will count as an absence. The student is responsible to clear tardies with the professor at the end of the class in which he was tardy.

No absences without excuse are permitted from classes at the time of announced tests.

Sickness excuses should be signed by a nurse or a physician.

The responsibility for enforcing these regulations lies with the professor of the course in question.

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
W —Withdrew without penalty	0
WP—Withdrew passing	0
WF—Withdrew failing	0
UF—Withdrew unofficially	0
FA—Failure due to excessive absences	0

The "I" grade indicates that the student has not completed course requirements within the time limits of the term. It may be assigned only if the student has made arrangements with his instructor prior to the date of the final examination and only if the student has a valid excuse. Serious personal illness or accident and a death in the immediate family are valid excuses. A "I" automatically becomes an "F" unless course requirements are completed within the next semester.

Students are permitted to drop courses without penalty, that is, with "W" only recorded on the permanent record 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 officially dropped after that date or for official 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 quality point ratio and subsequent enrollment in such courses will not be considered repetitions; courses listed as **WF** will be counted as hours attempted in figuring quality point ratio until the course is repeated. Only a course on which a "**D**," "**F**" or "**WF**" is received may be repeated. **When a course is repeated, only the highest grade is counted in computing the quality point ratio for retention and graduation purposes at Gardner-Webb College for the B.A., B.S. and non-transferable terminal degrees.** If such a course is not repeated, it is counted as work undertaken in computing the quality point ratio.

Any work from which a student withdraws unofficially whether from a course or from school, counts as work undertaken even though the course(s) may be repeated. Such work is designated with a "**UF.**" Expulsion from a course or from school carries the same penalty. Suspension from school carries a "**WP**" or "**WF**" depending on the status of the student in each course at the time of suspension unless the decision of the disciplinary committee dictates otherwise.

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 student's 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 courses are added and the total is divided by the number of semester hours attempted, including courses failed and passed, except as explained above when courses are repeated. Non-credit courses are not counted in the computation for quality point ratio. Grades in courses taken at another institution are not considered in computing the quality-point index at Gardner-Webb, but for graduation purposes the transfer student must have an overall 2.00 or above quality point ratio on the same basis as Gardner-Webb students, including work attempted at other institutions.

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 Distinguished 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—Baccalaureate and Associate degrees—A student must have a minimum grade of "C" on each course required in the major field and have a cumulative quality point ratio of 2.0 (on a 4.0 basis) on all work 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) with passing marks.

Student Government Association

President
Vice President
Secretary-Treasurer

Publications

Editor-in-Chief
Business Manager

Baptist Student Union

President
Vice President
Secretary

Sophomore-Senior Classes

President
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.

Students who are 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 15 hours; however, with permission of the Vice President of Academic Affairs a student may take 19 hours as the maximum. Every regular student is required to registered for at least twelve hours. No boarding student may drop below twelve hours during a semester.

Withdrawal

If a student withdraws from school, he must notify the President, the Vice President of Academic Affairs, the Business Manager, and the Registrar. He should report first to the Registrar's Office to obtain the forms and instructions necessary to insure honorable dismissal.

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

Awards

Annual awards are made to outstanding students in each subject field, and the student with the highest academic record in each of the four classes receives an award at Commencement.

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.

The winners of these awards are selected by the faculty.

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 recipient is determined by the Department of Religious Studies and Philosophy.

Each year the music faculty chooses the outstanding music student in the college to receive the Schweppe Music Award. This award is given by the Shelby Rotary Club in memory of the late David Schweppe, son of Mr. and Mrs. J. V. Schweppe of Shelby.

Numbering System

Freshman courses are designated by numbers 100-199; sophomore courses 200-299; junior courses 300-399; and senior courses 400-499. Courses with

odd numbers are regularly given in the fall term; courses with even numbers, in the spring term. However, introductory or basic courses in many departments will be offered every term so that students may arrange their work in regular sequence, according to the time of entrance. Following the course descriptions, the first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

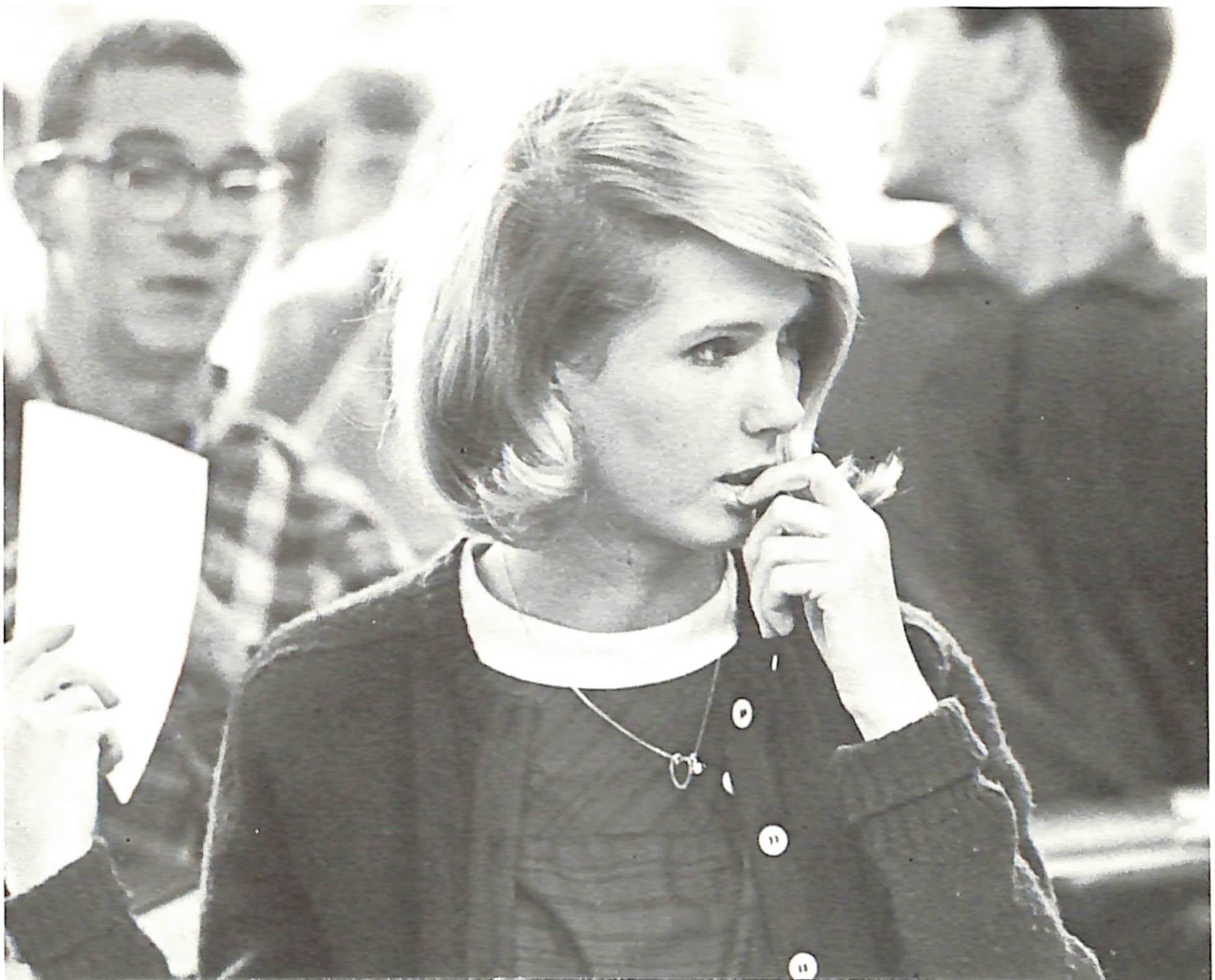
Summer School and Evening School

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, (3) those who wish to take courses that they need to meet graduation requirements, and (4) those required to attend because of academic deficiencies.

Courses are offered during the evening hours to serve those who are unable to attend Gardner-Webb College as day students. Both basic and upper-level courses are included in the curriculum.

High school students may take courses in both the summer and evening schools. Credit will be granted for courses successfully completed provided the student graduates from high school and subsequently enrolls at Gardner-Webb College.

For further information concerning summer school or evening school, contact the Vice President of Academic Affairs.



DIVISIONS OF INSTRUCTION

Baccalaureate Program

DIVISION OF BUSINESS AND ECONOMICS (see p. 62)

Department of Business Administration

DIVISION OF EDUCATION (see p. 70)

Department of Education and Library Science

Department of Health Education and Physical Education

DIVISION OF HUMANITIES (see p. 80)

Department of Ancient Languages and Literature

Department of English Language and Literature

Department of Fine Arts

Department of Modern Foreign Languages and Literature

Department of Religious Studies and Philosophy

DIVISION OF MATHEMATICS AND NATURAL SCIENCES
(see p. 112)

Department of Biology, Chemistry, and Geology

Department of Data Processing

Department of Mathematics and Physics

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES (see p. 128)

Department of Associated Social Sciences

Department of History

Department of Psychology

Associate Degree Program

DEPARTMENT OF BUSINESS ADMINISTRATION (see p. 141)

DEPARTMENT OF NURSING (see p. 143)

Special Degree Program (see p. 145)

BACCALAUREATE PROGRAM
DEGREES AND REQUIREMENTS

The degrees conferred are Bachelor of Arts and Bachelor of Science. The Bachelor of Arts degree is awarded to students majoring in Biblical Languages, English, French, History, Music, Religion, Religious Education, Social Science, Spanish, and Theatre Arts. A major in Biology, Business Administration, Data Processing, Early Childhood Education, General Science, Health Education and Physical Education, Intermediate Education, Mathematics, or Psychology leads to the Bachelor of Science degree.

GENERAL REQUIREMENTS FOR THE BACCALAUREATE DEGREE

I. The Basic Course Requirements	40-52
II. A Major in a specified area of concentration, minimum	30
III. Supportive Studies in area(s) directly related to the Major, minimum	15
IV. Complementary Electives in area(s) not directly related to the Major, minimum	15
V. Free Electives to meet the graduation requirement of 128 semester hours	24-12
VI. Chapel	4
Total	128

Basic Course Requirements

All candidates for the Bachelor of Arts degree will complete the following required courses as specified in Group A. Prospective Bachelor of Science graduates may choose either Group A, B, or C. This option involves only the quantity of semester hours required in Foreign Language, Science, and Mathematics. The Foreign Language requirement may be satisfied by the completion of a Foreign Language course numbered 202 at this college, the transfer of an equivalent college course, or by competency in the language as determined by test. The number of required semester hours is dependent upon the number of high school language units earned by the student.

BASIC COURSE REQUIREMENTS	Semester Hours Required Group A	Group B	Group C
ENGLISH 101 and 102	6	6	6
HISTORY 101 and 102	6	6	6
RELIGION (see p. 105)	6	6	6
SOCIAL SCIENCE Select any 6 hours from the following: Economics, History (201 and 202 preferred), Geography, Political Science, Psychology, and Sociology.	6	6	6
FINE ARTS Select from the following: Art 207, Art 301 (Early Childhood and Intermediate Education majors only), Music 125, Music 226 (Music majors only), Theatre Arts 101, and Theatre Arts 214.	3	3	3
PHYSICAL EDUCATION Select from the following: Physical Education 101 and another course numbered between 102 and 206; Physical Education 108 and 109; and Physical Education 107 and 207 (Physical Education majors only).	2	2	2
FOREIGN LANGUAGE Select from the following: French 101, 102, 201, 202; German 101, 102, 201, 202; Greek 101, 102, 201, 202; Greek 101, 102, and Hebrew 301, 302; Hebrew 301, 302, 401, 402; Latin 101, 102, 201, 202; and Spanish 101, 102, 201, 202.	0-12	0	0
NATURAL SCIENCE Select from the following: Biology 101 and 102; Chemistry 101 and 102 or 104; Geology 101 and 102; Physics 201 and 202; and Science Education 101 and 102 (Early Childhood and Intermediate Education majors only).	8	16 (2 sciences) *	8
MATHEMATICS Group C excludes Mathematics 103	3	3	9
TOTAL	40-52	48	46

*Physical Education majors will use Biology 203, 204, and Physical Education 405 as their second science.

Majors

Each candidate for a baccalaureate degree must choose a major field of concentration. This selection should be made before the student begins his junior year. Each student is required to register his intention with the chairman of the department in which he wishes to major. The departmental chairman, upon granting permission to the student to pursue his chosen course of study, will communicate this information to the office of the Vice President of Academic Affairs.

When a student is accepted as a major, his academic counseling becomes the responsibility of the departmental chairman. He may delegate this responsibility to any member of his faculty for that period of time which best serves the interest of the student.

A student may be permitted to major in two departments provided he obtains the joint permission of the departmental chairmen and the Vice President of Academic Affairs.

The student may not change his Major without the joint approval of the Vice President of Academic Affairs and the departmental chairmen concerned.

Freshmen and Sophomores who are uncertain about the field of study they wish to major in may follow the program listed below during their first two years:

FRESHMAN

FIRST SEMESTER	*Semester Hours*	SECOND SEMESTER	*Semester Hours*
English 101	3	English 102	3
Foreign Language	3	Foreign Language	3
History 101	3	History 102	3
Mathematics (or Fine Arts)	3	Fine Arts (or Mathematics)	3
Physical Education	1	Physical Education	1
Religion	3	Religion	3
Chapel		Chapel	
	16		16

SOPHOMORE

Foreign Language	3	Foreign Language	3
Natural Science	4	Natural Science	4
Social Science	3	Social Science	3
Elective	3	Elective	3
Elective	3	Elective	3
Chapel		Chapel	
	16		16

60

Supportive Studies, Complementary and Free Electives

Supportive Studies, in general, are courses chosen by the student in consultation with his faculty adviser which are closely related to, but not identical with, his Major. The purpose of these courses is to give a broad base of support to the student's Major or to his professional preparation. These courses may be taken from more than one area.

Complementary Electives are selected in the same manner as Supportive Studies. They are chosen from areas not closely related to the student's Major, and are intended to give breadth to his total academic experience.

The student is at liberty to select his Free Electives from any field of study.

Chapel

One semester hour of credit is given for two semesters' attendance at Chapel, and a maximum of four semester hours credit for Chapel may be applied toward the completion of the 128 hours required for graduation. Students who do not offer four hours credit for Chapel must complete the required 128 hours by taking additional hours credit.

Each student is required to attend Chapel each semester he is enrolled at Gardner-Webb College. Any exception to this rule must be approved by the Vice President of Academic Affairs. The student is allowed three absences per semester for which he is not accountable. Excuses for Chapel absences must be submitted to the office of the Vice President of Academic Affairs for approval.

Graduation Requirements

A minimum of 128 semester hours are required for graduation. About 40% of the student's work should be junior and senior level courses. All candidates for graduation are expected to take their last year, their final 30 semester hours, in residence at Gardner-Webb College. Students transferring from junior colleges are required to complete a minimum of 64 semester hours in senior colleges or universities, with at least the final 30 semester hours at this institution.

A minimum quality point ratio of 2.0 on a 4.0 scale based on the College grading system is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb College.

The student bears the final responsibility for the selection of his program and adherence to all published regulations and requirements of the College.

The student is responsible for fulfilling all requirements for the degree for which he is registered. Each student must fulfill all the Basic Course Requirements as approved by the Vice President of Academic Affairs or the

Registrar and all the requirements for his Major, Supportive Studies, and Complementary Electives as approved by his departmental chairman. A transfer student is expected to complete at least one-half of his Major at Gardner-Webb College.

The student is also responsible for applying officially to the Registrar for his degree at the beginning of the term in which he expects to graduate.

All candidates for graduation are expected to be present at both the Baccalaureate and Commencement services. The College is not obligated to grant a degree to any candidate for graduation who does not attend these exercises.

THE DIVISION OF BUSINESS AND ECONOMICS

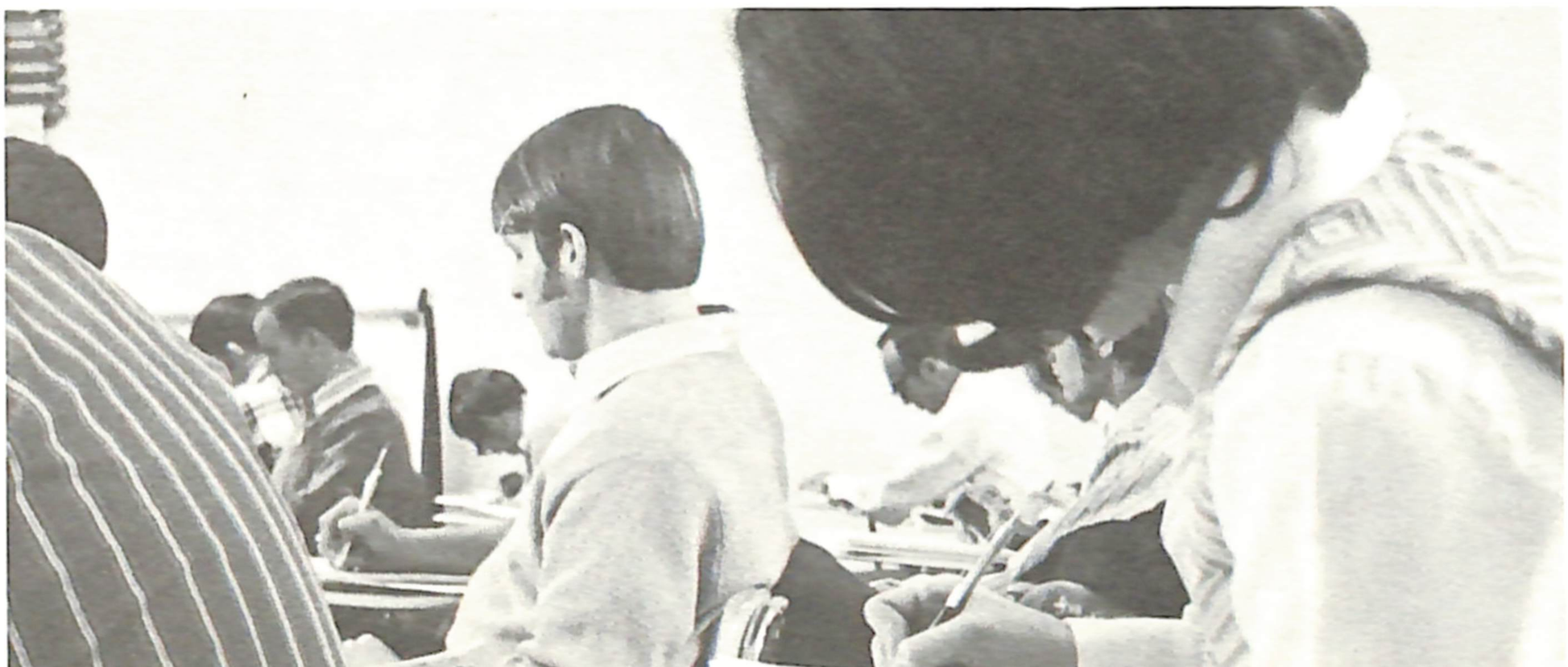
The Division of Business and Economics has as its objective the education of a student through a blend of cultural knowledge, economic literacy, and basic business principles with emphasis on ethical and spiritual values as an important element in a successful career in business. The Division provides an opportunity for students to develop a program for the B.S. Degree which will meet their individual objectives.

Department of Business Administration

The Department of Business Administration accepts candidates for the Bachelor of Science Degree with concentrations in accounting, economics, management, office management and procedures, general business, and business education.

The major purposes of the Department are: (1) the career preparation of young men and women who have an interest in, and an aptitude for, business or office occupations, (2) to provide the graduate with a foundation adequate for continued study in graduate or professional schools, or a successful career without further formal study, and (3) to make a contribution to the education of all students toward the attainment of economic efficiency.

Major offered by the Department: Business Administration with concentrations in Accounting, Business Education, Economics, Finance, General Business, Management, and Office Management and Procedures.



DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Business Administration

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 59)	40-52
The Mathematics requirement must be met by taking Mathematics 111. Economics 203 and 204, which are required, will satisfy the Social Science requirement.	
MAJOR	30
Business Administration 213, 214, 316, 325, 411, 412, and Economics 307 are required except as noted below. The remaining hours may be selected from the following areas: Business Administration, Business Education, and Economics.	
SUPPORTIVE STUDIES	15
Business Education 307* and Mathematics 112** are required. The remaining hours may be selected from one of the following areas: Business Administration, Business Education, Data Processing, Economics, Mathematics, or Psychology.	
COMPLEMENTARY REQUIREMENT	3
Psychology 201.	
COMPLEMENTARY ELECTIVES	12
These hours may be selected from the following areas: English, Fine Arts, Psychology, Religious Education, and Sociology.	
FREE ELECTIVES	24-12
CHAPEL	4
Total	128

CONCENTRATIONS

The courses listed below may be elected in the Major, Supportive Studies, and Free Electives to lead to the designated concentrations.

General Business

Business Administration 312, 330, 400, 460, Economics 301, and 318.

Accounting

Business Administration 313, 314, 315, 425, 435, and 450.

**May be omitted by those students who show tested proficiency.*

***Counted only in the Basic Course Requirements if Group C is elected.*

Economics

Business Administration 312, Economics 301, 311, 315, 318, 411, 440, and 450. Business Administration 316 and 412 may be omitted in the Major.

Finance

Business Administration 312, 320, 452, 460, Economics 301, 318, and 440.

Management

Business Administration 312, 400, 460, Economics 301, 311, and 318.

Office Management and Procedures

Business Education 305, 306, 308, 403, 404, 405, 406, 407, and 408. Business Administration 316, 412, and Economics 307 may be omitted in the Major.

During the freshman and sophomore years the student should complete Business Administration 213, 214, Economics 203, 204, Mathematics 111, 112, and Business Education 307.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Business Administration
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 59)	40-52
Economics 203 and 204, which are required, will satisfy the Social Science requirement. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125 if Group B or C is elected.	
MAJOR	30
Business Administration 213, 214, 325, and 411 are required.	
The concentration in Business Education requires Business Education 405, 406, 407, and 408. The remaining 6 hours must be chosen from two of the following areas: Finance, Management, and Marketing.	
The concentration in Basic Business requires Business Administration 312, 313, 316, Economics 301, 307, and 318.	
SUPPORTIVE STUDIES	18-19
Business Education 430, Education 410, 420, and 450 are required.	
Business Education 403 is required for the concentration in Business Education.	
Business Education 307 or 308 is required for the concentration in Basic Business.	
COMPLEMENTARY REQUIREMENTS	20
English Literature (3 hours), American Literature (3 hours), Health 221, Psychology 201, 302, 303, and 3 hours from one of the following areas: Anthropology, Geography, Political Science, and Sociology.	
FREE ELECTIVES	16-3
CHAPEL	4
Total	128

DESCRIPTION OF COURSES

BUSINESS ADMINISTRATION

101. Business Principles. A basic course in the organization, functions, operations, controls, and problems of business enterprise. Offered each semester. 3-0-3.*

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

211. Mathematics of Finance. (See Mathematics 211). 3-0-3.

213, 214. Accounting Principles. This course acquaints students with present day methods of keeping and interpreting business records and reports that are useful to owners and managers of business enterprises. This knowledge is applied to the proprietorship, partnership, and the corporate forms of business organizations. Prerequisite: Mathematics 112. 3-1-3, 3-1-3.

312. Business Finance. An introduction to principles governing financial operations of business enterprises with emphasis on the problems of financial management. The financial consideration in promotion and the selection of the form of organization. Prerequisite: Business Administration 214. 3-0-3.

313, 314. Intermediate Accounting. Designed to train students to analyze problems and apply accounting principles involved. A study of advanced accounting theory and application. Prerequisite: Business Administration 214. 3-0-3, 3-0-3.

315. Cost Accounting. An introduction to the study of cost accounting. Attention is given to the accounting procedures necessary to standard cost methods. Prerequisite: Business Administration 214. 3-0-3.

316. Principles of Management. A study and analysis of the theory of sound business organization and management under a free enterprise economic system. Prerequisites: Business Administration 214 and Economics 204. 3-0-3.

325. Business Communications. Emphasis is placed on the language skills necessary to formulate and comprehend written and spoken ideas. Special stress is placed on the tools of communication used by business. Prerequisites: English 101, 102, and Business Education 307. 3-0-3.

330. General Insurance. A beginning course in insurance designed to explain the fundamental principles of risk and risk bearing and to introduce the insurance mechanism as a device for reducing risk and sharing losses. Prerequisites: Business Administration 214 and Economics 204. 3-0-3.

400. Personnel Management. A course covering the tools of personnel management, with principal emphasis on the major task of procuring, developing, maintaining, and using an effective working force. Prerequisites: Business Administration 214 and Economics 204. 3-0-3.

403. Business and Industrial Psychology. (See Psychology 403.) 3-0-3.

411. Business Law. A study of law as it applies to ordinary business transactions, including the making of contracts, principal and agent, and negotiable instruments. Prerequisites: Business Administration 214 and Economics 204. 3-0-3.

412. Business Law. A continuation of Business Administration 411. The study covers bailments, sales, partnerships, corporations, and real estate. Prerequisite: Business Administration 411. 3-0-3.

416. Industrial Management. The basic principles and policies in the management of any industrial plant; covering plant location and layout, materials handling, quality control, maintenance, and production control. Prerequisite: Business Administration 316. 3-0-3.

425. Federal Income Taxes. Acquaints the student with the federal income tax laws and their application to the income tax returns of the individual. Prerequisite: Business Administration 214. 3-0-3.

432. Labor Law and Legislation. A study of the development of legislation and of court decisions pertaining to labor relations. Special emphasis is given to the importance of legal principles involved in managerial decisions. Prerequisite: Business Administration 411. 3-0-3.

435. Advanced Accounting. A comprehensive treatment of partnership accounting, consignments, and installment sales, insurance, receiver's accounts, and annuities. Prerequisite: Business Administration 314. 3-0-3.

450. Auditing I. A study of auditing principles, techniques, and procedures, professional ethics and legal responsibility, and audit program, field work, and the audit report. Prerequisite: Business Administration 435. 3-0-3.

452. Investment Principles and Analysis. A course designed to acquaint the student with the various types of investment securities, techniques of valuation for safety, income, and marketability. Attention is given to principles of analysis of corporate reports, and the factors involved in establishing investment objectives. Prerequisites: Business Administration 214 and Economics 204. 3-0-3.

460. Government and Business. A study of the place of government in the business world, with emphasis on types of controls, regulation of public service corporations and financial institutions, laws to enforce competition, and government aids to business. Prerequisites: Business Administration 214 and Economics 204. 3-0-3.

490, 491. Independent Study. The Independent Study Project is designed to enable a student to undertake, under the supervision of a member of the faculty, an independent project related to a field of special interest. It may be elected by a senior student who has demonstrated to the satisfaction of the instructor the capacity to undertake an independent study project approved by the Chairman of the department. Three hours credit for each course (not to exceed a total of six hours credit).

495. Seminar in Business Problems. Prerequisite: Senior standing. 3-0-3.

BUSINESS EDUCATION

305, 306. Shorthand. Fundamental principles of Gregg Shorthand with special emphasis on learning of alphabetic characters, brief forms, and phrases through reading and writing of shorthand. Business Education 306 emphasizes review of the basic principles of shorthand and transcription skills. New-matter dictation and transcription are important factors in this semester's work. 3-2-3, 3-2-3.

307, 308. Typewriting. The first year of typewriting is designed to give the student a command of the keyboard and working knowledge of all parts of the machine. Speed and accuracy on straight copy and production work will be emphasized. 3-1-3, 3-1-3.

403. Office Machines. Basic courses in the operation, use, care of office machines and equipment, including transcribing machines, adding, calculating and posting machines. Prerequisite: Business Education 307, 308 or the equivalent. Offered each semester. 3-3-4.

404. Secretarial Practice. Acquaints the student with secretarial duties in the office, including secretarial typewriting, correspondence responsibilities, transmittal services, receptionist and telephone techniques, and filing procedures. Prerequisite: Business Education 308. Offered second semester. 3-0-3.

405, 406. Shorthand. Review of all shorthand theory and the mechanics of English grammar. Emphasis on ability to take dictation and transcribe it in acceptable form. Prerequisite: Business Education 306. 3-2-3, 3-2-3.

407, 408. Typewriting. Designed to increase speed and improve efficiency. Definite budgets of graduated difficulty are required. Prerequisite: Business Education 308. 3-1-3, 3-1-3.

430. Methods of Teaching Business. A study of the methods, techniques, and practices as applied to the teaching of business subjects in the secondary school. 3-0-3.

ECONOMICS

200. Free Enterprise Economics. A general economics course designed for the NON-BUSINESS major so he may acquire a basic familiarity with analysis, issues, and institutions of our *free enterprise system*. It deals with the operation of individual units and the over-all performance of our free enterprise system. Available *only* to non-business majors. 3-0-3.

203. Principles of Economics. An institutional introduction to economic problems: production, consumption, price system and allocation of resources; distribution of income, business and labor organizations, money and banking systems, income determination, public finance, and economic development. 3-0-3.

204. Principles of Economics. Elementary theory of prices, forms of competition, and income distribution, public policy, and international economics. Prerequisite: Economics 203. 3-0-3.

301. Money and Banking. Basic and vital information concerning the various theories and approaches to money value. Adequate attention is also given to the development and direction of the Federal Reserve System. Prerequisites: Business Administration 214 and Economics 204. 3-0-3.

307. Economic Statistics. An introduction to statistical methods as applied to economics and business data, including sources of information, graphs, averages, measures of dispersion, sampling, and statistical interpretation, time series, index numbers and correlation. Prerequisite: Mathematics 112. 3-0-3.

311. Labor Economics. An analysis of the labor market, levels of employment, the labor union movement, and the problems of organized labor and efforts toward their solution. Prerequisite: Economics 204. 3-0-3.

315. Development of Economic Thought. The evolution and development of economic thought through scholastics of the middle ages and later ages with schools through mercantilism. Physiocrats, Classical School, Socialism, Historical School, Marginalist School, Mathematical School, Institutionalist School, through modern theories, and the Kenesian School and its influence on modern economic theory and development of the economy. Prerequisite: Economics 204. 3-0-3.

318. Marketing. Presents a comprehensive analysis of the marketing system and an accurate understanding of the marketing process. Prerequisite: Economics 204. 3-0-3.

411. Comparative Economic Systems. A comparative study of the forms of economic systems through an analysis of the institutional organizations of each type of economy and the operation of the basic economic principles in each type of structure. Prerequisite: Economic 204. 3-0-3.

440. Public Finance. A study of federal and state spending and fund raising policies within the context of the social goals to be accomplished by such policies. Prerequisites: Business Administration 214 and Economics 204. 3-0-3.

450. International Trade Theory. A study of the historical development of international trade theory, the importance of international trade, the mechanism of international payments, and modern theories dealing with the subject. Prerequisites: Business Administration 214 and Economics 204. 3-0-3.

460. Government and Business. See Business Administration 460. 3-0-3.

490. Seminar in Economic Problems. Prerequisite: Senior standing. 3-0-3.

DIVISION OF EDUCATION

The Division of Education is made up of two departments, the Department of Education and Library Science and the Department of Health Education and Physical Education.

The Bachelor of Science degree is offered in the following areas of study: Early Childhood Education (K-3), Intermediate Education (4-9), and Health Education and Physical Education. In addition, the professional course requirements for teacher certification at the secondary school level (9-12) and for all grades (K-12) are offered for those majoring in other subject areas.

Department of Education and Library Science

This department, within the framework of the liberal arts and sciences curricula, offers programs in early childhood, intermediate, and secondary education which fulfill the requirements for a North Carolina Class *A* certificate. The requirements for teacher certification are coordinated with the requirements for the major field of concentration and the general requirements for the Baccalaureate degree. The department is conceived as a cooperative enterprise of the entire faculty. In preparing students for public school teaching the following things are emphasized: (1) the understanding of human growth and behavior, (2) the promotion of professional and moral development, (3) an increased awareness of the duties and responsibilities of teaching, and (4) preparing the student to become an integral part of his community.

TEACHER EDUCATION

Students who plan to become teachers need to be aware of the following essential differences between the state certification requirements and the Basic Course Requirements of the College.

1. One course in English Literature and one course in American Literature must be taken in addition to the basic requirement in English.
2. Health 221 (Personal and Community Health) is required of all prospective teachers in addition to the Physical Education requirement.
3. The six-hour Social Science elective must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology.
4. Art 207 (Art Appreciation) or Music 125 (Music Appreciation) is required to satisfy the Fine Arts requirement for prospective secondary teachers who elect Group B or C.

Each student who plans to seek teacher certification must file two applications with the Department of Education in order that adequate provision may be made for his curricular needs. The first application is for admission to a teacher education curriculum, and the second is for admission to the Block Program which includes student teaching. The Teacher Education Committee is charged with the responsibility of processing all applications.

The student should submit an application for admission to a teacher education curriculum by the beginning of his sophomore year. To be admitted to a curriculum, the student must meet the following requirements.

1. Be recommended by the department in which he is majoring.
2. Satisfactorily complete the series of tests as required by the Teacher Education Committee.
3. Have exhibited good citizenship.
4. Be free of handicaps which might interfere with his effectiveness as a teacher.
5. Be in good standing academically according to the College retention policy.

Application for admission to the Block Program for student teaching must be filed with the chairman of the Department of Education by February 1 of the year before the student enters the Program. To be eligible for acceptance in the Block Program, the student must meet the following requirements.

1. Have been admitted to a teacher education curriculum by the Teacher Education Committee.
2. Be eligible for graduation in May or August following completion of the Program.
3. Have achieved a grade point average of 2.0 at the time of making application to the Program.
4. Be recommended by the department in which he is majoring.
5. Present a certification of health clearance on the form provided by the Department of Education.
6. Have demonstrated professional interest in the field of education.

A student may apply if he can reasonably be expected to meet the above requirements by the beginning of the school year in which he will achieve senior status, but formal approval will not be granted until all requirements have been met.

Each student must take the National Teacher Examinations.

To be recommended to the State Department of Public Instruction for teacher certification, the student must have completed all requirements for graduation from the College.

Majors offered by the Department: Early Childhood Education and Intermediate Education.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Early Childhood Education

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B. or C. See p. 59)	40-52
Art 301, History 201, 202, Mathematics 203, Science Education 101, and 102 are required and will satisfy 20 hours of the Basic Course Requirements.	
MAJOR (Professional Educational)	30
Education 210, 220, 310, 340, 410, 425, 440, 450, and Psychology 303 are required.	
SUPPORTIVE STUDIES (Required Subject Matter)	25
Art 302, English 353, Geography 101, Health 320, Music 345, 346, Physical Education 301, Political Science 202, and Sociology 320.	
COMPLEMENTARY REQUIREMENTS	14
English Literature (3 hours), American Literature (3 hours), Health 221, Psychology 201, and 301.	
FREE ELECTIVES	15-3
CHAPEL	4
Total	128

The Bachelor of Science Degree
With a Major in Intermediate Education

BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 59)	40-52
Art 301, Geography 101 (or Political Science 202), Mathematics 203, Psychology 201, Science Education 101, and 102 are required and will satisfy 20 hours of the Basic Course Requirements.	
MAJOR (Professional and General Education)	30
Education 212, 220, 310, 410, 420, 430, 450, Psychology 302, and 303 are required.	
SUPPORTIVE STUDIES (First Academic Concentration)	12-3
An academic concentration of at least 18 hours is required from one of the following: Art, Health Education and Physical Education, Mathematics, Music, or Natural Science; or 24 hours from Language Arts or Social Science. Courses counted in the Basic Course Requirements, the Major, and Complementary Requirements will also count toward the concentration.	

	Semester Hours
COMPLEMENTARY REQUIREMENTS	24
English Literature (3 hours), American Literature (3 hours), English 353, Health 221, 320, Mathematics 204, Music 345, Physical Education 301, and Sociology 320.	
FREE ELECTIVES	27-6
A second academic concentration is recommended.	
CHAPEL	4
Total	128

The Bachelor's Degree
With Preparation for Secondary (9-12) Teacher Certification
(See the department of interest)

DESCRIPTION OF COURSES

210. Reading (K-3). Deals with the teaching of reading from the kindergarten through the third grade. 3-0-3.*

212. Reading (4-9). Deals with the teaching of reading in the intermediate grades. 3-0-3.

220. Children's Literature. A critical study of classical and current books with aids and criteria for selection. The use of books for curricular and leisure purposes. Extensive examination and reading of books and materials for children. 3-0-3.

310. Materials and Media. Deals with materials, sources, and creativity in the preparation, utilization, and evaluation of teaching aids and materials. Also teaches the use and operation of educational equipment. 3-0-3.

340. Curriculum. A study of the trends and organization of the curriculum, lesson planning, unit construction, and activities. 3-0-3.

345. Teaching in the Kindergarten. Effort is made to familiarize students with the latest procedures on the kindergarten level to include practices in team teaching and non-graded procedures. Attention also is directed to the fact that the non-departmentalized nature of the good kindergarten program affords opportunities to utilize experiences that clarify understandings and build foundations for further learning. 3-0-3.

410. Social Foundations of Education. A study of the social, cultural, and philosophical influences upon the development of the child and our educational system. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

420. History and Philosophy of American Education. A study of the origin and development of education in the United States to include organization, administration, support, trends, issues, and innovations. 3-0-3.

425. Parent, School, and Community. Activities, organizations and their relationships. A historical and philosophical background for these relationships and how they affect and involve young children. 3-0-3.

430. Methods of Teaching. Designed to provide an adequate understanding and application of the wise use of materials and methods appropriate to the subjects and grade levels being taught. 3-0-3.

440. Curriculum (methods). Techniques of analyzing individual needs tests grading, reporting, creativity in teaching, teaching the gifted and disadvantaged, and methods in the subject matter involved. 3-0-3.

450. Student Teaching. An eight week period of supervised student teaching designed to provide the full range of teacher's work and its interlocking relationships. Ninety to one hundred fifty clock hours of actual classroom teaching experience is required. This must be in specific field or grade level for which the student is preparing. 0-full time for 8 weeks-6.

455. Supervising of Student Teachers. Designed to provide the public school teacher with means whereby she can better supervise her student teacher. Includes what the student teacher expects of the school and the supervising teacher and what they in turn may expect of the student teacher. 3-0-3.

Library Science

The Library Science Program is designed to prepare students for positions as librarians in elementary and secondary schools and to provide an introductory undergraduate background for students who plan to do graduate work in library science. To be certified as a school-librarian, a student must complete 18 hours in library science, including Introduction to Libraries and Librarianship, Reference Materials, Cataloging and Classification of Materials, Materials and Media, and two other courses. To be certified as a teacher-librarian, a student must complete 12 hours in library science, including Introduction to Libraries and Librarianship, Reference Materials, Cataloging and Classification of Materials, and one other course. Library science courses are taken along with a major in any other field; however, students planning to work in the public schools would probably want to major in either elementary or secondary education.

DESCRIPTION OF COURSES

270. Introduction to Libraries and Librarianship. An introductory course in all phases of library organization and administration; includes principles and techniques of selection, acquisition, processing and circulation of both book and nonbook materials; library standards, and public and professional relationships. 3-0-3.*

275. Reference Materials. This course would include an evaluation and study of reference materials, general tools, special works in subject areas, and books in the general collection useful in reference, techniques and procedures in reference; methods of instruction to students in the use of reference materials. 3-0-3.

370. Cataloging and Classification of Materials. A basic course in the principles and techniques of classification and cataloging of all types of printed and nonprinted materials. 3-0-3.

470. Selection of Materials. Book selection principles for elementary, junior high and senior high library collections; basic criteria, problems, and aids in selection of both printed and nonprinted materials. 3-0-3.

Ed. 220. Children's Literature. (See Education). 3-0-3.

Ed. 310. Materials and Media. (See Education). 3-0-3.

Department of Health Education and Physical Education

The Department of Health Education and Physical Education believes that it makes a unique contribution toward fulfilling the purpose of Gardner-Webb College. The Department offers a program to promote the total fitness of all students. The physical, mental, emotional, social, and spiritual growth of the individual is stressed in all areas. The major purposes of the Department are: (1) to prepare persons for careers in Health Education and Physical Education through its professional program, (2) to provide an activity program which will contribute to the liberal education of each student by emphasizing lifetime sports, and (3) to provide wholesome recreational and professional opportunities for the students, faculty, and staff.

Every regularly enrolled student at Gardner-Webb College is required to earn a minimum of two semester hours credit in Physical Education. Physical Education 101 is required of all students with the following exceptions: (1) for students with medical excuses Physical Education 108 and 109 may

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**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

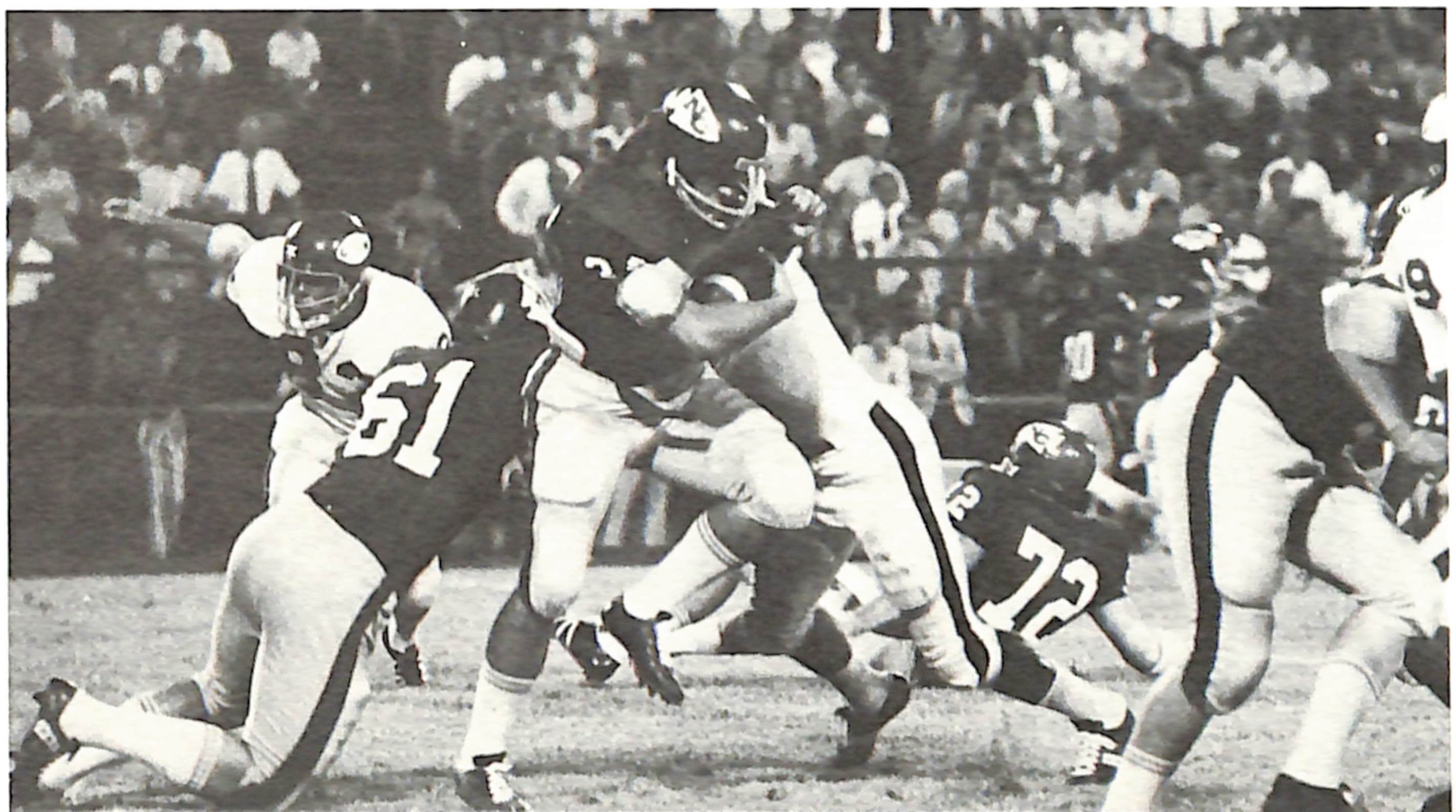
be substituted, and (2) Physical Education majors will take Physical Education 107 and 207. All Physical Education students are expected to wear regulation uniforms which may be purchased from the College Bookstore. A gym fee of $7.50 is required for each activity course.

Major offered by the Department: Health Education and Physical Education.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Health Education and Physical Education
With Preparation for Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group B is recommended. See p. 59)	48
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125. Physical Education 107 and 207 will satisfy the Physical Education requirement. Biology 101, 102, 203, 204, and Physical Education 405 (or Physical Education 406) are required and will satisfy the Natural Science requirement.	
MAJOR	30
General Theory	9
Physical Education 211, 408, and 409.	
Theory	13
Eleven hours selected from Physical Education 301, 302, 303, 304, 305, 306, 307, 308, 309, 402, 403, 404, 410, and appropriate skill work.	
Health Education	8
Health Education 321, and 6 hours from 121, 411, 421 and 431.	



	Semester Hours
SUPPORTIVE STUDIES (Professional Education)	15
Education 410, 420, 450, and Physical Education 430.	
COMPLEMENTARY REQUIREMENTS	15
English Literature (3 hours), American Literature (3 hours), Psychology 201, 302, and 303.	
COMPLEMENTARY ELECTIVES (Second Teaching Field)	8-15
Every Health Education and Physical Education major should have a second teaching field. This area of study is to be approved by the faculty adviser.	
FREE ELECTIVES	8-1
CHAPEL	4
Total	128

DESCRIPTION OF COURSES

PHYSICAL EDUCATION ACTIVITY COURSES

101. Orientation to Physical Education. 0-2-1.*

102. Team Sports (Soccer, Speedball or Basketball). 0-2-1.

103. Beginning Swimming and Diving. 0-2-1.

104. Gymnastics and Trampoline. 0-2-1.

105. Advanced Gymnastics and Trampoline. 0-2-1.

106. Rhythm and Movement. 0-2-1.

107. Individual and Dual Activities. 0-2-1.

108. Adaptive Activities. 0-2-1.

109. Adaptive Activities. 0-2-1.

201. Tennis and Badminton. 0-2-1.

202. Team Sports. 0-2-1.

203. Advanced Swimming. 0-2-1.

204. Archery and Bait Casting. 0-2-1.

205. Track and Field and Weight-Training. 0-2-1.

206. Golf and Bowling. 0-2-1.

207. Individual and Dual Activities. 0-2-1.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

PHYSICAL EDUCATION

211. Principles and History of Physical Education. An introduction to physical education with emphasis on its history, philosophy, and the establishment and evaluation of certain principles pertinent to the field. 3-0-3.

301. School Activities (Early Childhood and Intermediate). A course in methods and materials, theory, and program building in physical education. 2-1-2.

302. Methods of Teaching Swimming and Lifesaving. Red Cross Lifesaving and Water Safety Instructor certification. 2-1-2.

303. Intramurals. Organization and administration of intramural sports. 2-1-2.

304. Techniques in Team Sports. Techniques and skills: coaching and officiating in basketball, soccer, speedball. 2-1-2.

305. Techniques in Team Sports. Techniques and skills: coaching and officiating in volleyball, softball, track and field. 2-1-2.

306. Baseball and Track Coaching Methods. A course presenting by means of classroom instruction and field demonstration, the various systems and forms used in baseball, track and field. 2-1-2.

307. Football Coaching Methods. A course presenting the various systems used in football by means of classroom instruction and field demonstration. 2-1-2.

308. Basketball Coaching Methods. A course presenting by means of classroom instruction and gym demonstrations, the various systems used in basketball coaching. 2-1-2.

309. Officiating. Techniques and procedures of officiating in athletics. 2-1-2.

402. Adapted Physical Education. Methods and materials for instruction in adapted and corrective Physical Education with special emphasis on the program for the mentally retarded child. 3-0-3.

403. Theory and Techniques of Teaching Gymnastics. Tumbling and recreational games; history, aims, and objectives of the program; development of demonstration programs. 2-1-2.

404. Curriculum and Instruction. A course designed to aid the physical education major in program building and in the techniques of teaching physical education. An instructor's uniform is required for each person taking this course. Open only to Physical Education majors. 2-1-2.

405. Kinesiology. Study of many of the factors involved in human motion. Prerequisite: Biology 203 and 204. 2-0-2.

406. Physiology of Exercise. A course planned especially for students majoring in physical education. Emphasis placed on the physiology of muscles and nerves. Prerequisite: Biology 203 and 204. 2-0-2.

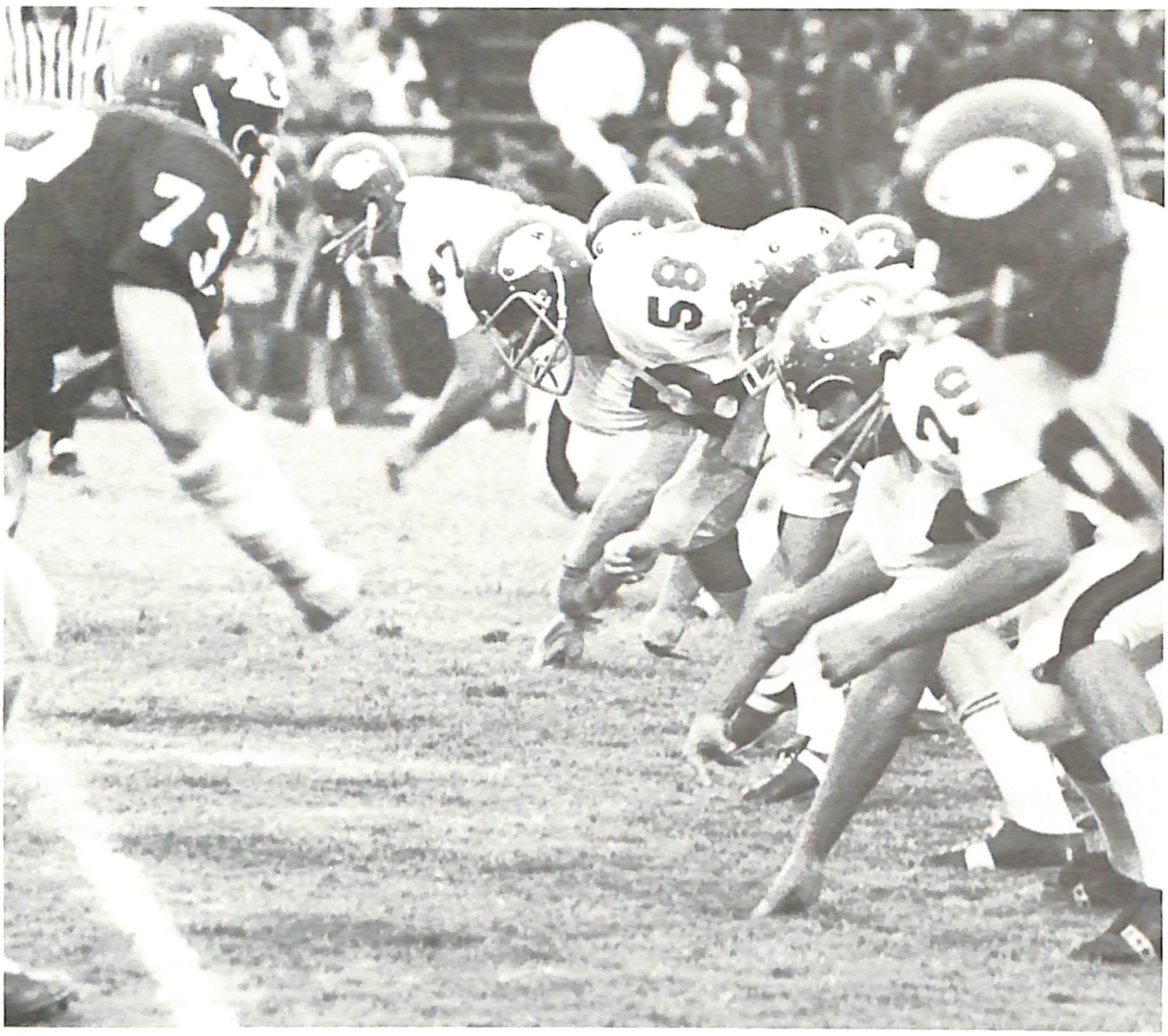
407. Foundations of Community Recreation. Introductory course in community organization for recreation, including finances, program areas and facilities, publicity, legal status, and personnel. 3-0-3.

408. Organization and Administration of Health Education and Physical Education. This course deals with the administrative problems involved in the field of health education and physical education. 3-0-3.

409. Tests and Measurements. Study of tests and measurements currently used in the health and physical education program; attention to elementary statistical procedure and grading in health and physical education. 3-0-3.

410. Problems in Physical Education and Athletics. Individual investigations of research methods and special problems in physical education and athletics. 3-0-3.

430. Secondary School Activities (Methods of Teaching). A course in methods and materials, theory, practice and program building in physical education covering secondary school activities. 3-0-3.



HEALTH EDUCATION

121. Safety and First Aid. A course designed to train and qualify students as instructors in general safety and first aid. 2-0-2.

221. Personal and Community Health. A thorough study of the health problems of the individual, school, and community. 2-0-2.

320. Health Education (Early Childhood, Intermediate). Methods and materials for classroom instruction in health and safety for the elementary teacher. Prerequisite: Health 221. 2-0-2.

321. Health Education for Secondary Teachers. Methods and materials for classroom instruction in health and safety for the secondary teacher. Prerequisite: Health 221. 3-0-3.

325. Techniques of Athletic Training. First aid and athletic training with reference to safety in athletics, conditioning, diet, bandaging and taping, massage, hydrotherapy and treatment of various injuries. Fee $3. 2-0-2.

411. Principles of Public Health. A study of the basic principles of public health, organization and administration of school-community health. 3-0-3.

421. Driver Education and General Safety. Methods and materials for classroom instruction, organization and administration of driver education and safety problems. Fee $15. 3-1-3.

431. Problems in Health Education. Advanced study of personal and community health problems, environmental health, family living, and mental and emotional health. 3-0-3.

DIVISION OF HUMANITIES

Five departments comprise the Division of Humanities. These are the Departments of Ancient Languages and Literature, English Language and Literature, Fine Arts, Modern Foreign Languages and Literature, and Religious Studies and Philosophy. This division offers a total of eight Majors; namely, Biblical Languages, English, French, Music, Religion, Religious Education, Spanish, and Theatre Arts.

Department of Ancient Languages and Literature

The objectives of the Department are:

To teach students to read and to translate the language(s) chosen, with greater emphasis on translation.

To create an awareness of the relationship of our own languages and culture to some of those of earlier times, especially Greek, Hebrew, and Latin.

To give a broader language background as a basis for a better comprehension of related languages.

To develop a greater understanding, appreciation, and respect for the language, literature, culture, and civilization of other people and, consequently, for the people themselves.

To provide the background for a more thorough understanding of the composition, nature, and context of the Bible.

To offer the experiences, discipline, and technical knowledge needed for in-depth study and research in the Bible in the original languages for private, seminary, or other graduate study.

To enrich the ministry of biblical preaching, Bible teaching, and Christian living.

To assist the College in the fulfillment of her stated purpose.

Major offered by the Department: Biblical Languages.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in Biblical Languages

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 59) ..... The first two years of Greek will fulfill the Foreign Language requirement.	46
MAJOR ..... Greek 101, 102 (counted in the Basic Course Requirements); Greek 201, 202, 301, 302, Hebrew 301, 302, 401, 402; Aramaic 401, 402.	30
SUPPORTIVE STUDIES ..... Civilization 300, 301, 302, History 310, and Textual Studies 400 are suggested, or the semester hours designated as Supportive Studies and Free Electives may be combined to allow a second Major in Religion. In this case, six hours of the requirements in Area VI of the Religion Major are met by Greek 301 and 302 which are required for the Biblical Languages Major.	15

By special arrangement, supportive work may be taken in another foreign language, English linguistics, Religious Education, or Religion.

	Semester Hours
COMPLEMENTARY ELECTIVES Other area(s) not directly related to the Major, as approved by the faculty adviser.	15
FREE ELECTIVES	18
CHAPEL	4
Total	128

DESCRIPTION OF COURSES

CIVILIZATION AND LITERATURE

200. Myth and Mythology. A comprehensive survey, descriptive and structural, of the myths of classical antiquity, as well as those of other epochs and origins, planned for a better understanding of the religious, social, and magical substratum of such societies. (No knowledge of a foreign language is required.) 3-0-3.*

300. Greek Civilization. A study of the intellectual and cultural contributions of the Greeks to western civilization as reflected in their outstanding literary works of the classical period. (No knowledge of a foreign language is required.) 3-0-3.

301. Roman Civilization. A study of the intellectual and cultural contributions of the Romans to western civilization as reflected in their outstanding literary works of the classical period. (No knowledge of a foreign language is required.) 3-0-3.

302. Jewish Civilization. A survey of Jewish civilization from the Bar Cochba rebellion through the golden age of Maimonides, as reflected in the outstanding literary works of this period, especially the works of Judaism. (No knowledge of a foreign language is required.) 3-0-3.

310. Ancient World. (See the Department of History). 3-0-3.

LANGUAGES AND LITERATURE

Biblical Aramaic:

401. Elementary Aramaic. A study of the grammar, syntax, and vocabulary of Biblical Aramaic. Prerequisites: Hebrew 301 and 302. 3-0-3.

402. Intermediate Aramaic. The translation of Aramaic portions of the Old Testament with special emphasis on vocabulary and a continuing consideration of grammar and syntax from an inductive viewpoint. Prerequisites: Hebrew 301, 302, and Aramaic 401. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

Biblical Hebrew:

301, 302. Elementary Hebrew. A study of the grammar, syntax, and vocabulary of Classical Hebrew as reflected in the Old Testament, with the translation of simple texts during the second semester. 3-0-3, 3-0-3.

401, 402. Intermediate Hebrew. The translation of selected portions of the Old Testament with special emphasis on vocabulary and grammatical and syntactical analyses. Prerequisites: Hebrew 301 and 302. 3-0-3, 3-0-3.

Classical Latin:

101, 102. Elementary Latin. A study of the grammar, syntax, and vocabulary of Classical Latin. 3-0-3, 3-0-3.

201, 202. Intermediate Latin. The translation of selected portions from classical literature with special emphasis on vocabulary and grammatical and syntactical analyses. Prerequisites: Latin 101 and 102 or their equivalent. 3-0-3, 3-0-3.

New Testament Greek:

101, 102. Elementary Greek. A study of the grammar, syntax, and vocabulary of Koine Greek as reflected in the New Testament. 3-0-3, 3-0-3.

201, 202. Intermediate Greek. The translation of selected portions of the New Testament with special emphasis on vocabulary and grammatical and syntactical analyses. Prerequisites: Greek 101 and 102. 3-0-3, 3-0-3.

301, 302. Advanced Greek. Extensive translation in the Pauline Epistles with a continuing emphasis on vocabulary and grammatical and syntactical analyses. Prerequisites: Greek 201 and 202. 3-0-3, 3-0-3.

401, 402. Senior Greek: Independent Study. Advanced translation work covering the major portion of the Greek New Testament. At the conclusion of the year, the student will be expected to translate any section of the Greek New Testament. Prerequisites: Greek 301 and 302. 3-0-3, 3-0-3.

Related Studies:

400. Textual Studies. A study of the manuscripts (as to their age, value, types, families, etc.), texts, composition, textual variations (including the reasons, types, significance, etc.), textual notes, and the textual apparatuses of the Greek and Hebrew editions of the Scriptures. Prerequisites: Greek 201, 202, and Hebrew 301. Independent Study-0-3.

Department of English Language and Literature

The objectives of the English Department are to enable the student:

1. To think and write with maturity and to follow a reading program designed toward that end.

2. To study literature as an expression of the ideas and emotions of the great writers in the language.

3. To develop a keen, critical appreciation of that literature.

4. To enjoy life culturally and aesthetically as a result of his literary experience.

5. To integrate his studies with world thought in order to comprehend and shape the contemporary scene.

Major offered by the Department: English

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in English

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 59)	40-52
MAJOR After English 101, 102, any ten courses, but must include English 402 and one course in American Literature.	30
SUPPORTIVE STUDIES All Speech courses; History 301, 310, 311, 312, 317, 322, 323, 337, 338; French 303, 304, 307, 308; Spanish 303, 304, 307, 308; Theatre Arts 201, 202.	15
COMPLEMENTARY STUDIES Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	15
FREE ELECTIVES	24-12
CHAPEL	4
Total	128

The Bachelor of Arts Degree
With a Major in English
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 59)	40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology.	
MAJOR	30
After English 101, 102 (counted in the Basic Course Requirements), any ten courses, but must include English 353, 402, and one course in American Literature.	
SUPPORTIVE STUDIES (Professional Education)	15
Education 410, 420, 450, and English 430.	
COMPLEMENTARY REQUIREMENTS	11
Health 221 and Psychology 201, 302, and 303.	
COMPLEMENTARY ELECTIVES	6
Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	22-10
CHAPEL	4
Total	128

DESCRIPTION OF COURSES

91. Writing Laboratory. Designed to aid any student in correcting deficiencies. The student may be a member through assignment by the Department, through referral by other Departments, or through his own desire to increase his competence. Attention personal. May be taken concurrently with 101. 0-as needed-0.*

101, 102. Composition. Writing in response to ideas expressed in great literature. First semester, great American works. Second semester, great world works; research paper. 3-0-3, 3-0-3.

200. Journalism. Practical journalism; all aspects of writing and publication. Not to be counted toward the Major. 1-0-1.

231. English Masters. Representative writers from major literary periods to the present. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

232. American Masters. Representative writers from the beginning to the present. 3-0-3.

311. Medieval Literature. The beginnings to 1500. 3-0-3.

315. Renaissance Literature. Poetry, drama, and selected prose, with emphasis on new literary forms. 3-0-3.

316. The Age of Milton. Major poets and selected prose, with emphasis on *Paradise Lost*. 3-0-3.

318. Eighteenth Century Literature. Selected poetry, essays, novels, and drama. 3-0-3.

321. Romantic Literature. Major poetry, selected criticism. 3-0-3.

322. Victorian Literature. Poetry; selected prose showing critical and intellectual trends. 3-0-3.

331. Twentieth Century Fiction. Representative of fiction of England and America. 3-0-3.

332. Modern Poetry. British and American poetry from 1914 to the present. 3-0-3.

341. The American Novel. Representative authors and types from the beginning to the present. 3-0-3.

342. The English Novel. Representative authors and types from the beginning to the present. 3-0-3.

352. Literary Criticism. Major critical approaches from Aristotle to the present applied to several English and American works. 3-0-3.

353. Development and Structure of the English Language. Origin, structure, development, showing changes in vocabulary, meaning, pronunciation, grammar; study of dialect differences and socio-linguistics. Transformational grammar. 3-0-3.

362. Advanced Writing. Advanced composition and creative writing, as the student's interests dictate. Recommended for elementary and secondary teachers. 3-0-3.

402. Shakespeare. Representative plays. 3-0-3.

403. Seminar in American Literature. Subjects of the seminar will change as needed and desired. For 1970: Contemporary Jewish and Negro Writers. 3-0-3.

404. Seminar in English Literature. Subjects of the seminar will change as needed and desired. Spring, 1971: to be announced. 3-0-3.

430. Methods of Teaching English. Principles, methods, and materials for the teaching of English in the secondary schools, with stress on the teaching of composition. (Does not count toward the major but counts toward State requirement.) 3-0-3.

490, 491. Independent Study. Individual study of special subject. Student guided by instructor in whose specialization topic lies. Application by request in semester prior to study, subject to departmental approval. 0-0-3, 0-0-3.

Theatre Arts 411 (Pre-Modern Drama), 412 (Modern Drama), and 414 (Seminar in Drama) count fully toward the English Major (see Theatre Arts.)

Note on Numbering of Courses: For all courses above 300, odd-numbered courses occur in the fall semester and even-numbered courses in the spring semester.

DEPARTMENT OF FINE ARTS

The Department of Fine Arts offers courses in Art, Music, Theatre Arts, and Speech. Its objectives are: (1) to stimulate a greater interest in and understanding of these areas not only for the student but the community as well, (2) to provide an opportunity to engage in creative activity as either spectator or participant, and (3) to offer courses of interest for all students and of the specialization for the major.

Majors offered by the Department: Music and Theatre Arts.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree With a Major in Music

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 59)	40-52

The Fine Arts requirement must be met by taking Music 226. Students seeking teacher certification must satisfy the Social Science requirement by selecting courses from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. Students seeking a concentration in Church Music must meet the Social Science requirement by taking Psychology 201 and 302.

MAJOR	30

Applied Major, 12 hours; Music 105, 106, 205, 206 and 4 hours of Advanced Theory. All Music majors are required to participate in a performing group each semester in which he is enrolled as a Music major.

SUPPORTIVE STUDIES	17

Applied Minor, 4 hours; Music 325, 326, 445, 446, and 3 hours from Music 349, 455, 457, and 459.

COMPLEMENTARY STUDIES	15-37

Select one of the following:

15 hours from courses not directly related to the Major, as approved by the faculty adviser. Suggested areas are: Secretarial Science, Religious Education, Art, Theatre Arts and Speech, etc.

For teacher certification: Education 410, 420, 450, English Literature (3 hours), American Literature (3 hours), Health 221, Music 245, 246, 247, 248, 347, 348, Psychology 201, 302, and 303. Total: 37 hours.

For Church Music: Music 365, 366, 465, 466, 467, Psychology 303, Religion 333, and Religious Education 373. Total: 22 hours.

FREE ELECTIVES	22-0
CHAPEL	4
Total	128-140

Piano Proficiency Examination. Each Music major will be expected to pass a piano proficiency exam as an integral part of the overall degree requirements; four hours of an applied minor have been set aside in the curriculum for this purpose. Should a student not achieve the desired proficiency at the end of four semesters, he will be expected to enroll in piano for credit until such proficiency is acquired. Details as to the specific requirements of the piano proficiency examination may be obtained from the Chairman of the

Department of Fine Arts. No student will be permitted to enroll in the Block Program of professional education courses for teacher certification until satisfactorily passing this examination.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in Theatre Arts

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 59)	40-52
Theatre Arts 101 is required and meets the Fine Arts requirement.	
MAJOR	30
Theatre Arts 102, 103, 201, 202, 211, 401, 402, 411, 412, and either Theatre Arts 212, 214, 305, 307, or 308 are required.	
SUPPORTIVE STUDIES	15
English 402 is required. The other courses may be chosen from Art, Music, English, Psychology, and Speech.	
COMPLEMENTARY ELECTIVES	15
These may be chosen from Business Administration, Biology, Foreign Languages or any other field of interest to the student not directly related to the Major, as approved by the Faculty adviser.	
FREE ELECTIVES	24-12
CHAPEL	4
Total	128

Art

The Department of Fine Arts offers courses in art appreciation to fulfill the liberal arts philosophy of a well-rounded student. These courses are designed to give the student an intelligent appreciation and understanding of the great works of art and of the great creative minds that shaped western civilization. In addition to art appreciation, courses are offered in applied art for teacher certification and for election.

DESCRIPTION OF COURSES

203. 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. 1-4-3.*

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

205. 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. 0-6-3.

207. Art Appreciation. A survey of the field of art designed to give the student an intelligent appreciation and understanding of the great works of art and great creative minds that shaped Western civilization. 3-0-3.

301. Art Skills and Appreciation. The course will consist of two studio hours in skills appropriate for elementary school. The studio hours will be complemented by two hours of lecture in art appreciation. 2-2-3.

302. Art Education Materials (Skills.) This course consists of three studio hours of arts skills appropriate for the early childhood grades. The studio hours will be complemented by one hour of lecture pertaining to the creative development of early childhood. 1-3-3.

304. Basic Drawing and Painting. 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. Prerequisite: Art 203. 0-6-3.

305. Arts and Crafts in the Elementary School. Exploration into the functional use of art and craft materials, techniques and projects appropriate for elementary grades. Consideration will be given to the level of the elementary child's creative development relative to contemporary philosophy and psychology of art education. 2-2-3.

306. Sculpture. A study of the elements of three dimensional form using clay, plaster and wood as a means of expression. The course will include techniques and practice in modeling, casting and carving. 0-6-3.

308. Ceramics. An introduction to ceramics with techniques and practice in pinch pot, slab and coil-building methods. The course includes practice in decorating, glazing and firing. 0-6-3.

309. Technical Problems in Ceramics. This course is designed for art and industrial art majors and is concerned with the technical problems involved in making ceramics. A study is made of the physical-chemical properties of ceramic materials relative to the calculation of ceramic glazes and ceramic body formulas. Also, problems involved in drying, firing, and testing of ceramic glazes, minerals, and ceramic bodies are explored. 1-4-3.

400. 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. 3-0-3.

401. Independent Study. A specialized course for elementary teachers who have selected art for their eighteen (18) hours of concentration. The student selects individual projects or problems in one area from painting, sculpture and ceramics. Admission on approval of chairman. 0-6-3.

Music

Courses are offered in the field of music to train the student in the essentials of musicianship, to guide the student in the integration of the art of music with the art of living; to coordinate the musical activities of the student in order that both sacred and secular music may be maintained at a high standard of quality; and to prepare the student for advanced professional training, a teaching career, or the ministry of music in churches.

The Opera Workshop was begun for interested students in the fall of 1969. The laboratory in operatic training is so organized as to permit the young singer to progress from small parts through work in Chamber Opera to larger roles in standard works.

Key to numbering of courses in Music:

The first digit denotes the level of study: 0—Preparatory; 1—Freshman; 2—Sophomore; 3—Junior; 4—Senior.

The second digit identifies the area of study: 0—Music Theory; 2—Music History and Literature; 4—Music Education; 6—Church Music; 8—Performance Groups.

The third digit designates the semester in which the course is usually offered: Odd numbers for the fall semester and even numbers for the spring semester. However, there are some courses that are offered each semester.

In addition, the second digit for all applied music course numbers signifies the medium of performance: 0—Piano; 1—Voice; 2—Organ; 3—Brass; 4—Woodwinds; 5—Strings; 6—Percussion. The third digit indicates the amount of credit earned in applied music: one hour credit if the course number ends in 1 or 2; two hours credit if the course number ends in 3 or 4.

DESCRIPTION OF COURSES

APPLIED MUSIC

Piano:

001, 002. Preparatory Piano. ½-5-0.*
003, 004. Preparatory Piano. 1-10-0.
101, 102. Freshman Piano. ½-5-1.
103, 104. Freshman Piano. 1-10-2.
201, 202. Sophomore Piano. ½-5-1.
203, 204. Sophomore Piano. 1-10-2.
301, 302. Junior Piano. ½-5-1.
303, 304. Junior Piano. 1-10-2.
401, 402. Senior Piano. ½-5-1.
403, 404. Senior Piano. 1-10-2.

Voice:

011, 012. Preparatory Voice. ½-5-0.
013, 014. Preparatory Voice. 1-10-0.
111, 112. Freshman Voice. ½-5-1.
113, 114. Freshman Voice. 1-10-2.
211, 212. Sophomore Voice. ½-5-1.
213, 214. Sophomore Voice. 1-10-2.
311, 312. Junior Voice. ½-5-1.
313, 314. Junior Voice. 1-10-2.
411, 412. Senior Voice. ½-5-1.
413, 414. Senior Voice. 1-10-2.

Organ:

021, 022. Preparatory Organ. ½-5-0.
023, 024. Preparatory Organ. 1-10-0.
121, 122. Freshman Organ. ½-5-1.
123, 124. Freshman Organ. 1-10-2.
221, 222. Sophomore Organ. ½-5-1.
223, 224. Sophomore Organ. 1-10-2.
321, 322. Junior Organ. ½-5-1.
323, 324. Junior Organ. 1-10-2.
421, 422. Senior Organ. ½-5-1.
423, 424. Senior Organ. 1-10-2.

Brass:

031, 032. Preparatory Brass. ½-5-0.
033, 034. Preparatory Brass. 1-10-0.
131, 132. Freshman Brass. ½-5-1.
133, 134. Freshman Brass. 1-10-2.
231, 232. Sophomore Brass. ½-5-1.
233, 234. Sophomore Brass. 1-10-2.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

331, 332. Junior Brass. ½-5-1.
333, 334. Junior Brass. 1-10-2.
431, 432. Senior Brass. ½-5-1.
433, 434. Senior Brass. 1-10-2.

Woodwinds (offered on sufficient demand):
041, 042. Preparatory Woodwinds. ½-5-0.
043, 044. Preparatory Woodwinds. 1-10-0.
141, 142. Freshman Woodwinds. ½-5-1.
143, 144. Freshman Woodwinds. 1-10-2.
241, 242. Sophomore Woodwinds. ½-5-1.
243, 244. Sophomore Woodwinds. 1-10-2.
341, 342. Junior Woodwinds. ½-5-1.
343, 344. Junior Woodwinds. 1-10-2.
441, 442. Senior Woodwinds. ½-5-1.
443, 444. Senior Woodwinds. 1-10-2.

Strings (offered on sufficient demand):
051, 052. Preparatory Strings. ½-5-0.
053, 054. Preparatory Strings. 1-10-0.
151, 152. Freshman Strings. ½-5-1.
153, 154. Freshman Strings. 1-10-2.
251, 252. Sophomore Strings. ½-5-1.
253, 254. Sophomore Strings. 1-10-2.
351, 352. Junior Strings. ½-5-1.
353, 354. Junior Strings. 1-10-2.
451, 452. Senior Strings. ½-5-1.
453, 454. Senior Strings. 1-10-2.

Percussion (offered on sufficient demand):
061, 062. Preparatory Percussion. ½-5-0.
063, 064. Preparatory Percussion. 1-10-0.
161, 162. Freshman Percussion. ½-5-1.
163, 164. Freshman Percussion. 1-10-2.
261, 262. Sophomore Percussion. ½-5-1.
263, 264. Sophomore Percussion. 1-10-2.
361, 362. Junior Percussion. ½-5-1.
363, 364. Junior Percussion. 1-10-2.
461, 462. Senior Percussion. ½-5-1.
463, 464. Senior Percussion. 1-10-2.

MUSIC THEORY

105, 106. First Year Theory. A review of the fundamentals of music; the integrated study of diatonic harmony with the inclusion of experiences in part writing, music reading, dictation, analysis, and keyboard harmony. Introduction to diatonic seventh chords. 3-2-4, 3-2-4.

205, 206. Second Year Theory. The integrated study of chromatic harmony including modulation to closely related keys and advanced modulation. A continuation of areas begun in First Year Theory with additional emphasis on analysis and composition in smaller forms. 2-2-3, 2-2-3.

305. Counterpoint. A study of contrapuntal and canonic devices used in music of the 18th century. The writing of counterpoint and the analysis of musical examples relative to contrapuntal writings are included. 2-0-2.

306. Form and Analysis. The study of instrumental and vocal forms as used by composers in all periods of music history. 2-0-2.

405. Composition and Arranging. An opportunity is given the student to write original compositions and to arrange other compositions for vocal and instrumental groups appropriate for school and church use. 2-0-2.

MUSIC HISTORY AND LITERATURE

125. 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 special emphasis being placed on symphonic literature. The aural ability to recognize the orchestral instruments and identify themes from various compositions is stressed. Recital and concert attendance is emphasized. 3-0-3.

226. Music Literature. An introductory listening course leading to the study of the history of music with emphasis on the major areas and changes. 3-0-3.

325, 326. Music History I, II. A study of the history of Western music, from its beginnings through the contemporary period. 3-0-3, 3-0-3.

MUSIC EDUCATION

145, 146. Piano Class I, II. Group instruction of piano for beginning students. Materials appropriate for accompanying, improvisation, sight-reading, and transposition are included. 2-3-1, 2-3-1.

147, 148. Voice Class I, II. Two semesters of progressive study designed for the student desiring a basic knowledge of voice production in speech and song. Not open to students pursuing a music major with voice concentration. 2-3-1, 2-3-1.

245. Brass Class. Elementary instruction in the techniques of tone production of instruments in the brass family. Open to all students. Special fee. 2-3-1.

246. Percussion Class. Elementary instruction in the techniques of instruments in the percussion family, pitched and non-pitched. Special fee. 2-3-1.

247. Strings Class. Elementary instruction in the techniques of tone production of instruments in the strings family. Open to all students. Special fee. 2-3-1.

248. Woodwinds Class. Elementary instruction in the techniques of tone production of instruments in the woodwinds family, both single reed and double reed. Open to all students. Special fee. 2-3-1.

345. Music Foundations for the Classroom Teacher. This course is designed to give a background in the theory and the history of music to the classroom teacher who has had no previous experience. It includes experience with piano chording, the autoharp and the recorder. A survey is made of musical periods from the Baroque to the present day. 3-0-3.

346. Music Methods for the Classroom Teacher. Practical application of the knowledge acquired in the Foundations course is emphasized. The basal music series are examined and outside reading done on the basic music skills. Daily lesson and unit plans are made and evaluated. Actual classroom teaching experience is acquired at the local school and kindergarten. 3-0-3.

347. Music Education in the Elementary School. Materials and methods for the music specialist with emphasis on both the teaching and supervision of music as it relates to the elementary school child. Emphasis placed on the development of a program of music for the public schools that contains participation in singing, listening, movement to music, playing instruments, creating and music reading. 2-0-2.

348. Music Education in the Secondary School. A course designed for the music specialist with emphasis on both the teaching and supervision of music as it relates to the junior high school general music program and the choral program of the senior high school. This course is normally offered during the block during the semester in which the student does his student teaching. 2-0-2.

349. Instrumental Methods and Literature. A course designed for the music specialist with emphasis on both the teaching and supervision of music as it relates to the junior and senior high school instrumental program. Survey of concert literature for bands and smaller instrumental ensembles; marching band techniques and problems in staging shows for special events. 3-0-3.

445. Conducting I. A course in the fundamental techniques of conducting, rehearsal procedure and programming. Hymns, short anthems and other choral pieces are used as study material. 2-0-2.

446. Conducting II. A continuation of Conducting I leading to the development of a personal technique of conducting both choral and instrumental groups. Examination of a wide variety of ensemble literature suitable for church and school functions. Practical application of conducting techniques are offered through conducting one or more of the college performing groups. 2-0-2.

455. Piano Pedagogy and Literature. Methods and materials appropriate to teaching piano on the elementary and advanced level are emphasized. Discussions of problems related to group and private instruction for the adult beginner and for children are presented. There will be a detailed examination of piano literature from all periods of music history. 2-2-3.

457. Vocal Pedagogy and Literature. A study of methods and materials for the teaching of private and class voice. Evaluation of vocal literature for elementary and advanced student. 2-2-3.

459. Organ Pedagogy and Literature. A comprehensive survey of organ literature, the history of organ construction and development, and a study of the basic principles of private organ instruction. 2-2-3.

CHURCH MUSIC

265. Introduction of Church Music. This course is designed to acquaint the student with the organization and the administration of the total musical program of the church, with special emphasis on the duties of the Minister of Music. Open to all students. No musical knowledge required. 3-0-3.

365. Church Music Methods and Materials I. Designed for students who plan to direct or supervise the direction of preschool and younger children's church choirs (through grade 6.) The course will consist of a review of behavorial and learning characteristics of children and their implications for teaching musical and religious concepts. Emphasis will also be placed on the study of methods, sources, and children's music literature. 2-0-2.

366. Church Music Methods and Materials II. Same as Music 365, except emphasis will be placed on the church choral program for older children, youth and adults. 2-0-2.

465. Hymnology. A study of hymn texts and tunes and congregational singing in Christian churches from its beginnings through the contemporary period. 3-0-3.

466. Church Music Administration. A practical study of the organization and administration of a church music ministry emphasizing worship, witness, ministry, Christian education, and church choirs. 3-0-3.

467. Church Music Field Work. A supervised in-service training program in a cooperating area church in which the student observes, discusses, and conducts children's and youth choir rehearsals and pre-school music activities. One weekly seminar is held on campus. Prerequisite: Music 365, 366, 466. 1-4-3.

PERFORMANCE GROUPS

185, 186, 285, 286, 385, 386, 485, 486. College Chorus. A group of approximately forty voices which prepares programs of sacred and secular music for presentation on campus and in area churches and schools. A major oratorio or cantata is usually performed during the fall semester as well as programs for chapel and area associational meetings. In the Spring semester, the group generally performs a secular and a sacred concert. The chorus also sings for official events of the college. 0-3-1.

187, 188, 287, 288, 387, 388, 487, 488. Choral Ensemble. A mixed chorus of twenty select voices determined by auditions held at the beginning of the school year. Material studied includes sacred and secular selections for men's and women's voices as well as for mixed chorus. The College Ensemble is the official Touring Choir of the college. 0-3-1.

195, 196, 295, 296, 395, 396, 495, 496. Bulldog Band. Students desiring to enroll in the Band should have had some prior instrumental ensemble experience. The college provides the major instruments and a limited number of the "student" instruments for use by the student. The Bulldog Band is the official pep band for all college athletic functions. 0-3-1.

Theatre Arts and Speech

Two major objectives are sought in the offering of courses in the areas of Theatre Arts and Speech. These are: (1) to promote the individual's effective oral communication of his ideas, attitudes, and concepts in today's complex social structure, and (2) to provide a study of theatre arts and speech as creative arts.

DESCRIPTION OF COURSES

THEATRE ARTS

101. The Art of the Drama. The analysis of types of drama as an artistic, literary form. 3-0-3.*

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

102. Theatrical Backgrounds of the Drama to 1660. The interplay between the drama (literary form) and its production. 3-0-3.

103. Theatrical Backgrounds of the Drama, 1660 to the Present. The interplay between the drama (literary form) and its production. 3-0-3.

201. Stagecraft I. The construction and painting of scenery and properties. 2-3-3.

202. Stagecraft II. Lighting, costuming, and make-up. 3-1-3.

203. Applied Theatre. Participation in college productions. (May be taken for no more than 4 semester hours credit). 0-Productions-1.

211. Fundamentals of Acting. The basic techniques of movement, gesture, and facial expressions in character interpretation. 3-0-3.

212. Advanced Acting. Vocal expression of character and the critical analysis of the playwrights' techniques in characterization. 3-0-3.

214. Theatre Art in the Mass Media. The art of the stage, film, radio, and television. (Laboratory fee). 3-0-3.

301. Religious Drama. Drama as religious expression. 3-0-3.

305. Children's Theatre. Drama and theatre designed for the pre-teenager. (Alternate with 307). 3-0-3.

307. Playwriting. Sharing of experience and analysis in the writing of stage plays. (Alternate with 305). 3-0-3.

308. Scene Design. Principles of scene design. Prerequisite: Theatre Arts 201. 3-0-3.

401-402. Directing. An analysis of the problems of the director-producer, the preparation of prompt books, and the production of short plays. 3-0-3, 3-0-3.

411. Pre-Modern Drama. Significant drama to the time of Ibsen. 3-0-3.

412. Modern Drama. Significant drama and movements from Ibsen to the present. 3-0-3.

414. Seminar in Drama. Detailed study of a playwright or a period. 3-0-3.

415. Seminar in Theatre. Detailed study of a technical area of production. On demand. 3-0-3.

416. Independent Study. To be arranged. 0-0-1 to 3.

SPEECH

101. Introduction to Speech. The mechanics of speech with special emphasis on defective speech habits and suggestions for their correction. 3-0-3.

102. Public Speaking. The preparation and presentation of public address. 3-0-3.

203. Applied Debate. Participation on the College Debate Team. (May be taken for no more than four semesters). 0-Performances-1.

206. Argumentation and Debate. The philosophy and methods of argumentative discourse. 3-0-3.

207. Voice and Diction. Advanced study of the vocal organs and their functions, the International Phonetic Alphabet, and vocal characteristics. (Alternate with 305). 3-0-3.

302. Advanced Public Speaking. Advanced Public Address. (Alternate with 308). 3-0-3.

305. Oral Interpretation. The re-creating for a listening audience the intended meaning of the printed page. 3-0-3.

308. Fundamentals of Discussion. The principles and processes of group discussion in policy making situations. (Alternate with 302). 3-0-3.

Department of Modern Foreign Languages and Literature

The objectives of modern foreign 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 to those of another country.

3. To understand, without translating, the modern foreign language as spoken and written by natives.

4. To speak and to write the modern foreign language in a manner acceptable and intelligible to native speakers.

All students who have had two years of a foreign language in high school are expected to begin with course 201 if they continue in that language. Permission to enroll in a lower level course must be received from the Department Chairman.

Majors offered by the Department: French and Spanish

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in French

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 59)	40-52
MAJOR	30
French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above elementary level.	
SUPPORTIVE STUDIES	18
English Literature, another Foreign Language, History, Linguistics, Advanced English Grammar and Composition.	
COMPLEMENTARY STUDIES	18
Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	12-6
CHAPEL	4
Total	128

The Bachelor of Arts Degree
With a Major in French
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 59)	40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economcis, Geography, Political Science, and Sociology.	
MAJOR	30
French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above the elementary level.	
SUPPORTIVE STUDIES (Professional Education)	15
Education 410, 420, 450, and French 430.	
COMPLEMENTARY REQUIREMENTS	17
English Literature (3 hours), American Literature (3 hours), Health 221, Psychology 201, 302, and 303.	
FREE ELECTIVES	22-10
CHAPEL	4
Total	128

The Bachelor of Arts Degree
With a Major in Spanish

BASIC COURSE REQUIREMENTS (Group A. See p. 59)	40-52
MAJOR	30
Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above the elementary level.	
SUPPORTIVE STUDIES	18
English Literature, another Foreign Language, History, Linguistics and Advanced English Grammar and Composition.	
COMPLEMENTARY STUDIES	18
Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	12-6
CHAPEL	4
Total	128

The Bachelor of Arts Degree
With a Major in Spanish
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 59)	40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology.	
MAJOR	30
Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above the elementary level.	
SUPPORTIVE STUDIES (Professional Education)	15
Education 410, 420, 450, and Spanish 430.	
COMPLEMENTARY REQUIREMENTS	17
English Literature (3 hours), American Literature (3 hours), Health 221, Psychology 201, 302, and 303.	
FREE ELECTIVES	22-10
CHAPEL	4
Total	128

DESCRIPTION OF COURSES

FRENCH

101, 102. Elementary French. Fundamentals of French grammar, with special emphasis on pronunciation, assimilation of the usual vocabulary and essential structures of the language. 3-2-3, 3-2-3.*

201, 202. Intermediate French. A review of grammar and composition, a study of selected works from outstanding French writers, and intensive oral practice. Prerequisite: French 102 or two units of high school French or its equivalent. 3-2-3, 3-2-3.

301, 302. Advanced French Grammar. Composition, and Conversation. Intensive oral and written work in the language, book reports on collateral reading, and training in the acquisition of an active, idiomatic French vocabulary. Prerequisite: French 201, 202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of French Literature. A survey of the literature of France from the Old French period to the present. Prerequisite: French 201, 202 or its equivalent. 3-0-3, 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

305. French Civilization. A survey of French history and civilization from early times to the present day. Prerequisite: French 201, 202 or its equivalent. 3-0-3.

306. Phonetics. Scientific analysis of the phonetic alphabet, voice recordings, phonetic transcriptions. Prerequisite: French 201, 202 or its equivalent. 3-0-3.

307, 308. French Literature of the Nineteenth Century. Reading and discussion of selected novels, plays, and short stories. Prerequisite: French 201, 202 or its equivalent. 3-0-3, 3-0-3.

401, 402. Reading and Research. Extensive reading in the field of French literature. Study of bibliography and research techniques. Open to outstanding seniors by permission of the department. 3-0-3, 3-0-3.

430. Methods of Teaching French. Special consideration is given to the methods, materials, and techniques of teaching French as a Foreign Language. The course is required of all students planning to teach French in grades 10 - 12. 3-0-3.

GERMAN

101, 102. Elementary German. Simple grammatical constructions, introduction of a practical vocabulary, and a presentation of the life, customs, and manners in German speaking countries. 3-2-3, 3-2-3.

201, 202. Intermediate German. A review of grammar and composition, a study of selected works from outstanding writers of Germany, and intensive oral practice. Prerequisite: German 102 or its equivalent. 3-2-3, 3-2-3.

SPANISH

101, 102. Elementary Spanish. Fundamentals of Spanish grammar, pronunciation, conversation and reading of easy stories. 3-2-3, 3-2-3.

201, 202. Intermediate Spanish. A review of grammar and composition, a study of selected works from outstanding writers of Spain and Spanish America, and intensive oral practice. Prerequisite: Spanish 102 or its equivalent. 3-2-3, 3-2-3.

301, 302. Advanced Spanish Grammar, Composition, and Conversation. Intensive oral and written work in the language, book reports on collateral reading, and training in the acquisition of an active, idiomatic Spanish vocabulary. Prerequisite: Spanish 201, 202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of Spanish Literature. A survey of the literature of Spain from the earliest periods to the present day. Prerequisite: Spanish 201, 202 or its equivalent. 3-0-3, 3-0-3.

305. Spanish Civilization. A survey of Spanish history and civilization from early times to the present day. Prerequisite: Spanish 201, 202 or its equivalent. 3-0-3.

306. Phonetics. Scientific analysis of the phonetic alphabet, voice recordings, phonetic transcriptions. Prerequisite: Spanish 201, 202 or its equivalent. 3-0-3.

307, 308. Introduction to Modern Spanish Literature. Reading and discussion of selected novels, plays, and short stories. Prerequisite: Spanish 201, 202 or its equivalent. 3-0-3, 3-0-3.

401, 402. Reading and Research. Extensive reading in the field of Spanish literature. Study of bibliography and research techniques. Open to outstanding seniors by permission of the department. 3-0-3, 3-0-3.

430. Methods of Teaching Spanish. Special consideration is given to the methods, materials, and techniques of teaching Spanish as a Foreign Language. The course is required of all students planning to teach Spanish in grades 10-12. 3-0-3.

Department of Religious Studies and Philosophy

This department consists of three sections: Religion, Religious Education, and Philosophy.

The Department of Religious Studies and Philosophy offers courses which are designed to give every student entering Gardner-Webb College an introduction to the Christian tradition and its background in the ancient world. It also seeks to provide a basic preparation for those who plan to do further study in seminaries and graduate schools. In addition, this department undertakes to provide preparation for some students who will go into church-

related vocations immediately after completing their college work. Moreover, the department endeavors to further the general Christian purpose of the college.

One course in Philosophy may be taken as a supportive study for a major in Religion; however, Philosophy courses will not count toward the six hours of Religion in the Basic Course Requirements.

The Basic Course Requirement in Religion is that all candidates for any degree offered at Gardner-Webb College must take a minimum of six hours of Religion. This requirement may be met in any of three ways.

1. Freshmen and Sophomores may take Religion 101 and 102, or
2. Freshmen and Sophomores may take Religion 103 and one of the following: Religion 241, 243, 251, 306, or 314.
3. Juniors and Seniors will take Religion 103 and one of the following: Religion 203, 211, 241, 243, 251, 312, 322, 323, 326, 337, or Religious Education 374.

Religion 101 and 102 or Religion 103 are prerequisite to all other Religion courses.

Majors offered by the Department: Religion and Religious Education.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in Religion

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 59)	40-52

Psychology 201 and Sociology 201 are required and will satisfy the Social Science requirement. Any foreign language is acceptable, but Greek, German, and French are highly recommended.

MAJOR	30

Area I. Biblical Studies. Select 12 hours from Religion 101 and 102, 103, 203, 211, 302, 306, 307, 312, 314, and 316, 6 hours of which are counted in the Basic Course Requirements and not toward the thirty-hour Major.

Area II. Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 326, 333, and 337.

Area III. Christianity and the World. Select 3 hours from Religion 241, 243, and 344.

Area IV. Related Disciplines. Select 3 hours from Religious Education 270, 371, 372, 373, 374, and 475.

Area V. Religion Seminar. Select two of the following: Religion 495, 496, 497, and 498.

Area VI. Select 9 hours from one or more of Areas I, II, III, and IV or Religion 251, 354, or 490. **Six hours of Greek may apply** toward the Major after the Basic Course Requirements in Foreign Language are satisfied.

SUPPORTIVE STUDIES	15

Take two advanced literature courses offered by the English Department and select three of the following: Business Education 307, Philosophy 301, Sociology 356, Speech 102, History 310, and Hebrew.

COMPLEMENTARY ELECTIVES	15

In consultation with the Department Chairman, select 15 hours from one or several of the following areas: English, History, Psychology, and Sociology.

FREE ELECTIVES	24-12
CHAPEL	4
Total	128

The Bachelor of Arts Degree
With a Major in Religion
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 59)	40-52

The Social Science requirement must be met by taking Sociology 201 and one course from the following areas: Anthropology, Economics, Geography, and Political Science. Any foreign language is acceptable, but Greek, German, and French are highly recommended.

MAJOR	30

Area I. Biblical Studies. Select 12 hours from Religion 101 and 102, 103, 203, 211, 302, 306, 307, 312, 314, and 316, 6 hours of which are counted in the Basic Course Requirements and not toward the thirty-hour Major.

Area II. Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 326, 333, and 337.

Area III. Christianity and the World. Select 3 hours from Religion 241, 243, and 344.

Area IV. Related Disciplines. Select 3 hours from Religious Education 270, 371, 372, 373, 374, and 475.

Area V. Religion Seminar. Select two of the following: Religion 495, 496, 497, and 498.

Area VI. Select 9 hours from one or more of Areas I, II, III, and IV or Religion 251, 354, or 490.

Six hours of Greek may apply toward the Major after the Basic Course Requirements in Foreign Language are satisfied.

SUPPORTIVE STUDIES	15

Three hours of English Literature and three hours of American Literature are required. Three of the following must be selected: Business Education 307, Philosophy 301, Sociology 356, Speech 102, History 310, or Hebrew.

COMPLEMENTARY REQUIREMENTS	26

Education 410, 420, 450, Health 221, Psychology 201, 302, 303, and Religious Education 430.

FREE ELECTIVES	13-1
CHAPEL	4
Total	128

The Bachelor of Arts Degree
With a Major in Religious Education

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 59)	40-52
Greek should be taken to fulfill the Foreign Language requirement; Sociology 201 and 356 should be taken for the six hour requirement in Social Science; and Music 125 should be taken for the Fine Arts requirement.	
MAJOR	36
Religious Education 270, 310, 371, 372, 373, 374, and 475	21
Theater Arts 301	3
Religion 203, 302, 306, or 307	3
Religion 211, 312, 314, or 316	3
Religion 322, 323, 324, or 326	3
Religion 241, 333, 337, or 344	3
SUPPORTIVE STUDIES	18
Typing is recommended if not possessed as a usable skill.	
Speech 102 together with Speech 302, 305, or 308	6
Sociology 202, 203, 400, 411, or 421	3
Art 301 or English 200	3
Psychology 201	3
Music 265, 445, 466, or 465	3
Students preparing to specialize in work with young children may make substitutions for the supportive studies listed above, as approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES	15
Art 302	3
Two additional courses in Psychology chosen from the following: Psychology 206, 301, 302, 303, or 404	6
Two additional literature courses offered by the English Department	6
FREE ELECTIVES	15-3
CHAPEL	4
Total	128

RELIGION

101. Introduction to the Old Testament. A survey of the Old Testament designed to introduce the student to the life, literature and religion of the ancient Israelites. 3-0-3.*

102. Introduction to the New Testament. A course designed to acquaint the student with the literature of the New Testament with special emphasis on the life and message of Jesus and the emergence of the Early Church. 3-0-3.

103. Introduction to the Bible. A one-semester survey of the major events and teachings of the entire Bible. A student who has received credit for Religion 103 cannot take Religion 101 or 102. 3-0-3.

203. Old Testament Prophets. A survey of the nature and development of prophecy in Israel. Attention is given to the historical settings of the individual prophets and to the relevance of their message for our day. One of the prophetic books is studied more thoroughly. 3-0-3.

211. The Teachings of Jesus. A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. 3-0-3.

241. Basic Christian Ethics. A systematic study of the nature of morality, the principles of Biblical ethics, and specific ethical issues in contemporary society. 3-0-3.

243. Religion and Modern Man. An introductory study of the nature of religion, major world religions, the role of religion in personality development and social relationships, and key philosophical questions inherent in religious thought. 3-0-3.

251. Biblical Backgrounds. A survey of the history and environment of the biblical world with particular emphasis on the contribution of archaeology to biblical understanding. The course may be presented either as a travel-study course including travel to the Near East with lectures and testing, or the course may be presented as a regular lecture course on the campus. Lecture-travel-3 or 3-0-3.

302. Wisdom and Poetic Literature of the Old Testament. A study of Hebrew poetry and selections of wisdom literature with special reference to its signifance in the faith of ancient Israel. 3-0-3.

306. Old Testament Thought. The key categories of the Old Testament are discussed. Attention is directed around the historical development of the concepts of God, man, salvation, creation, and eschatology. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

307. Studies in the Pentateuch. The course of study consists of a critical evaluation of the nature, background, structure, and message of the Pentateuch. One of the first five books of the Old Testament will be studied more intently. 3-0-3.

312. Life and Letters of Paul. A study of Paul's life and thought as presented in his Epistles. 3-0-3.

314. New Testament Thought. A study of certain key concepts of the New Testament which made a definite contribution to the faith of the Early Church. 3-0-3.

316. The Writings of John. A study of the Fourth Gospel, the Epistles of John, and the Book of Revelation. Attention will be given to the origin of these writings, the background of their thought forms, their influence on the early church, and their contemporary significance. 3-0-3.

322. Early and Medieval Christianity. A survey of the history of the Christian Church to 1500 A.D. Emphases include the following: the Jewish background, the beginnings of Christianity, the Christological controveries, the tension between Church and State, the importance of the monastic movement, scholasticism and medieval education, the Crusades and the Renaissance. Prerequisite: History 101. 3-0-3.

323. Modern Christianity. Beginning with the Reformation this course is descriptive of church history to the present. The different phases of the Reformation are emphasized and traced in a limited manner to the present. Attention is given to the development of Christian thought as well as organizational changes. Considerable emphasis is placed on the expansion of Christianity into all the world and the problems it has faced in an increasingly secular society. Prerequisite: History 101. 3-0-3.

324. American Christianity. An historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. 3-0-3.

326. Christian Missions. A study of the history of world missions of the Christian movement with emphasis upon its Biblical foundations, its motives and practice, and its outstanding personalities. 3-0-3.

333. Basic Christian Beliefs. An introduction to the history, methods and issues of Christian theology with special attention to the questions of revelation, man, God, the work of Christ, prayer, and eschatology. 3-0-3.

337. Philosophy of Religion. An introduction to the relation of the Christian faith to the questions posed by both science and philosophy, with special reference to such issues as the existence of God, religious knowledge, and the problem of evil. 3-0-3.

344. Christianity and Modern Literature. The interpretation of novels, poems, plays and their significance for the Christian faith. 3-0-3.

354. Christian Preaching. A basic course dealing with the fundamentals of sermon preparation and delivery. Prerequisites: Six hours of Religion and Speech 102. 3-0-3.

357. Pastoral Ministries. The course will consist of supervised study and practical experience in the pastor's work in a church. Prerequisites: Six hours of Religion and Speech 102. 1-1-1.

490. Independent Study. A course consisting of guided reading, conferences with the professor and written reports. 0-independent study-3.

495, 496, 497, 498. Religion Seminar. These seminars endeavor through guided reading, independent research, and lecture to bring the student to a higher level of understanding concerning the major Christian traditions, theological problems, and Biblical interpretation. Two semesters required. 3-0-3, 3-0-3, 3-0-3, 3-0-3.

RELIGIOUS EDUCATION

270. Introduction to Religious Education. An inquiry into the objectives of religious education as determined by the history of the movement, the nature and needs of growing persons, and one's theological presuppositions; also a brief survey of vocational opportunities in the field. 3-0-3.

310. Materials and Media. See Education 310 for course description. Procedures for the procurement and utilization of materials for religious education will also be suggested. 3-0-3.

371. Religious Education Organizations. A study of the development, objectives, and functions of the major program organizations found in the local church. Emphasis will be given to the techniques of building and maintaining the organizations, the choice of curriculum materials, and the means of obtaining and using space. 3-0-3.

372. Teaching of Religion in the Church. A survey of educational principles followed by a consideration of the values and limitations of various methods employed in religious education. Practice in the preparation, presentation, and evaluation of Sunday school lessons and worship services. 3-0-3.

373. Church Administration. A survey of principles of leadership and administration as related to church polity. Practice in programming the major tasks of the church will be given. 3-0-3.

374. Psychology of Religion. A course designed to help the student develop psychological insight into his own spiritual life through a study of the principles of psychology as related to religious experience. Basic techniques of Christian counseling and referral will be considered. Prerequisites: Psychology 201. 3-0-3.

430. Methods of Teaching Religion in the Public School. This course is designed to prepare a student to teach religion in the public school system. This is a part of the block program, first eight weeks of the first semester senior year, and should be combined with student teaching. 3-0-3.

475. Religious Education Seminar. Supervised observation and practice in a church-related vocational area of the student's own choosing. Each student will prepare a research paper on a problem within his field. Prerequisite: Religion 373. 3-0-3.

PHILOSOPHY

301. Introduction to Philosophy. An introduction to the major types of philosophy (schools and movements) and the principal problems and questions of human existence. 3-0-3.

DIVISION OF MATHEMATICS AND NATURAL SCIENCES

This division is divided into three departments: (1) the Department of Biology, Chemistry, and Geology, (2) the Department of Data Processing, and (3) the Department of Mathematics and Physics.

Majors are offered in Biology, Data Processing, General Science, and Mathematics. Some work in Physics and Geology is offered as well as courses designed to meet certification requirements in the sciences for Early Childhood (K-3) and Intermediate (4-9) Education majors. Students planning to enter engineering, medicine, dentistry, or other scientific fields will find that the courses in this division provide adequate foundation for further study in higher institutions and are suitable for transfer.

Department of Biology, Chemistry, and Geology

Courses in Biology and Chemistry help to develop a better understanding of living things and the properties and chemical composition of the material world. Students majoring in this department may prepared for graduate study, for teaching, and for professional study in medicine, dentistry, pharmacy, optometry, medical technology, nursing, physical therapy, agriculture, and industry.

Majors offered by the Department: Biology, General Science (Biology Concentration), and General Science (Chemistry Concentration).

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Biology

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 59)	40-52
Biology 101 and 102 are required and will satisfy the Natural Science requirement in Groups A and C. Chemistry 101 and 102 or 104 are also required if Group B is elected. Mathematics 111 is required and will satisfy the Mathematics requirement in Groups A and B. Mathematics 112 is also required if Group C is elected. German is the recommended Foreign Language.	
MAJOR	30
The Major requires 30 hours above Biology 101 and 102.	
SUPPORTIVE STUDIES	15
Chemistry 101 and 102 or 104 are required if Group A or C is elected above, and Mathematics 112 is also required if Group A or B is elected. The remaining hours may be taken in the Natural Sciences and Mathematics as approved by the faculty adviser. Chemistry 201 and 202 and Physics 201 and 202 are recommended.	
COMPLEMENTARY ELECTIVES	15
These courses must be selected from area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	24-12
CHAPEL	4
Total	128

The Bachelor of Science Degree
With a Major in Biology
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 59)	40-52

The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. German is the recommended Foreign Language. Biology 101 and 102 are required and will fulfill the Natural Science requirement in Groups A and C. If Group B is elected, Geology 101 and 102 or Physics 201 and 202 must be taken, also. The Mathematics requirement in Groups A and C must be met by taking Mathematics 111. Mathematics 112 is also required if Group C is elected.

MAJOR	30

The Major requires 30 hours above Biology 101 and 102. These courses should be selected to include the following areas: physiology, both cellular and general, morphology, behavior, genetics, growth and development, evolution, systematics, and ecology.

SUPPORTIVE STUDIES	15-22

Chemistry 101, 102 or 104, and Science Education 430 are required. Geology 101 and 102 or Physics 201 and 202 are also required if Group A or C is elected above, and Mathematics 112 is also required if Group A or B is elected. Any remaining hours may be selected from Mathematics and/or the Natural Sciences, as approved by the faculty adviser.

COMPLEMENTARY REQUIREMENTS	29

Education 410, 420, 450, English Literature (3 hours), American Literature (3 hours), Health 221, Psychology 201, 302, and 303.

FREE ELECTIVES	10-0
CHAPEL	4
Total	128-137

The Bachelor of Science Degree
With a Major in General Science

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 59)	40-52
To satisfy the Natural Science requirement, those electing the Biology concentration must take Chemistry 101 and 102 or 104, those electing the Chemistry concentration must take Biology 101 and 102, and those electing Group B must take Physics 201 and 202, also. The Mathematics requirement must be met by taking Mathematics 111.	
MAJOR	32
The Biology concentration requires 24 hours of Biology, Geology 101, and 102.	
The Chemistry concentration requires 24 hours of Chemistry, Geology 101, and 102.	
SUPPORTIVE STUDIES	14
Physics 201 and 202* and Mathematics 112** are required. The remaining hours may be selected from Mathematics, the Natural Sciences, and/or Data Processing, as approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES	15
Areas not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	23-11
CHAPEL	4
Total	128

**Counted only in the Basic Course Requirements if Group B is elected.*
***Counted only in the Basic Course Requirements if Group C is elected.*

The Bachelor of Science Degree
With a Major in General Science
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 59)	40-52

The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. To satisfy the Natural Science requirement, those electing the Biology concentration must take Chemistry 101 and 102 or 104, those electing the Chemistry concentration must take Biology 101 and 102, and those electing Group B must take Physics 201 and 202, also. The Mathematics requirement must be met by taking Mathematics 111.

MAJOR	32

The Biology concentration requires 24 hours of Biology, Geology 101, and 102.

The Chemistry concentration requires 24 hours of Chemistry, Geology 101, and 102.

SUPPORTIVE STUDIES	14

Physics 201 and 202*, Mathematics 112**, and Science Education 430 are required. Any remaining hours may be selected from Mathematics, the Natural Sciences, and/or Data Processing, as approved by the faculty adviser.

COMPLEMENTARY REQUIREMENTS	29

Education 410, 420, 450, English Literature (3 hours), American Literature (3 hours), Health 221, Psychology 201, 302, and 303.

FREE ELECTIVES	9-0
CHAPEL	4
Total	128-131

**Counted only in the Basic Course Requirements if Group B is elected.*
***Counted only in the Basic Course Requirements if Group C is elected.*

DESCRIPTION OF COURSES

BIOLOGY

101, 102. General Biology. An introductory survey of the plant and animal kingdoms. Attention is given to principles, processes, morphology, physiology, ecology, heredity, evolution, cellular, and molecular biology. 3-3-4, 3-3-4.*

201. Invertebrate Zoology. A study of the structure, physiology, and taxonomy of the invertebrates. Prerequisite: Biology 101-102. 3-3-4.

202. Vertebrate Zoology. A systematic survey of the major groups of vertebrate animals. Prerequisite: Biology 101-102. 3-3-4.

203, 204. Human Anatomy and Physiology. A study of the structure and functions of the human body including the skeletal, muscular, nervous, circulatory, digestive, excretory, endocrine, and reproductive systems. 2-3-3, 2-3-3.

206. Microbiology. A study of the fundamental aspects of microorganisms, with emphasis on the bacteria. 3-3-4.

207, 208. Botany. The morphology, physiology, reproduction and ecological relationships of plants. Special emphasis is placed on recent research related to this field. 3-2-4, 3-2-4.

210. Botany (Identification of Trees and Shrubs). 1-4-3.

301, 302. Genetics. A study of the principles of heredity, their applications to plant and animal breeding, and their significance in human inheritances.† 3-0-3, 3-0-3.

305, 306, 405, 406. Seminar. Directed reading, study, and discussion designed to re-emphasize the fundamental principles of biology, to correlate and summarize the course work of the major program and related field, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 305, 306, and Seniors in 405, 406. Required for all majors. 1-0-1, 1-0-1.

320. Environmental Science. Team teachers and guest lecturers from industry, the professions, and state and federal programs discuss man and nature. Problems are defined and solutions proposed. Two Saturday field trips are required. Prerequisite: One year of science or mathematics or permission of the instructor. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

†Special emphasis is placed on recent research related to this field.

401. Cytology and Histology. The microscopic anatomy of cells, intercellular substances, tissues, organs, and physiological manifestations of each. 2-4-4.

402. Ecology. A study of life in relationship to the environment. The ecosystem approach is emphasized. Man's self inflected problems, such as pollution are investigated. Much field work is done. 3-2-4.

403. Nature Study. Planned for teachers who wish to use the nature materials provided by their environment. (Summer only for non-majors). 0-6-3.

407, 408. Independent Study. Individual work planned to meet the need and interests of qualified students. 0-3-1, 0-3-1.

CHEMISTRY

101, 102. General Chemistry. Introduction to chemistry emphasizing fundamental laws and theories of chemical principles and their application. Subject matter covered includes atomic 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. 3-3-4, 3-3-4.

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. 3-3-4.

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, 102 or 104. 3-3-4, 3-3-4.

301. Analytical Chemistry. This involves volumetric analysis stressing acid-base and redox titrations with principles and the solving of related problems; also gravimetric analysis with its principles and the solving of related problems. Prerequisite: Chemistry 101, 104. 2-4-4.

302. Analytical Chemistry. A continuation of Chemistry 301, but stressing analysis, principles, and problems as applied to industry, biochemistry, water-waste, etc. and with the application of such instrumentation as spectrometry, colorimetry, and chromatography. 2-4-4.

401. Physical Chemistry. The application of the laws of physics and mathematics to the study of chemistry, kinetics and thermodynamics. Prerequisite: Chemistry 301, 302, and mathematics through differential and integral calculus. 3-3-4.

402. Physical Chemistry. A continuation of Chemistry 401. 3-3-4.

GEOLOGY

101. Physical Geology. A survey of the nature and origin of minerals and rocks, volcanoes, earthquakes, soil, mountains, landscape, coastal features, and the geologic work of glaciers, streams, and wind. 3-2-4.

102. Historical Geology. A survey of geologic history of the earth as told by the rocks. Emphasis will be placed on the development of life throughout geologic time. Prerequisite: Geology 101. 3-2-4.

203. Mineralogy. An in-depth study of the common minerals and the crystalline properties of solids. Prerequisite: Geology 101 or permission of the instructor. Offered fall semester of odd numbered years. 3-3-4.

204. Petrology. A concentrated study of the structures, compositions and genesis of igneous, metamorphic and sedimentary rocks. Prerequisite: Geology 203 or permission of the instructor. Offered spring semester of even numbered years. 3-0-3.

301. Invertebrate Paleontology. A survey of the fossil record of intertebrates through geologic time. Prerequisite: Geology 102 or Biology 101 and 102. Offered fall semester of even numbered years. 3-0-3.

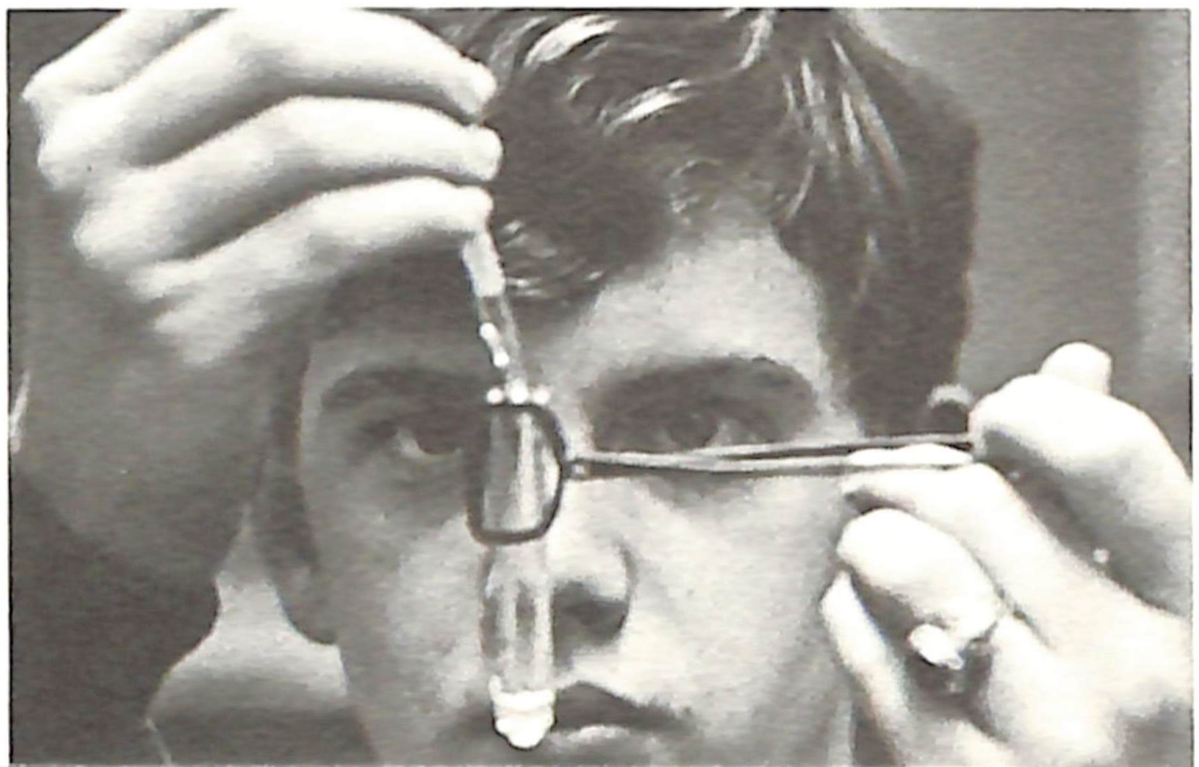
302. Vertebrate Paleontology. A survey of the paleontologic evolution of vertebrates. Prerequisite: Geology 102 or Biology 101 and 102. Offered spring semester of odd numbered years. 3-0-3.

SCIENCE EDUCATION

101. Life and Physical Science (Early Childhood and Intermediate). This course is an introduction to the Physical Sciences. with emphasis on earth sciences, Physics and Geology. Only those students majoring in Elementary Education are to take this course. 3-3-4.

102. Life and Physical Science (Early Childhood and Intermediate). This course is a continuation of the introduction to the Physical Sciences with emphasis on the life sciences, Chemistry and Biology. Only those students majoring in Elementary Education are to take this course. 3-3-4.

430. Methods of Teaching Science. The content of the course deals with methods, materials, and techniques; see Education 430. Required of all students seeking Secondary Teacher Certification in General Science in North Carolina. 3-0-3.



Department of Data Processing

The Data Processing Department was established at Gardner-Webb College in the spring of 1965. The two major purposes of the department are: (1) to offer instruction to the students and faculty of the college in the use of computer facilities and (2) to assist the students and faculty with research activities involving complex computations and involved data processing. In the accomplishment of its objectives the Data Processing Department will acquaint the students with one of the newest instruments of science and industry, the electronic computer. Courses available through this department will help to prepare students for the challenges the computer and automation will demand during the coming years.

Major offered by the Department: Data Processing.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Data Processing

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 59)	40-52
The Mathematics requirement must be met by taking Mathematics 111.	
MAJOR	30
Data Processing 221, 222, 331, 332; 421, 422; 431, and 432.	
SUPPORTIVE STUDIES	15
Mathematics 112* is required. Either Business Administration 213, 214, Economics 203,** and 204** or 12 additional hours of either Mathematics or Natural Science or a combination of these two areas are required. Any remaining hours should be taken from the following areas: Business Administration, Business Education, Economics, Natural Science, or Mathematics.	
COMPLEMENTARY ELECTIVES	15
Other area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	24-12
CHAPEL	4
Total	128

**Counted only in the Basic Course Requirements if Group C is elected.*

***May be counted in the Basic Course Requirements to satisfy the Social Science requirement.*

DESCRIPTION OF COURSES

221. Basic Machine Operation and Wiring—Part I. This course is 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, IBM card reading, card punches 26, 29; sorters 82, 83; introduction to control panel wiring; interpreters 548-552, reproducer 514, 402/403 accounting machines; collators 85, 87. Laboratory Fee. 3-3-4.*

222. Basic Machine Operation and Wiring—Part II. This course is a continuation of Data Processing 221. Is 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; runout buttons and switches; space control, inverted forms; multiple line printing; and case studies. Prerequisite: Data Processing 221. Laboratory Fee. 3-3-4.

305. FORTRAN Computer Programming—Part I. Basic FORTRAN programming followed by applications using IBM computer to approximate integrals, to solve equations, systems of equations, and differential equations. Prerequisites: Mathematics 111, 112 and Data Processing 331, 332 or permission of Chairman of department. Laboratory fee. 3-3-4.

331. Basic Computer Systems Principles—Part I. This course is designed to acquaint the student with the basic components that make up a computer system and what each component contributes to the overall operation of such a system. The student will learn about the special codes in which data is represented inside computers as it is read in, stored, processed, and put out. The student learns what a data processing problem is, what constitutes a "solution" to such a problem, and how to use certain special tools associated with solving data processing problems. Prerequisite: Data Processing 221 and 222 or permission of Chairman of department. 3-0-3.

332. Basic Computer Principles—Part II. A continuation of Data Processing 331 with special attention given to third and fourth generation hardware and software. The student will be introduced to three widely used programming languages: BAL, COBOL, and RPG. Business applications of the computer will be stressed (and the systems analysis underlying these applications) rather than scientific uses. Prerequisite: Data Processing 331. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

341. Computer Systems Fundamentals. In this course, the student will learn how to use the computer as a tool for solving problems. The student will learn that the problem has to be analyzed and fed into the computer in a certain way before the computer can begin solving it. The student learns standard techniques and procedures for reducing their data processing problem to a form that the computer can handle. Prerequisite: Data Processing 221 and 222 or permission of Chairman of department. 3-0-3.

351. Numbering Systems. In this course, the student will learn how to use and work with the decimal base, binary base, octal base, and hexadecimal base. The student learns how to add, subtract, multiply, and divide in each base. Attention is given to negative balances and conversion factors. 3-0-3.

421. PL/1 Computer Programming—Part I. Included in this course is the use of IBM 360 Model 75 Computer. The course is designed to acquaint the student with programming instruction, computer languages, writing a program, flow charting, paper tape, magnetic tape, and types of systems. The student learns the fundamentals of assignment statements, basic control statements, executable statements, non-executable statements, input, output, array expressions, attributes, block structure, operators, character sets, and program definition. Prerequisite: Data Processing 331 and 332 or permission of Chairman of department. Laboratory Fee. 3-3-4.

422. PL/1 Computer Programming—Part II. A continuation of Data Processing 421 with special attention given to more advanced business and mathematical problems. Attention is given to advanced programming techniques in order to accomplish desired results. The student spends time in working with subroutines and decision tables. The student is assigned laboratory problems and one project. Prerequisite: Data Processing 421. Laboratory Fee. 3-3-4.

431. RPG Computer Programming Part I. This course is designed to help students to create programs utilizing Report Program Generator Language and to determine the extent to which RPG may be helpful in business installations. Upon successful completion of the course, the student is able to:

1. Code specifications sheets.
2. Produce a spacing chart of any output report and/or summary records to be generated.
3. Select the coding approach that will result in the fewest of generated program instructions.
4. Create the control cards required for the assembling and the running of the RPG Program.

Prerequisite: Data Processing 331 and 332 or permission of Chairman of department. Laboratory Fee. 3-3-4.

432. RPG Computer Programming Part II. A continuation of Data Processing 431 with special attention given to more advanced business and mathematical problems. The student learns to work with zero suppression, decimal alignment, and editing of a field. The student is assigned laboratory problems and one project. Prerequisite: Data Processing 431 or permission of Chairman of department. Laboratory Fee. 3-3-4.

451. COBOL Computer Programming—Part I. This course is designed to help students to create programs utilizing the COBOL compiler and to determine the best possible solution to a given problem using many alternatives. Attention is given to basic programming concepts, flowcharting, documentation, addition, subtraction, multiplication, division, compute statements, final totals, comparing, condition names, heading-print overflow, minor totals, intermediate totals, major totals, and table lookup. Prerequisite: Data Processing 331 and 332 or permission of Chairman of department. Laboratory fee. 3-3-4.

452. COBOL Computer Programming—Part II. A continuation of Data Processing 451 with special attention given to more advanced business problems. The student will learn to work with magnetic tape sequential processing, sequential updating, indexed sequential access method, direct-access devices, indexed sequential access method-sequential retrieval, random updating, COBOL subroutines, overlays, binary search table lookup, and program writing techniques. Prerequisite: Data Processing 451. Laboratory fee. 3-3-4.

Department of Mathematics and Physics

The objectives of the courses in this department are:

1. To help the student think so as to reach logical and valid conclusions.
2. To enable the student to have a more meaningful definition of mathematics as a result of postulational thinking.
3. To lead the student to recognize mathematics as the powerful tool for calculation of quantities.
4. To acquaint the student with the basic laws of the physical universe.
5. To prepare some for teaching mathematics or science in either the elementary or secondary schools, and others for further study in mathematical or technical fields.
6. To offer sufficient courses for a major in Mathematics.

Major offered by the Department: Mathematics

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Mathematics

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A or B. See page 59)	40-52
Any student electing Group A must earn 8 hours in one of the following areas: Biology, Chemistry, Physics. Any student electing Group B must earn 8 hours each in any two of the following areas: Biology, Chemistry, Physics.	
MAJOR	30
Mathematics 221, 222, 321 are required. The remaining 15 hours are to be selected from Mathematics 211, 302, 303, 304, 306, 401, 402, 403, 404.	
SUPPORTIVE STUDIES	15
Mathematics 305 is required.	
Science. (A student satisfying the Basic Course Requirements by Group A must earn 8 hours in one of the following areas: Biology, Chemistry, Physics; this area must be different from that chosen to satisfy the Natural Science Requirement in Group A.)	
Additional hours needed to total 15 are to be selected from Biology, Chemistry, Physics, Economics 307, Business Administration 213, 214, Psychology 406.	
COMPLEMENTARY ELECTIVES	15
These courses must be selected from area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	24-12
CHAPEL	4
Total	128

The Bachelor of Science Degree
With a Major in Mathematics
With Preparation for Secondary (9-12) Teacher Certification

BASIC COURSE REQUIREMENTS (Group A or B. See p. 59)	40-52
Any student electing Group A must earn 8 hours in one of the following areas: Biology, Chemistry, Physics. Any student electing Group B must earn 8 hours each in any two of the following areas: Biology, Chemistry, Physics. The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, Sociology. Art 207 or Music 125 is required to satisfy the Fine Arts requirement if Group B is elected.	

	Semester Hours
MAJOR	30
Mathematics 221, 222, 302, 303, 321, 404 are required. The remaining 6 hours are to be selected from Mathematics 211, 304, 306, 401, 402, 403.	
SUPPORTIVE STUDIES	18-26
Education 410, 420, 450 and Mathematics 305 and 430 are required. Science. (A student satisfying the Basic Course Requirements by Group A must earn 8 hours in one of the following areas: Biology, Chemistry, Physics; this area must be different from that chosen to satisfy the Natural Science Requirement in Group A.)	
COMPLEMENTARY REQUIREMENTS	17
English Literature (3 hours), American Literature (3 hours), Health 221, Psychology 201, 302, 303.	
FREE ELECTIVES	19-0
CHAPEL	4
Total	128-129

DESCRIPTION OF COURSES

MATHEMATICS

Although two units in algebra and one unit in geometry are recommended, a student may take Mathematics 103 regardless of his previous record in Mathematics. In order for a student to be eligible for any course in Mathematics numbered above 103, he must offer a minimum of either two units in algebra or one unit in algebra and one unit in geometry.

21. Mathematics Laboratory. Designed to aid the student who has deficiencies in mathematics. Any student may elect to become a member of the group or he may be assigned by a mathematics instructor. The student will work independently with individual instruction. 0-as needed-0.*

27. Geometry. (Offered for those who have less than one unit in high school geometry). 3-0-0.

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. 3-0-0.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

103. Principles of Mathematics. A study designed for the student who plans to take only three hours in mathematics. Topics include sets, various systems of numbers, systems of equations, variation, polynomials, graphs, trigonometry, interest and annuities. 3-0-3.

111, 112. Fundamentals of Mathematics. The postulational approach to mathematics with applications in algebra and trigonometry. Algebra of sets and logic. Introductory chapters in analytic geometry and calculus. 3-0-3, 3-0-3.

203. Arithmetic and Algebra (for Elementary Teachers). 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. 3-0-3.

204. Basic Concepts of Geometry (for Elementary Teachers). 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. 3-0-3.

211. Mathematics of Finance. Basic formulas in simple and compound interest, derivation and application of annuity formulas, depreciation, sinking funds, bonds. Prerequisite: Mathematics 111, 112. 3-0-3.

221, 222. Calculus and Analytic Geometry I, II. A unified course in Calculus and Analytic Geometry. Topics studied during the first semester include: Equations of the straight line; slope; limits; continuity; derivatives of algebraic and trigonometric functions, with applications, maximum and minimum values, related rates. Conic sections. Introduction to integration. During the second semester applications of the definite integral are studied. Other topics include differentiation and integration of transcendental functions, hyperbolic functions, methods of integration, polar coordinates. 5-0-5, 5-0-5.

302. Linear Algebra. Vector spaces, matrices, determinants, systems of linear equations, and linear transformations in vector spaces. Prerequisite: Mathematics 222. 3-0-3.

303. Modern College Geometry. A study of recent geometry of the triangle and circle with emphasis on modern Euclidean geometry. The point set approach in the geometry of Euclid, Gauss. Hilbert, Birkoff, and others. Recommended for teachers of mathematics. Prerequisite: Mathematics 221. 3-0-3.

304. History of Mathematics. A study of the development of mathematics, dealing with the evolution of the number system, arithmetic, geometry,

algebra, trigonometry, together with a study of the lives of the leading mathematicians. Recommended for those who expect to teach mathematics. Prerequisite: Mathematics 221. 3-0-3.

305. FORTRAN Programming. An introductory course in computer programming. FORTRAN type language is taught and used for interested students to get acquainted with application to elementary scientific and commercial problems. Prerequisite: Mathematics 111, 112. 3-0-3.

306. Statistics. An introductory course in statistical theory with study in probability set functions, distribution of random variables and functions, interval and point estimation, limiting distributions, statistical hypothesis, statistical tests, and the analysis of variance, covariance. Prerequisite: Mathematics 222. 3-0-3.

321. Calculus and Analytic Geometry III. A continuation of the study begun in Mathematics 221, 222 including a study of vectors, partial differentiation, multiple integration, series, determinants. Prerequisite: Mathematics 222. 5-0-5.

401. Advanced FORTRAN Programming. This course is designed for students who are interested in using the computer as a tool in research. Numerical analysis methods are employed in problems such as solution for differential equations; matrix manipulation; Newton's iteration methods; approximate polynomial solutions; Chebychev polynomial; continuous fractions; divide-differences. Prerequisite: Mathematics 302, 305, 321. Corequisite or prerequisite: Mathematics 403 or the consent of the Chairman of the Department of Mathematics. 3-0-3.

402. Advanced Calculus. The real number system, Cauchy sequences, series, continuity, and existence proof for integrals. Prerequisite: Mathematics 321. 3-0-3.

403. Differential Equations. Ordinary differential equations of first order and first degree, first order and higher degree, with applications. Prerequisite: Mathematics 321. 3-0-3.

404. Modern Abstract Algebra. A critical study of the real number system: elementary theory of groups, rings, integral domain, and fields. Prerequisite: Mathematics 222. 3-0-3.

430. Methods of Teaching (Mathematics). This course is a study of the principles and objectives of secondary mathematics, general and specific techniques, organization of content material, and enrichment materials. Prerequisite: Mathematics 222. 3-0-3.

PHYSICS

201, 202. General Physics. A study of basic college physics. Mechanics and properties of matter, heat, wave motion, sound, light, electricity and magnetism, and atomic physics. Prerequisite: Mathematics 111, 112. 3-3-4, 3-3-4.

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

The objectives of the courses in the Social and Behavioral 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 western heritage.
3. To provide an opportunity for a further examination of the social, political, and economic ideas and institutions in which we are involved.
4. To provide an opportunity for a more intensive study of our American heritage.

Department of Associated Social Sciences

Major offered by the Department: Social Science

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in Social Science

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 59)	40-52
MAJOR—(42 hours, 12 counted in Basic Course Requirements)	30

The Social Science Major must complete at least 18 hours in one of the following areas: Economics, Geography, History (above 101 and 102), Political Science or Sociology. In addition, 6 hours in each of two of these fields other than the area of concentration must be taken. The aforementioned requirements specify 12 hours (6 of which are History 101 and 102) that are counted in the Basic Course Requirements.

SUPPORTIVE STUDIES	18

The Supportive Studies consist of 18 hours in Social Science (including Psychology) above those in the Basic Course Requirements and the Major. Six hours of credit must be earned in an area of Social Science which is not included in the Major.

COMPLEMENTARY ELECTIVES	15

Areas not directly related to the Major, as approved by the faculty adviser.

	Semester Hours
FREE ELECTIVES	21-9
CHAPEL	4
Total	128

The Bachelor of Arts Degree
With a Major in Social Science
With Preparation for Secondary (9-12) Teacher Certification

BASIC COURSE REQUIREMENTS (Group A. See p. 59)	40-52

The Social Science requirement must be taken from one of the following areas: Economics, Geography, Political Science and Sociology.

MAJOR—(42 hours, 12 counted in Basic Course Requirements)	30

The Social Science Major must complete at least 18 hours in American and World History as a field of concentration. In addition, 6 hours must be taken in 2 areas of Social Science other than History and the Social Science used in the Basic Course Requirements.

SUPPORTIVE STUDIES	15

The Supportive Studies consist of Psychology 201 and 302 and 9 hours of additional Social Science approved by the faculty adviser.

COMPLEMENTARY REQUIREMENTS	26

Education 410, 420, 450, English Literature (3 hours), American Literature (3 hours), Health 221, Psychology 303, and Social Science 430.

FREE ELECTIVES	13-1
CHAPEL	4
Total	128

DESCRIPTION OF COURSES

POLITICAL SCIENCE

201. An Introduction to Political Science. A basic study of the concepts, institutions, and theories of politics. Prerequisites: History 101, 102. 3-0-3.*

202. United States Government. A course concerned with the formation, adoption, and principles of the American constitution with attention given to the structure and formation of the national government and the relationship existing under the Federal system. 3-0-3.

211. European Government and Politics. An intensive study of the modern institutions and processes of major representative political systems, with due emphasis on the comparative approach, the main problems of methodology, and the historical background. Prerequisite: Political Science 201. 3-0-3.

301. Political Thought from Plato to Locke. An historical survey and intensive analysis of important contributions of major political philosophers and schools of thought, and their influence on the twentieth century political climate. Prerequisite: Political Science 201 or 202. 3-0-3.

302. Modern Political Thought from Locke to the Present. A study of the currents of thought which contributed to the development of contemporary world politics. Prerequisite: Political Science 201. 3-0-3.

310. International Organization. A thorough examination of the development, structure, and functions of the League of Nations, the United Nations, and the Specialized Agencies—the Organization of American States, and the North Atlantic Treaty Organization, with substantial emphasis on current problems of peace in the context of international law and world politics. Prerequisite: Political Science 201. 3-0-3.

311. American Political Thought. A course designed to acquaint students with ideas and intellectual movements which have influenced the development of American political attitudes and American political institutions. Prerequisite: Political Science 201. 3-0-3.

321. International Relations and World Politics. An analysis of politics among nations with special emphasis on imperialism, balance of power, international morality, sovereignity, and diplomacy. Special attention is also given to the problem of peace, disarmament, international organizations, world government, and diplomacy. Prerequisite: Political Science 201. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

330. Comparative Democratic Governments. A study of the democratic governments of Europe and Asia. Emphasis is placed upon the general principles of government as seen through comparative study. Prerequisite: Political Science 201. 3-0-3.

331. Comparative Totalitarian Governments. A study of the totalitarian governments of Europe and Asia with special emphasis on the Soviet Union. Emphasis is placed upon the general principles of government as seen through comparative study. Prerequisite: Political Science 201. 3-0-3.

351. Problems in Political Science: Guided Reading and Research. May be taken by a limited number of students whose average in Political Science is B or better and by prior agreement with the instructor on the topic and the schedule. Prerequisite: B average and Junior standing. Independent study-0-3.

403. The President, Congress, and Public Policy. An analysis of the roles of President and Congress in making national policy. Prerequisite: Political Science 202. 3-0-3.

404. State and Local Government in the United States. Presenting problems of intergovernmental relationships and administrative management in state, county, and municipal governments. Prerequisite: Political Science 202 or 321. 3-0-3.

GEOGRAPHY

101. Introduction to Geography. Essentially a course in physical geography. The study of climate, vegetation, soil, water resources, mineral resources, and land form in the geographic setting. 3-0-3.

102. World Regions. The study of the physical and human geography of various world regions. Prerequisite: Geography 101. 3-0-3.

201. Geography of the United States and Canada. The study of the physical and human geography of Anglo-America. Prerequisite: Geography 101. 3-0-3.

202. Cartography. Practical experience in map interpretation, map projection, map construction, and methods of portrayal. 3-1-3.

301. Social Geography. The geography of population characteristics, migration patterns, education, religion, recreation, communication, land tenure, rural settlement patterns and cultural diffusion. 3-0-3.

302. Economic Geography. The study of primary, secondary, and tertiary economic activities in the geographic setting. Location theory will be introduced. 3-0-3.

401. Political Geography. The geography of boundaries, power structures, core areas, administrative areas, foreign trade, international organizations, and colonialism. Geopolitics will also be introduced. 3-0-3.

402. Urban Geography. A geographical analysis of urban centers, from villages to metropolitan communities, with a view to understanding problems of site, situation, internal structure, and urban function. 3-0-3.

SOCIOLOGY

201. Introduction to Sociology. This is an introduction to the study of sociology, providing essentials for an intelligent understanding of the forces making for group life and for specialized study of sociological problems. 3-0-3.

202. Social Problems. An analysis of some of the major problems of personal and social disorganization in contemporary society with emphasis upon causes, treatment, and prevention. Prerequisite: Sociology 201. 3-0-3.

203. Marriage and 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. 3-0-3.

304. Social Psychology. A study of the interaction between the individual and the group, and the influence of each on the other. Prerequisite: Introductory Sociology. 3-0-3.

320. Cultural Anthropology. A study of the nature and growth of culture in primitive and contemporary non-industrial societies. Prerequisite: Sociology 201. 3-0-3.

356. Sociology of Religion. Religion analyzed as a social institution, with particular reference to the relationship between religious and non-religious spheres of society, the structure of religious organizations, and the social-psychology of religious behavior. Prerequisite: Sociology 201. 3-0-3.

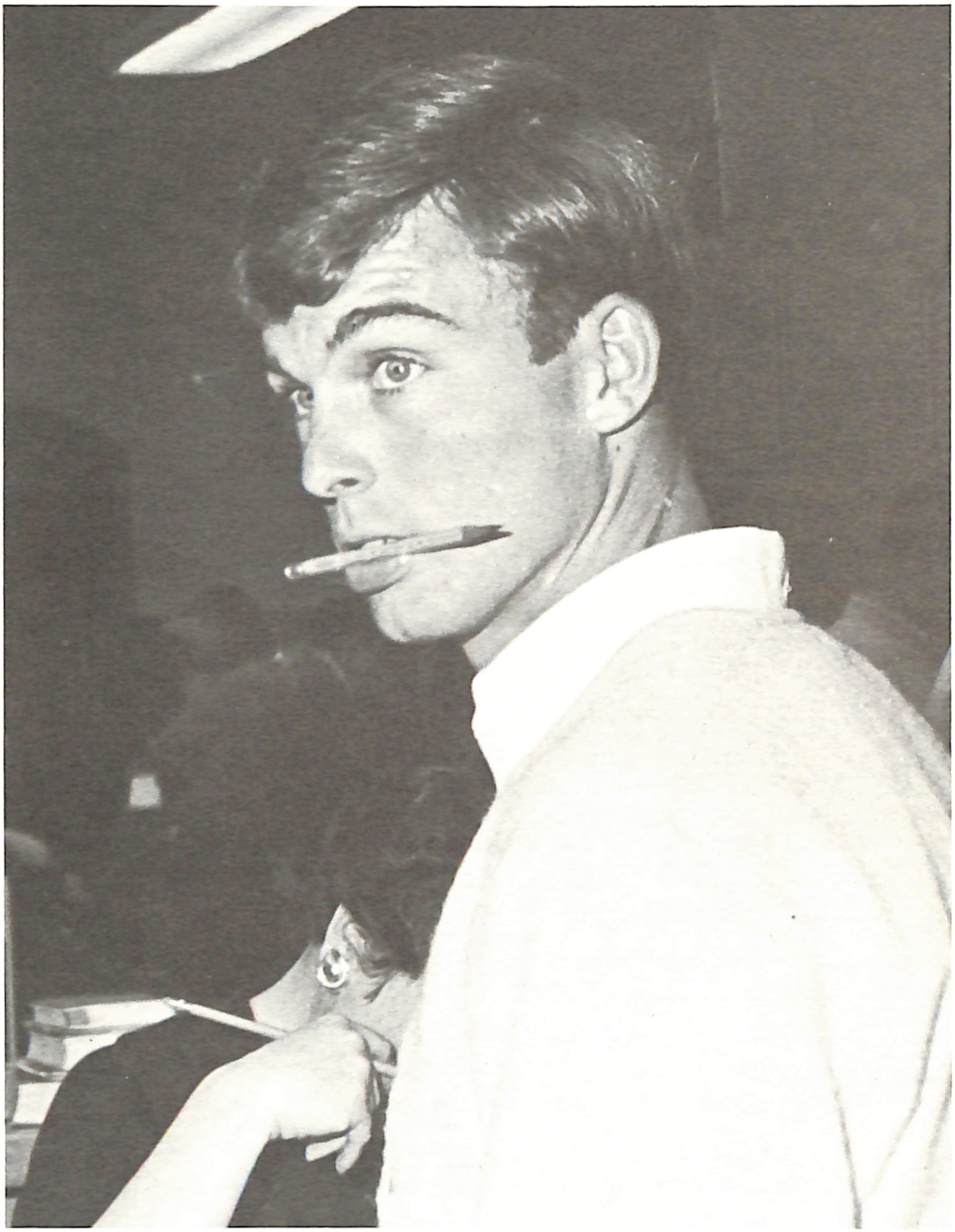
400. Race. A study of present day racial and cultural minorities with emphasis upon scientific facts about race and on changing attitudes and policies. Prerequisite: Sociology 201. 3-0-3.

411. Criminology. An analysis of the nature and extent of criminal behavior, factors which seem to be related to such behavior, and changing attitudes toward the criminal and crime control. Prerequisite: Sociology 201. 3-0-3.

421. American Community. A study of the structure and function of rural and urban communities, their institutions and problems. Prerequisite: Sociology 201. 3-0-3.

SOCIAL SCIENCE EDUCATION

430. Methods of Teaching Social Science. This is a required course of all students seeking certification to teach Social Science in the secondary schools of North Carolina. The content of the course deals with methods, materials, and techniques used in teaching Social Science (see Education 430). 3-0-3.



Department of History

Major offered by the Department: History

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in History

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 59)	40-52
MAJOR	30

The Major requires 30 hours above History 101 and 102, which are prerequisites to all other History courses. History 201 and 202 are required of all History majors.

SUPPORTIVE STUDIES	18

Supportive work may be done in the following area(s):
Economics, Geography, Political Science, Psychology, and Sociology.

COMPLEMENTARY ELECTIVES	16

These courses must be selected from area(s) not directly related to the Major, as approved by the faculty adviser.

FREE ELECTIVES	20-8
CHAPEL	4
Total	128

The Bachelor of Arts Degree
With a Major in History
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 59)	40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology.	
MAJOR	30
The Major requires 30 hours above History 101 and 102, which are prerequisites to all other History courses. History 201 and 202 are required of all History majors.	
SUPPORTIVE STUDIES (Professional Education)	15
Education 410, 420, 450, and Social Science 430.	
COMPLEMENTARY REQUIREMENTS	17
English Literature (3 hours), American Literature (3 hours), Health 221, Psychology 201, 302, and 303.	
FREE ELECTIVES	22-10
CHAPEL	4
Total	128

DESCRIPTION OF COURSES

101. Modern Civilizations. This course traces the forms of civilization from their ancient beginnings to 1815, with emphases on the period beginning with the Renaissance. 3-0-3.*

102. Modern Civilizations. This course traces the forms of civilization from 1815 to the present. 3-0-3.

201. American History. A survey of the United States from discovery to the close of the Civil War. 3-0-3.

202. American History. A survey of the United States from the Civil War to the present. 3-0-3.

300. Greek Civilization. (See Civilization 300). 3-0-3.

301. Roman Civilization. (See Civilization 301). 3-0-3.

302. Jewish Civilization. (See Civilization 302). 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

310. The Ancient World. A study of the development of civilization from the earliest times to the fifth century A.D.; with emphasis on the contributions of the Greeks and Romans in the political, social, artistic, intellectual and religious fields. 3-0-3.

311. Medieval Europe. Europe in its changing state after the fall of the Roman Empire; with emphasis on the Mohammendan culture, the Byzantine culture, feudalism, the Carolingian culture, the Crusades, the development of the church, the towns, and the educational institutions. Alternate years. 3-0-3.

312. The Renaissance and Reformation. A study of the achievements and forces, political and economic, creative and intellectual which made up the foundation of modern European civilization. Consideration will also be given to the religious struggles in the sixteenth and early seventeenth centuries. Alternate years. 3-0-3.

314. Diplomatic History of the United States. A course concerned with the foreign relations of the United States from its emergence as a nation in 1783 to its position as a leading power in the present century. The effect of this transformation will be emphasized. 3-0-3.

315. American Colonial History. A history of the settlement of the American colonies and the development of the social, political, and intellectual institutions that contributed to American civilization 3-0-3.

317. The Old South in American History. A survey of ante-bellum South with emphasis on the development of the unique Southern institutions and the place of the South in the nation. 3-0-3.

318. Social and Intellectual History of the United States. A history of American daily, life, social mores, religion, science, art, and education from colonial times to the present. 3-0-3.

319. Economic History of the United States. Traces the economic development of the United States from colonial times to the present, including references to the various economic schools of thought. 3-0-3.

322. Early and Medieval Christianity. This is a survey of the history of the Christian Church to 1500. Emphases include the following: the Jewish background; the beginnings of Christianity; the Christological controversies; the tension between Church and State; the importance of the monastic movement; scholasticism and medieval education; the Crusades; and the Renaissance. 3-0-3.

323. Modern Christianity. Beginning with the Reformation this course is descriptive of church history to the present. The different phases of the Reformation are emphasized and traced in a limited manner to the present. Attention is given to the development of Christian thought as well as organizational changes. Considerable emphasis is placed on the expansion of

Christianity into all the world and the problems it has faced in the increasingly secular society. History 322 and 323 are the same as Religion 322 and 323. 3-0-3.

330. Europe from 1648 to 1815. A survey of the developments in Europe from the end of the religious wars to the end of the Napoleonic Era, with special emphasis upon the Enlightenment, the French Revolution, and the policies of the Great Powers. 3-0-3.

331. Europe from 1815 to 1918. Traces the development of the European powers from the restoration after Napoleon's defeat to the end of World War I. The unification of Italy and Germany and the growth of nationalism and imperialism are stressed. 3-0-3.

332. Twentieth Century Europe. Provides a survey of the events in Europe since 1914 including the breakdown of the Versailles settlement and the rise of fascism. The Second World War and the problems of a divided Europe. 3-0-3.

337. History of England Before 1689. A survey of the development and growth of England into a nation, with attention given to constitutional progress and the achievements of the Tudor and Stuart periods. 3-0-3.

338. History of England Since 1689. A survey of the development of England's democratic government, considering economic, social, intellectual, diplomatic, and imperial affairs. 3-0-3.

341. Recent History of the United States. A study of the twentieth century of United States history. 3-0-3.

345. North Carolina History. Review of major developments which contributed to the growth of the State. Stress upon factors responsible for the emergence of North Carolina since 1900. 3-0-3.

346. Civil War and Reconstruction. An intensive study of the causes, events, major problems, and effects of this period in the history of the South and the Nation. 3-0-3.

352. History of Latin America. A survey of the history of Latin America from the colonial period to the present. Emphases include the wars for independence and the development of a growth of a tradition of general cooperation and on the relationship of Latin America to the United States. 3-0-3.

370. Survey of Modern Far Eastern History. Transformation of the traditional Orient under the impact of occidental political, economic and cultural expansion, with major emphasis on the respective reactions of China and Japan in the nineteenth century, and the post-1945 importance and transformation of southeast Asia. Given in alternative years. 3-0-3.

380. Modern Germany. A study of the political, social and cultural developments in Germany since 1789. Much attention is given the political developments since 1914. 3-0-3.

410. English Constitutional History. A specialized course in the major developments of the English unwritten constitution and common law to 1689, with special consideration of the origins and evolution of law and the legal system, the courts and judicial procedure, and the struggle over parliamentary supremacy. Given in alternate years. Prerequisite: consent of Instructor. 3-0-3.

411. History of the British Empire. A specialized course in the history and development of Britain's overseas possessions since 1815, with emphasis on the post-1783 reaction against colonies, the colonial reformers, the new imperialism and the imperialists, the development of the Commonwealth idea, and the final devolution. Prerequisite: consent of Instructor. 3-0-3.

420. The Westward Movement in American History. A study of the westward expansion of the American people and of the effects of the frontier on American institutions. Offered in alternate years. Prerequisite: History 201, 202 or consent of Instructor. 3-0-3.

429, 430. Problems and Interpretations of History. An honors course open to Senior majors in the department. Consent of the head of the department required. Prerequisite: a "B" average in the department. 3-0-3, 3-0-3.

440. Introduction to Historical Geography. A course of study in the cartographic context of history, designed to relate historical events to constantly changing spatial dimensions. 3-0-3.

Department of Psychology

The Department of Psychology endeavors to develop within its participants an understanding of the fundamentals of human behavior, a functional knowledge of scientific methods of studying behavior, and an appreciation of the dignity and complexity of man. The Department requires an undergraduate program of 36 semester hours for those majoring in psychology and offers one or more courses as required or elected by students from other departments of the College.

Major offered by the Department: Psychology

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Psychology

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 59)	40-52

Psychology 201 and 202, which are required, will satisfy the Social Science requirement, and Biology 101 and 102 are recommended for the Natural Science requirement.

	Semester Hours
MAJOR—(36 hours, 6 counted on Basic Course Requirements) . . . . Psychology 201, 202, 206, 305, and 407 are required.	30
SUPPORTIVE STUDIES . . . . . To be chosen from Religion 356, Religion 331, General Chemistry, Physics, Biology 401, Creative Writing, Theatre Arts, English 353, Biology, Literature, Sociology, Anthropology, or other courses approved by the faculty adviser.	15
COMPLEMENTARY ELECTIVES . . . . . Other area(s) not directly related to the Major, as approved by the faculty adviser.	15
FREE ELECTIVES	24-12
CHAPEL	4
Total	128

DESCRIPTION OF COURSES

201. General Psychology. A study of the general characteristics of human behavior, including motivation, learning, perception, emotions, and intelligence, with emphasis on the application of scientific methods to psychological investigation and on the biological bases of behavior and experience. 3-0-3.*

202. Advanced General Psychology. A more detailed treatment of topics selected from those surveyed in General Psychology. Prerequisite: Psy. 201. 3-0-3.

206. Developmental Psychology. The psychological evolution of the individual through the life span and the effect of the bio-social field on his evolution. Prerequisite: Psy. 201. 3-0-3.

301. Child Psychology. A study of the general principles of growth and development of the child from birth to early adolescence with emphasis upon intellectual, physical, emotional, and social development. Prerequisite: Psy. 201. 3-0-3.

302. Psychology of the Adolescent. The study of individual and social development from early adolescence to early adulthood. Points of emphasis include the intellectual, physical, and emotional changes during adolescence and the resulting problems of adjustment peculiar to our culture. Prerequisite: Psy. 201. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

303. Educational Psychology. The psychology of learning, including: the nature of the learning process, a survey of contemporary learning theory, the course of learning and forgetting, factors influencing retention and transfer of training. Consideration is given to the role of learning in personality adjustment. Prerequisites: Psy. 201, 301 or 302. 3-0-3.

305. Psychology of Personality. A survey of the major theories of personality, with particular emphasis upon experimental studies and research procedures in the study of personality. Prerequisite: Psy. 201 and 202. 3-0-3.

306. Psychology of Learning. A study of the major concepts of learning, experimental methods of studying learning phenomena, and learning theory Prerequisite: Psy. 201 and 202. 3-0-3.

310. Social Psychology. A study of the interactions of persons in American Society including such topics as group dynamics and pressures, crowd behavior, social movements and change, conformity, and leadership. 3-0-3.

374. Psychology of Religion (See Religious Education). 3-0-3.

401. Abnormal Psychology. Descriptive analysis of the major mental disorders with a canvassing of attempts at interpretation, and major types of therapy. Some observation of cases will be attempted. Prerequisite: Psy. 201, 202, and 305. 3-0-3.

402. Introduction to Counseling. A course designed to acquaint the student with the function of counseling and the basic approaches to counseling. Prerequisite: Psy. 201, 202, 305, and 401. 3-0-3.

403. Business and Industrial Psychology. The application of psychological principles to the problems of industry and business, selection of personnel, training efficiency, job analysis, performance measurement, and human relations. Prerequisite: Psy. 305. 3-0-3.

404. Psychological Measurement and Appraisal. An elementary treatment of the principles and techniques of psychological measurement. Emphasis is placed upon the measurement of intelligence, achievement, personality, interests, and special aptitudes. Includes survey of measures now available for testing programs in education and industry. Prerequisite: 201, and 202. 3-0-3.

405. Psychology of the Exceptional Child. A study of children who are markedly superior or inferior to the average child in physical, mental, emotional, or social characteristics. Prerequisite: 201, 202, 303, and 306. 3-0-3.

406. Introduction to Statistics. An introductory approach to descriptive and inferential statistics designed to develop an understanding of basic statistical concepts, statistical significance, statistical inference, and hypothesis testing. 3-0-3.

407. Experimental Psychology. An introductory examination of procedures involved in selecting and stating problems, constructing research designs, collecting and evaluating data, and stating conclusions. Laboratory emphasis will be placed upon problems related to learning and perception. Prerequisite: Psychology 406. 2-2-3.

ASSOCIATE DEGREE PROGRAM

Degrees and Requirements

The Associate in Arts degree is offered in two fields of study, Business and Nursing. One of three specialties may be chosen in Business. These are General Business, Secretarial Science, and Church Secretarial Science.

GRADUATION REQUIREMENTS

A minimum of 64 semester hours is required for graduation. Up to two semester hours of credit for attendance at Chapel may be applied toward the degree. Other than this, the regulations regarding Chapel are the same as in the Baccalaureate Program. All candidates for graduation are expected to take their last year, their final 30 semester hours, at Gardner-Webb College.

A minimum quality point ratio of 2.0 on a 4.0 scale based on the College grading system is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb College.

Each student is responsible for fulfilling all requirements for the degree of his choice. A suggested four-semester plan is included for each to guide the student in course selection.

The student is also responsible for applying officially to the Registrar for his degree at the beginning of the term in which he expects to graduate.

All candidates for graduation are expected to be present at both the Baccalaureate and Commencement services. The College is not obligated to grant a degree to any candidate for graduation who does not attend these exercises.

DEPARTMENT OF BUSINESS ADMINISTRATION

In addition to its offerings in the Baccalaureate Program, this department offers the Associate in Arts degree in the three programs set out below. These courses of study are designed for that student who desires a well-rounded two-year program which will fit him for an effective career in the business world. However, any courses taken in a two-year program may be applied toward the Bachelor of Science degree.

DEGREE REQUIREMENTS

The Associate in Arts Degree
General Business

First Year

BA 213	Accounting Principles	3	
BA 101	Business Principles	3	
*BE 307	Typewriting	3	
ENG 101	Composition	3	
HIS 101	Modern Civilizations	3	
Physical Education (see p. 75)		1	
Total		16	

BA 214	Accounting Principles	3	
ENG 102	Composition	3	
HIS 102	Modern Civilizations	3	
BA 325	Business Communications	3	
Physical Education (see p. 75)		1	
Electives		3	
Total		16	

Second Year

BA 313	Intermediate Accounting	3	
BA 411	Business Law	3	
BA 312	Business Finance	3	
ECO 203	Principles of Economics	3	
Religion (see p. 105)		3	
Electives		1	
Total		16	

BA 412	Business Law	3	
ECO 204	Principles of Economics	3	
PSY 201	General Psychology	3	
Religion (see p. 105)		3	
Electives		4	
Total		16	

**Business Education 307 may be omitted by those students who show tested proficiency.*

Secretarial Science

First Year

BA 101	Business Principles	3	
*BE 307	Typewriting	3	
*BE 305	Shorthand	3	
ENG 101	Composition	3	
Religion (see p. 105)		3	
Physical Education (see p. 75)		1	
Total		16	

BE 308	Typewriting	3	
BE 306	Shorthand	3	
ENG 102	Composition	3	
Religion (see p. 105)		3	
Physical Education (see p. 75)		1	
Electives		3	
Total		16	

Second Year

BA 213	Accounting Principles	3	
BA 411	Business Law	3	
BE 407	Typewriting	3	
BE 405	Shorthand	3	
BE 403	Office Machines	4	
Total		16	

BA 325	Business Communications	3	
BE 404	Secretarial Practice	3	
BE 408	Typewriting	3	
BE 406	Shorthand	3	
Electives		4	
Total		16	

**Business Education 305 and 307 may be omitted by those students who show tested proficiency.*

Church Secretarial Science

First Year

*BE 305	Shorthand	3
*BE 307	Typewriting	3
ENG 101	Composition	3
Religion (see p. 105)		3
Fine Arts (see p. 59)		3
Physical Education (see p. 75)		1
Total		16

BA 101	Business Principles	3
BE 306	Shorthand	3
BE 308	Typewriting	3
ENG 102	Composition	3
Religion (see p. 105)		3
Physical Education (see p. 75)		1
Total		16

Second Year

BA 213	Accounting Principles	3
BE 403	Office Machines	4
BE 405	Shorthand	3
BE 407	Typewriting	3
RE 371	Rel. Ed. Organizations	3
Total		16

BE 406	Shorthand	3
BE 408	Typewriting	3
BE 404	Secretarial Practice	3
BA 325	Business Communications	3
RE 373	Church Administration	3
Electives		1
Total		16

**Business Education 305 and 307 may be omitted by those students who show tested proficiency.*

DEPARTMENT OF NURSING

The Department of Nursing functions within the framework and philosophy of Gardner-Webb College. The faculty agrees that the graduate of the Program should be a liberally educated contributing member of society.

The faculty believes that technical education is a maturational process involving the students and faculty working together to develop a concept of learning. The student is guided in the understanding and application of scientific principles as he relates to self and fellow man.

The faculty further believes that: (1) the acquisition and use of knowledge, primarily an individual responsibility, is influenced by personal differences, motivation, and readiness, and (2) the technical nurse can be prepared as a beginning practitioner in two years in an institution of higher learning.

The faculty believes that nursing is a health service to people based on selected principles of physical, biological, and social sciences with objectives which encompass the promotion of physical and emotional well-being, care and rehabilitation of the ill, and comfort and support of the dying.

The technical nurse is a specialized learner-practitioner who continues to acquire and redefine skills as social and technological advances are made in the health sciences.

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. Students study and work with patients in hospitals and various other health agencies. Upon completion of the course the nurse is eligible to write the State Board Examination for licensure as a Registered Nurse.

The curriculum of the Associate Degree Nursing Program at Gardner-Webb College is designed to prepare the student:

1. To apply principles of human behavior in establishing and maintaining favorable interpersonal relationships.
2. To understand the role of the technical nurse and his/her responsibilities to nursing.
3. To know principles of the physical, biological, and social sciences which form a basis for nursing care.
4. To understand the body of knowledge that is nursing.
5. To demonstrate beginning skill in the utilization of nursing knowledge.
6. To demonstrate skill in problem-solving.
7. To be aware of legal, moral, and social responsibilities as a nurse/as a person.

Accreditation of the Nursing Program

The program is accredited by the North Carolina Board of Nursing and by the National League for Nursing.

DEGREE REQUIREMENTS

The Associate in Arts Degree, Leading to Licensure

First Year	*Semester Hours*	Second Year	*Semester Hours*
Biology 203, 204	6	Religion 101 and 102 or 103 and 241	6
Biology 206	4	English 102	3
English 101	3	Nursing 201, 202, 203	21
Nursing 101, 102	14	Sociology 201	3
Physical Education	1	Physical Education	1
Psychology 201, 206	6		
	34		34

Note: A laboratory course in Chemistry at the high school level is required. Selected concepts of organic and biochemistry are covered in Biology courses.

DESCRIPTION OF COURSES

101. Fundamentals of Nursing. This course offers opportunity for the student to gain understanding of physical, emotional, and social needs in deviation from health. It provides a sequence of planned experiences designed to develop basic knowledge and beginning skills of nursing care. 5-3-6.*

102. Fundamentals of Nursing II. A study of introductory concepts and principles used in the prevention and treatment of illness and the maintenance of health. It provides opportunity for the student to gain knowledge of the health care of the expectant mother and the new mother and her infant, and is developed around a family-centered philosophy of nursing care. Prerequisite: Nursing 101. 5-9-8.

201. Mental and Physical Illness. A study of common health problems. It provides opportunity for the student to understand the physical and psychological implications of selected illness. Experiences are provided to aid the student in making significant observations of the patient and his environment in the area of mental stress, orthopedic, respiratory, and metabolic problems. Concepts of prevention, therapy, and rehabilitation serve to guide the student in the course of study and practice. 5-12-9.

202. Mental-Physical Illness. A study of selected common health problems. Classroom and laboratory experiences are designed to enable the student to gain knowledge and skill in the specialized areas of nursing including altered behavioral patterns, altered cardiac function, altered urological and reproductive functions and altered neurological function. 5-12-9.

203. Nursing Seminar. This course deals with responsibilities and opportunities of the Registered Nurse and her relationship to others in the nursing profession. Content areas include: major influences in the development of nursing; legal aspects, organizations, publications, special problems in nursing service and education. 3-0-3.

BIOL 203-204. Human Anatomy and Physiology. (see Biology) 2-3-3. 2-3-3.

BIOL 206. Microbiology. (see Biology) 3-3-4.

PSY 206. Developmental Psychology. (see Psychology) 3-0-3.

SPECIAL DEGREE PROGRAM

Gardner-Webb College has entered into an agreement with the Bowman Gray School of Medicine of Wake Forest University whereby students may earn the Bachelor of Science degree in Medical Technology.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

The agreement provides that the student will do three years' work at the College and his final year of study, a full calendar year, at Bowman Gray. The degree will be granted by Gardner-Webb College.

DEGREE REQUIREMENTS

The Bachelor of Science Degree With a Major in Medical Technology

BASIC COURSE REQUIREMENTS (Group B. See p. 59)	48
The Natural Science requirement must be met by taking Biology 101 and 102 and Chemistry 101 and 104. Mathematics 103 will satisfy the Mathematics requirement, but six hours of Mathematics are recommended for the degree.	
MAJOR	32
To be taken in the Program of Medical Technology at the Bowman Gray School of Medicine.	
SUPPORTIVE STUDIES	18
Biology 203, 204, 206, Chemistry 201, and 202 are required.	
COMPLEMENTARY ELECTIVES	15
To be selected from area(s) not directly related to the Natural Sciences, as approved by the faculty adviser.	
FREE ELECTIVES	12
Physics 201 and 202 are recommended for male students. Other additional Natural Science courses are *not* recommended.	
CHAPEL	3
Total	128

ACADEMIC CALENDAR

1971-72

FIRST SEMESTER

August	23	Monday — Faculty Meeting and Arrival of New and Transfer students.
August	24	Tuesday — Orientation of new and transfer students; arrival of Sophomores.
August	25	Wednesday — Orientation continued; Registration of Sophomores and arrival of Juniors.
August	26	Thursday — Orientation continued; Registration of Juniors and arrival of Seniors.
August	27	Friday — Orientation continued; Registration of Seniors and Freshmen.
August	30	Monday, 8:00 a.m. — Full Class Schedule.
September	13-17	Monday through Friday — Fall Revival.
October	14, 15	Thursday and Friday — Mid-term Reports.
October	22	Friday — Founders Day.
October	23	Saturday — Homecoming Day.
November	24	Wednesday, after classes — Thanksgiving Holidays begin.
November	29	Monday, 8:00 a.m. — Classes resume.
December	11-17	Saturday through Friday — First Semester Examinations.

SECOND SEMESTER

January	5	Wednesday — Boarding Students Return.
January	6, 7	Thursday and Friday — Registration.
January	10	Monday, 8:00 a.m. — Classes resume.
February	14-18	Religious Emphasis Week.
February	28-March 3	Pastors' Conference.
March	2, 3	Thursday and Friday — Mid-term Reports.
March	3	Friday, after classes — Spring Holidays begin.
March	13	Monday, 8:00 a.m. — Classes resume.
March	31	Friday, after classes — Easter Holidays begin.
April	4	Tuesday, 8:00 a.m. — Classes resume.
April	20	Thursday — Junior-Senior Banquet.
April	29	Saturday, 3:00 p.m. — Spring Jubilee; 7:00 p.m., Alumni Banquet.
May	5	Examination study period.
May	6-12	Saturday through Friday — Second Semester Examinations.
May	14	Sunday, 11:00 a.m. — Baccalaureate Sermon.
May	14	Sunday, 3:00 p.m. — Graduation.

1972-73

FIRST SEMESTER

August	21	Monday — Faculty Meeting and Arrival of New and Transfer students.
August	22	Tuesday — Orientation of new and transfer students; arrival of Sophomores.
August	23	Wednesday — Orientation continued; Registration of Sophomores and arrival of Juniors.
August	24	Thursday — Orientation continued; Registration of Juniors and arrival of Seniors.
August	25	Friday — Orientation continued; Registration of Seniors and Freshmen.
August	28	Monday, 8:00 a.m. — Full Class Schedule.
September	11-15	Monday through Friday — Fall Revival.
October	12-13	Thursday and Friday — Mid-term Reports.
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 Friday — First Semester Examinations.

SECOND SEMESTER

January	3	Wednesday — Boarding students return.
January	4, 5	Thursday and Friday — Registration.
January	8	Monday, 8:00 a.m. — Classes resume.
February	12-16	Religious Emphasis Week.
February	26-March 2	Pastors' Conference.
March	1, 2	Thursday and Friday — Mid-term Reports.
March	2	Friday, after classes — Spring Holidays begin.
March	12	Monday, 8:00 a.m. — Classes resume.
April	14	Thursday — Junior-Senior Banquet.
April	20	Friday, after classes — Easter Holidays begin.
April	24	Tuesday, 8:00 a.m. — Classes resume.
April	28	Saturday, 3:00 p.m. — Spring Jubilee; 7:00 p.m., Alumni Banquet.
May	4	Friday — Examination study period.
May	5-11	Saturday through Friday — Second Semester Examinations.
May	13	Sunday, 11:00 a.m. — Baccalaureate Sermon.
May	13	Sunday, 3:00 p.m. — Graduation.

SUMMER SESSIONS

1972

First Term

June	5	Monday — Registration.
June	6	Tuesday — Classes begin.
July	7	Friday — First Term ends.

Second Term

July	8	Saturday — Registration.
July	10	Monday — Classes begin.
August	12	Saturday — Graduation.

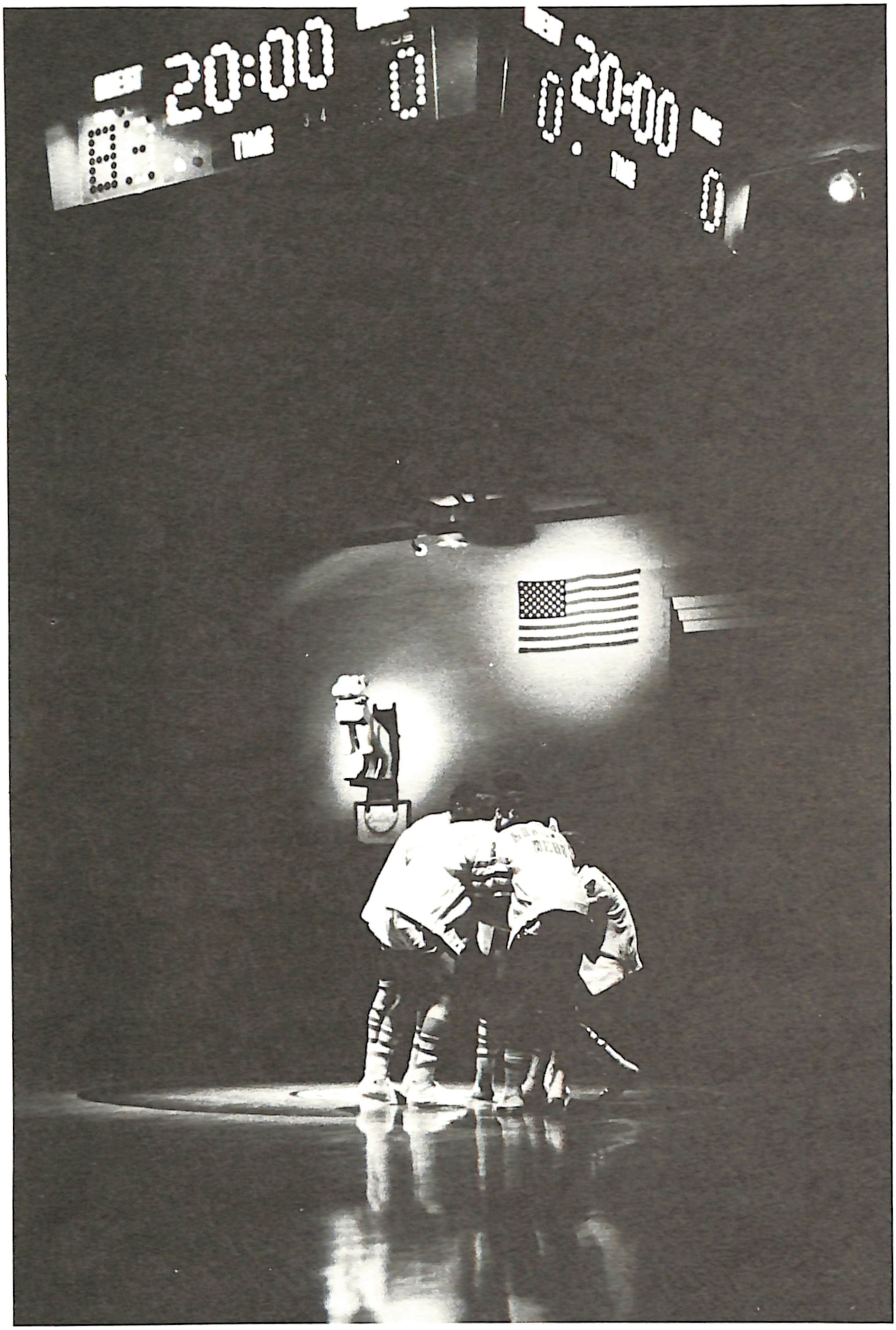
1973

First Term

June	4	Monday — Registration.
June	5	Tuesday — Classes begin.
July	6	Friday — First Term ends.

Second Term

July	7	Saturday — Registration.
July	9	Monday — Classes begin.
August	11	Saturday — Graduation.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Cliffside, N. C.
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Mount Holly, N. C.
C. P. Nanney
Gastonia, N. C.
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J. D. Fitz
Morganton, N. C.
Joe Gilley
Mooresville, N. C.
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Associate Coordinator of Student Personnel Services ..... Thomas C. Poston, M.A.
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Director of Men's Services ..... L. Martin Banner, B.S.
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Executive Secretary, Bulldog Club ..... Ron D. Hooper, M.A.
Assistant to the Athletic Director ..... Kenneth R. Daves, M.A.
Assistant in Student Athlete Recruitment ..... Roger D. Banks
Secretary ..... Miss Nellie S. Jolley

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Resident Director, Nanney ..... Mrs. Jewel C. Goodwin
Resident Director, H.A.P.Y. ..... Mrs. Isabel B. Harkins
Rotating Residence Counselor ..... Mrs. Mary Dan Price

BOOKSTORE

Manager ..... Leonard A. Allen
Clerk ..... Mrs. Brenda M. Rankin, A.A.

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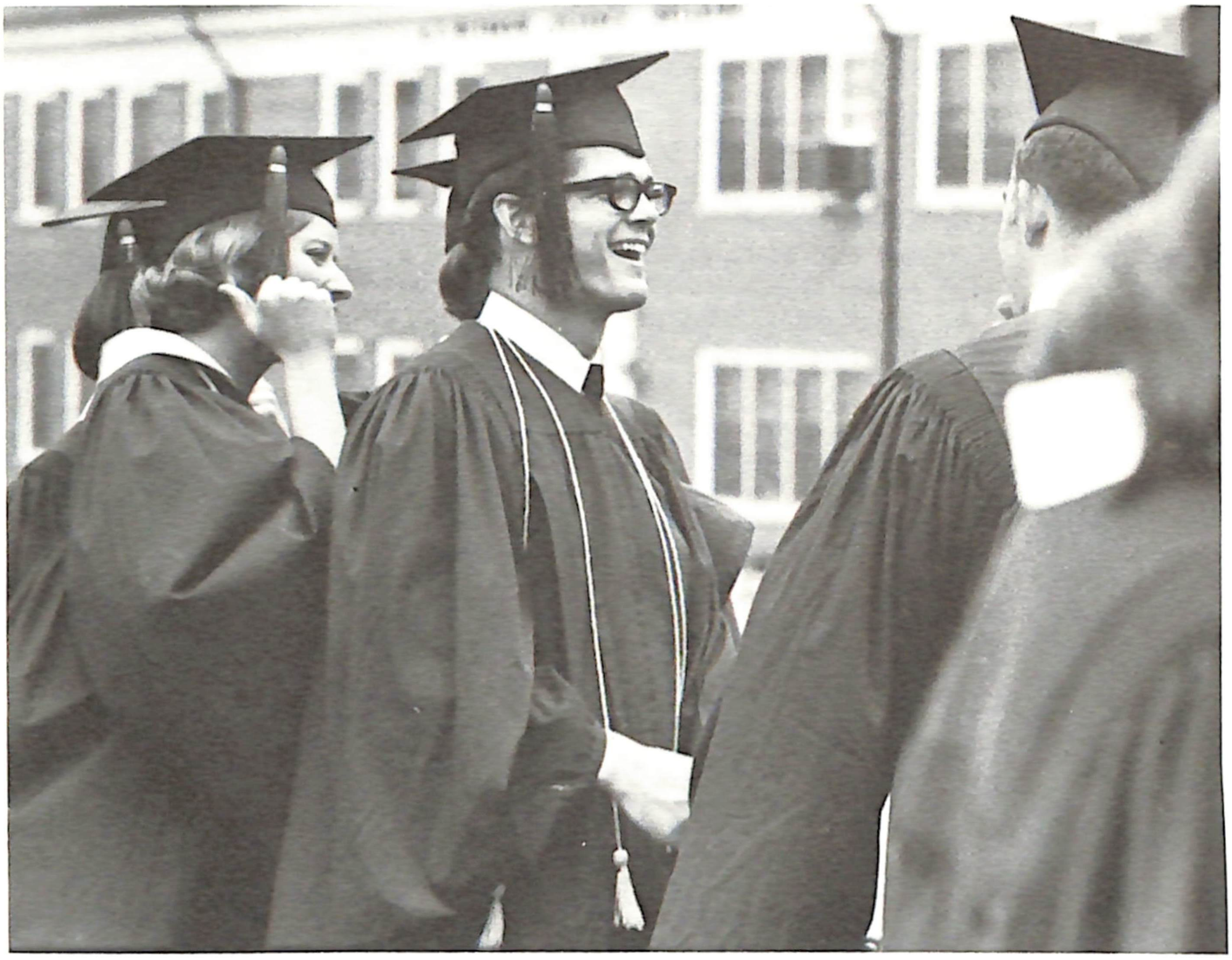
Assistant ..... Willie Hall
Assistant ..... Gail Guffey
Assistant ..... Julius Hoyle
Assistant ..... Philip Junior Whisenant
Security Officer ..... Gordon Washburn
Night Watchman ..... Paul M. Magill



FACULTY

ERNEST EUGENE POSTON (1959) *, Th.D., President of the College

A.A., Gardner-Webb College; B.A., Wake Forest University; B.D., Th.M., Th.D., Southern Baptist Theological Seminary; Additional Study, Southern Baptist Theological Seminary.

THOMAS JEFFERSON McGRAW (1962), M.A., Vice President of Academic Affairs

Gardner-Webb College; B.S., Wake Forest University; M.A., Appalachian State University; Additional Study, Duke University.

ROBERT WHITE ABRAMS (1962), B.D., Director of Admissions

A.A., Gardner-Webb College; A.B., Wake Forest University; B.D., Southern Baptist Theological Seminary.

MARGERY F. ADAMS (1967-68; 1969), M.S., Instructor, Nursing

R.N., B.S.N., Johns Hopkins University; M.S.N., Emory University.

GARLAND H. ALLEN (1961), Th.D., Professor, Religion, History

B.A., Ouachita Baptist College; B.D., Th.M., Th.D., Southern Baptist Theological Seminary; M.A., Memphis State University; Additional Study, Memphis State University.

JOE CLEAMON ALLEN (1969), M.A., Associate Professor, Business

A.A., Wingate College; B.S., Pfeiffer College; M.A., Appalachian State University; Additional Study, West Virginia University.

CHARLES S. ANDREWS (1960), M.A., Chairman, Department of Modern Foreign Languages and Literature; Professor, French

A.B., Wofford College; M.A., Emory University; Additional Study, Appalachian State University; Sorbonne, University of Paris; Clemson University.

DECK W. ANDREWS (1962), M.S.B.A., Chairman, Division of Business and Economics; Chairman, Department of Business Administration; Professor, Business

A.A., Lees-McRae College; A.B., Wofford College; M.S.B.A., University of Georgia; Additional Study, Appalachian State University, Western Carolina University.

THOMAS JEFFERSON BALLARD (1965), Th.D., Associate Professor, Religion

A.A., Mississippi Delta Junior College; B.A., Mississippi College; B.D., Midwestern Baptist Theological Seminary; Th.D., New Orleans Baptist Theological Seminary; Additional Study, University of North Carolina–Chapel Hill.

DORIS VANCE BANNER (1970), M.A., Instructor, Mathematics

A.A., Gardner-Webb College; B.S., M.A., Appalachian State University; Additional Study, University of North Carolina–Chapel Hill, University of North Carolina–Asheville.

LUTHER MARTIN BANNER (1970), B.S., Director of Men's Services

B.S., Appalachian State University; Additional Study, Western Carolina University.

JOHN B. BEAM (1969), M.A., Director of Development

B.S., Western Carolina University; M.A., George Peabody College for Teachers; Additional Study, University of North Carolina–Chapel Hill.

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

CLYDE E. BEASLEY (1971), M.R.E., Assistant Business Manager

B.A., Carson-Newman College; M.R.E., Golden Gate Baptist Theological Seminary; Additional Study, University of California.

GILMER WARREN BLACKBURN (1968), M.A., Assistant Professor, History

A.A., Gardner-Webb College; B.A., M.A., Wake Forest University; Ph.D. Candidate, University of North Carolina–Chapel Hill.

ROBERT REID BLACKBURN (1958-62; 1969), Ed.D., Chairman, Division of Education; Chairman, Department of Health Education and Physical Education; Professor, Health Education, Physical Education

A.A., Gardner-Webb College; B.S., Erskine College; M.A., Ed.D., George Peabody College for Teachers.

ERNEST MONROE BLANKENSHIP (1965), M.A., Associate Professor, English

B.S., Western Carolina University; B.D., Southern Baptist Theological Seminary; M.A., Appalachian State University; Additional Study, Appalachian State University.

WILLIAM E. BOYD (1969), B.D., Director of Public Relations

B.S., University of Florida; B.D., Southern Baptist Theological Seminary; Additional Study, University of Tennessee.

LOIS BULL BRADLEY (1967), B.S., Instructor, Nursing

R.N., B.S., Lenoir Rhyne College–Grace Hospital School of Nursing; Additional Study, Lenoir Rhyne College.

WILLIAM J. BRIGGS (1971), M.A., Coordinator of Student Personnel Services

B.S., Pfeiffer College; M.A., Western Carolina University; Additional Study, Michigan State University.

JOYCE COMPTON BROWN (1966), Ph.D., Assistant Professor, English

B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi.

LESLIE MORRIS BROWN (1966), Ph.D., Assistant Professor, Biology

B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi.

JERRY ZEB BRYSON (1966), M.A., Assistant Professor, Health Education, Physical Education; Head Baseball Coach

B.S., Pfeiffer College; M.A., Appalachian State University.

EDWIN YATES CAMP, JR. (1971), B.S., Manager, Data Processing Department

A.A., B.S., Gardner-Webb College.

RANDOLPH ERWIN CAROTHERS (1968), Ed.D., Chairman, Department of Education and Library Science; Professor, Education

B.S., Presbyterian College; M.A., University of South Carolina; Ed.D., Florida State University; Additional Study, Appalachian State University, University of North Carolina–Chapel Hill, North Carolina State University, Winthrop College.

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–Chapel Hill; Additional Study, Appalachian State University, North Carolina State University, University of North Carolina–Chapel Hill, Western Carolina University.

WALLACE REID CARPENTER (1964), M.A., Chairman, Department of Data Processing; Associate Professor, Data Processing, Business

B.S., M.A., Appalachian State University; Additional Study, University of North Carolina—Chapel Hill, IBM School of Computer Science.

CLYDE S. CASH (1965), M.A.T., Assistant Professor, Biology, Chemistry

B.S., Clemson University; M.A.T., Converse College; Additional Study, University of South Carolina, Clemson University.

**RICHARD GEORGE CHALCRAFT (1969), M.S., Instructor, Geography

B.A., University of Buffalo; M.S., University of North Carolina; Ph.D. Candidate, University of North Carolina—Chapel Hill.

CHIT-FU CHANG (1966), M.S., Assistant Professor, Mathematics

B.S., M.S., Western Illinois University; Ph.D. Candidate, University of Georgia.

PERVY AUGUSTUS CLINE, JR. (1966), M.A., Associate Professor, Ancient Languages and Literature

B.A., Wake Forest University; B.D., Southern Baptist Theological Seminary; M.A., University of North Carolina—Chapel Hill; Additional Study, University of North Carolina—Chapel Hill.

BETTY SMITH COX (1968), Ph.D., Chairman, Department of English Language and Literature; Professor, English

Averett College; Ph.B., Northwestern University; M.A., Ph.D., University of Pittsburgh.

CHARLES WRIGHT COX (1968), Ph.D., Professor, Theatre Arts, Speech

B.A., Roanoke College; M.A., Cornell University; Ph.D., Northwestern University; Additional Study, School of Radio Technique, The Television Workshop, New York City.

BARBARA JENSEN CRIBB (1969), M.Ed., Assistant Professor, Education, Art

B.S., Mississippi College; M.Ed., North Texas State University; Additional Study, Western Kentucky University, Campbellsville College.

GEORGE ROBERT CRIBB (1969), Ed.D., Chairman, Department of Fine Arts; Professor, Music

B.A., Wake Forest University; M.A., Teachers College, Columbia University; Ed.D., North Texas State University; Additional Study, University of Southern Mississippi, Union Theological Seminary, University of Kentucky, University of York (England).

KENNETH RAY DAVES (1966), M.A., Assistant Professor, Health Education, Physical Education; Assistant to the Athletic Director

B.S., M.A., Appalachian State University.

ROBERT LEE DECKER (1970), M.R.E., Instructor, Music

B.M., University of Miami; M.R.E., Southern Baptist Theological Seminary; Additional Study, Converse College, Appalachian State University.

HUBERT CONRAD DIXON (1935), M.A., Chairman, Division of Mathematics and Natural Sciences; Chairman, Department of Mathematics and Physics; Professor, Mathematics

A.A., Gardner-Webb College; B.A., Wake Forest University; M.A., University of North Carolina—Chapel Hill; Additional Study, Clemson University, Florida State University, Vanderbilt University.

**On leave.*

ANTHONY FINLEY EASTMAN (1966), Ph.D., Assistant Professor, History

B.A., Union University; M.A., Memphis State University; Ph.D., University of Southern Mississippi.

EDNA WRIGHT EDDIN (1969), M.A., Instructor, Business

B.A., Berea College; M.A., American University; Additional Study, American University.

SHEHAB EDDIN (1969), Ph.D., Professor, Political Science, Economics

B.A., University of Cairo (U.A.R.); M.A., Ph.D., American University; Additional Study, American University.

DOROTHY W. EDWARDS (1946), A.B., Registrar

A.A., Gardner-Webb College; A.B., Meredith College.

JOE K. ELLENBURG (1970), Ed.D., Associate Professor, Health Education, Physical Education

B.S., Carson-Newman College; M.Ed., University of North Carolina—Chapel Hill; Ed.D., University of Alabama.

JESSE WAYNE EPLEY (1971), B.S., Assistant in the Business Office

B.S., Gardner-Webb College.

ROLAND BYERLY EUTSLER (1970), Ph.D., Professor, Business

B.S., M.S., University of North Carolina—Chapel Hill; Ph.D., University of Pennsylvania.

W. LYMAN FERRELL (1969), B.D., Assistant Professor, Psychology; College Counselor

B.A., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; Additional Study, North Carolina Baptist Hospital School of Pastoral Care, University of North Carolina—Chapel Hill.

JAMES WALTER FITE (1964), M.A., Associate Professor, Biology

B.S., M.A., Appalachian State University; Additional Study, Indiana University, University of South Carolina.

CHARLES WILLIAM (BUDDY) FREEMAN (1968), B.D., College Minister

A.A., Gardner-Webb College; B.A., Carson-Newman College; B.D., Southeastern Baptist Theological Seminary.

LOUIS V. GHISLETTI (1969), Ph.D., Professor, Modern Foreign Languages and Literature

B.A., College de Geneve (Switzerland); M.A., Universite de Geneve (Switzerland); Ph.D., Sorbonne, University de Paris; Ph.D., P. Universidad C. Javeriana (Colombia).

NETTIE RAYLE GIDNEY (1945; 1953), M.A., Assistant Professor, Voice

Guilford College; B.M., Westminster Choir College; M.A., Appalachian State University; Additional Study, Wesleyan College, Private Voice Study (eight years), Ernest Brown.

ALBERT B. GODFREY (1968), Ph.D., Chairman, Department of Biology, Chemistry and Geology; Professor, Biology

B.S., Clemson College; M.S., Ph.D., University of Maryland.

HOWARD ELDON GOLDEN (1970), Ph.D., Professor, Economics

B.S., West Texas State University; Ph.D., University of Missouri.

BENITO RAMON GONZALEZ-QUEVEDO (1971), Ph.D., Assistant Professor, Spanish

B.A., Universidad Central L.V., Cuba; M.A., Ph.D., University of North Carolina–Chapel Hill.

FRANKLIN KEITH GRIGGS (1965), M.A., Assistant Professor, Data Processing, Business

B.S., M.A., Appalachian State University; Additional Study, IBM School of Computer Science.

NELL SELF GRIGGS (1965), M.A., Assistant Professor, Health Education, Physical Education

A.B., Lenoir Rhyne College; M.A., Appalachian State University.

BARRY EDMOND HAMBRIGHT (1969), M.A., Assistant Professor, History

A.A., Gardner-Webb College; B.A., Carson-Newman College; M.A., University of Massachusetts; Additional Study, University of North Carolina–Chapel Hill.

TROY SCALES HARMON (1971), B.A., Admissions Counselor

A.A., B.A., Gardner-Webb College.

MICHAEL A. HARRELSON (1968), Ph.D., Professor, Biology

A.A., Gardner-Webb College; B.S., M.A., Appalachian State University; Ph.D., University of Georgia.

TERRY RICHARD HAYES (1969), M.A., Instructor, Theatre Arts, Speech

A.A., San Antonio College; B.A., New Mexico State University; M.A., University of Denver.

JAMES P. HENSON (1957-62; 1968), Ed.D., Chairman, Department of Psychology; Professor, Psychology

A.A., Warren Wilson Junior College; B.S., M.A., Appalachian State University; B.D., Southeastern Baptist Theological Seminary; Ed.D., Indiana University.

THOMAS FURMAN HEWITT (1968), Th.D., Associate Professor, Religion

B.A., Furman University; B.D., Th.M., Th.D., Southern Baptist Theological Seminary; Additional Study, University of North Carolina–Chapel Hill.

ELIZABETH EGGERS HILL (1963-65; 1966), M.A., Assistant Professor, Music

B.S., M.A., Appalachian State University.

**JERRY RANDOLPH HILL (1963), M.A., Associate Professor, Music

B.S., M.A., Appalachian State University; Ph.D. Candidate, University of Oklahoma.

BARBARA WALKER HOLBROOK (1964), M.A., Assistant Professor, Health Education, Physical Education

A.B., Lenoir Rhyne College; M.A., Appalachian State University.

EDWIN CHARLES HOLBROOK (1964), M.A., Assistant Professor, Health Education, Physical Education; Athletic Director; Head Basketball Coach

A.B., Lenoir Rhyne College; M.A., Appalachian State University.

RON DALE HOOPER (1968-69; 1970), M.A., Assistant Basketball Coach; Executive Secretary, Bulldog Club

B.S., University of North Carolina–Chapel Hill; M.A., Appalachian State University.

**_On leave._

DANIEL HUMMEL HOSLER (1969), Ph.D., Chairman, Division of Social and Behavioral Sciences; Chairman, Department of History; Professor, History

B.Sc.Ed., Ohio State University; M.A., Ph.D., University of Wisconsin.

JAMES B. HUGHEY, JR. (1971), Ed.D., Associate Professor, Psychology

B.S., Towson State College; M.S., University of Montana; Ed.D., University of N. Colorado.

MARION LANSFORD JOLLEY (1957), M.A., Ed.S., Chairman, Department of Associated Social Sciences; Professor, Social Science

A.A., Gardner-Webb College; B.A., Wake Forest University; M.A., Ed.S., George Peabody College for Teachers; Additional Study, George Peabody College for Teachers, University of North Carolina, Florida State University.

PAUL WISEMAN JOLLEY (1962), Ed.D., Associate Professor, Mathematics

B.S., M.A., Appalachian State University; M.A.T., University of North Carolina–Chapel Hill; Ed.D., Florida State University.

DORIS JONES (1956), M.R.E., M.A.T., Associate Professor, Sociology

B.A., Furman University; M.R.E., Southwestern Baptist Theological Seminary; M.A.T., University of North Carolina–Chapel Hill; Additional Study, University of Colorado, University of North Carolina–Chapel Hill.

RUTH C. KISER (1961-64; 1969), M.R.E., M.A., Director of Women's Services; Director, Baptist Student Union

A.A., Wingate College; B.S., Carson-Newman College; M.R.E., New Orleans Baptist Theological Seminary; M.A., Appalachian State University.

ROBERT L. LAMB (1962), D.R.E., Professor, Religious Education, Religion

B.A., Stephen F. Austin State College; M.R.E., D.R.E., Southwestern Baptist Theological Seminary; Additional Study, Westminster Choir College, Baylor University, University of Houston.

GRACE CRAIG LEE (1965), M.N.A., Director, Nursing

R.N., Rutherford Hospital School of Nursing; B.S.N.Ed., Florida State University; M.N.A., University of North Carolina–Chapel Hill; Additional Study, The Margaret Hogue Maternity Hospital.

JOHN THURMAN LEWIS (1964), Th.D., Chairman, Division of Humanities; Chairman, Department of Ancient Languages and Literature; Professor, Ancient Languages and Literature

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

LEONARD GEORGE LITTON, JR. (1970), M.A., Associate Professor, Health Education, Physical Education; Head Football Coach

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

BETTY HOYLE LOGAN (1957), M.A., Assistant Professor, Business

B.S.S.A., University of North Carolina–Greensboro; M.A., Appalachian State University.

HELYN GOODE LOWERY (1971), M.A., Assistant Professor, Business

Gardner-Webb College; B.S., Limestone College; M.A., Appalachian State University.

MELVIN ROSCOE LUTZ, JR. (1969), M.A., Instructor, Ancient Languages and Literature

A.A., Gardner-Webb College; B.A., Mars Hill College; M.A., Florida State University; Additional Study, Florida State University.

WILBUR RAY McBRIDE (1968), M.Ed., Associate Professor, Physics, Mathematics

A.B., Wofford College; M.Ed., University of North Carolina—Chapel Hill; Additional Study, Wofford College, Converse College, University of Arkansas, University of Michigan, University of Kansas, University of New Mexico.

CHARLES ERNEST MACK, JR. (1966), A.B., Business Manager

A.A., Gardner-Webb College; A.B., Catawba College.

ALTON H. (BILL) MALONE (1969), M.S.L.S., Library Director

B.A., Carson-Newman College; M.S.L.S., University of Illinois.

J. RICHARD MAY (1971), M.A., Assistant Football Coach

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

ROBERT EARLE MORGAN (1967), Ph.D., Associate Professor, French, Mathematics

A.B., Lenoir Rhyne College; M.Ed., Ph.D., University of North Carolina—Chapel Hill.

GLADYS DeJOURNETTE MORRIS (1964), M.A., Assistant Professor, English

A.B., Georgia College; M.A., Vanderbilt University; Additional Study, University of North Carolina—Greensboro, Western Carolina University, North Carolina State University.

MARTIN ARTHUR MOSELEY, JR. (1950), M.S., Professor, Chemistry

B.S., Wofford College; M.S., North Carolina State University; Additional Study, University of North Carolina, Duke University, University of Wyoming, North Carolina State University.

WILLIAM HARVEY MOWRY (1968), Ed.D., Professor, Education, Psychology

Ph.B., Dickinson College; M.S., Ed.D., The Pennsylvania State University.

MARION VANN MURRELL (1967), Ph.D., Chairman, Department of Religious Studies and Philosophy; Professor, Religion

B.A., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; Ph.D., University of Edinburgh (Scotland), Additional Study, Duke University, University of Heidelberg (West Germany).

ARTHUR GEORGE NUHRAH (1969), Ph.D., Professor, History; Administrative Assistant

B.A., M.A., Ph.D., The Tulane University of Louisiana.

**THIRLEN OSBORNE (1957), M.A., Professor, English

A.B., Kentucky Wesleyan College; M.A., University of Kentucky; Ph.D. Candidate, University of North Carolina—Chapel Hill.

DIANE HICKS PACKARD (1967), B.A., Secretary and Assistant to the Vice President of Academic Affairs

A.A., Gardner-Webb College; B.A., Limestone College.

**_On leave._

CLARENCE SHERMAN PARRISH (1970), Ph.D., Associate Professor, Chemistry

A.B., Berry College; Ph.D., University of Mississippi.

DOROTHY ANN PEARCE (1967-68; 1969), M.N., Instructor, Nursing

R.N., B.S.N., M.N., Emory University School of Nursing.

PHIL DANIEL PERRIN (1969), D.M.A., Professor, Music

B.S., University of Tennessee; M.C.M., D.M.A., Southwestern Baptist Theological Seminary.

MARGARET THOMPSON POST (1971), B.S., Instructor, Nursing

R.N., Henry Grady Memorial Hospital School of Nursing; B.S., University of North Carolina—Charlotte.

THOMAS CLINTON POSTON (1969), M.A., Associate Coordinator of Student Personnel Services

A.A., Gardner-Webb College; B.A., Limestone College; M.A., Appalachian State University; Additional Study, Furman University, Mercer University.

COLE ANDREW PROCTOR (1969), M.A., Assistant Professor, Health Education, Physical Education; Assistant Football Coach

B.A., M.A., Morehead State University; Additional Study, University of South Carolina.

DAN W. PROCTOR (1969), Th.D., Director of Guidance and Counseling

A.A., Southwest Baptist College; B.A., Howard Payne College; B.D., Th.D., Southwestern Baptist Theological Seminary.

LAUNITA EYE PROCTOR (1969), M.R.E., M.Ed., Assistant Professor, Health Education, Physical Education

A.A., Kansas City Junior College; B.S., Oklahoma Baptist University; M.R.E., Southwestern Baptist Theological Seminary; M.Ed., Texas Christian University.

JAMES HUBERT RASH (1965), M.Ed., Associate Professor, Art

A.A., Wingate College; B.A., Columbia College; M.Ed., Clemson University; Additional Study, Winthrop College, University of South Carolina, Furman University, Appalachian State University, East Tennessee State University; Private Study, Portland Museum Art School, J. L. Settlemeyer, Dayrell Kortheurer, Sculpture (Bronze Casting), Penland School of Crafts.

**DONALD EDWARD REED (1966), M.A., Instructor, Geography

A.A., Thornton Junior College; B.A., Augustana College; M.A., University of Iowa; Ph.D. Candidate, University of Tennessee.

ROBERT LEE REYNOLDS (1971), M.M., Instructor, Music

B.A., Campbellsville College; M.M., University of Kentucky.

LARRY L. SALE (1971), Ed.D., Professor, Education

B.S., M.A., Appalachian State University; Ed.D., Indiana University.

CHARLEY L. SANDIFER (1967), Th.M., M.A., Associate Professor, English

A.B., Mississippi College; Th.M., New Orleans Baptist Theological Seminary; M.A., University of Mississippi; Ph.D. Candidate, University of Mississippi.

JOY YOUNG SANDIFER (1967), M.L.S., Assistant Librarian, Cataloging

B.A., Mississippi College; M.L.S., University of Mississippi; Additional Study, Mississippi College, New Orleans Baptist Theological Seminary, Appalachian State University.

**On leave.*

JOHN KENNETH SANFORD (1966), M.A., Instructor, Health Education, Physical Education; Assistant Football Coach

A.A., Gardner-Webb College; B.S., M.A., Western Carolina University.

REBECCA ANN SEBASTIAN (1968), M.A., Assistant Librarian, Reference and Circulation

B.S., M.A., Appalachian State University.

MANUEL ALLEN SETZER (1965), M.A.T., Associate Professor, Spanish

A.B., Lenoir Rhyne College; M.A.T., University of North Carolina—Chapel Hill; Additional Study, University of New Mexico, La Universidad Interamericana (Mexico).

MARY CRAVEN FORD SMITH (1970), B.S., Periodicals Librarian

B.S., East Carolina University.

PAUL MITCHELL SORRELLS (1968), M.A., Assistant Professor, English

Gardner-Webb College; B.A., Lenoir Rhyne College, M.A., Western Carolina University; B.D., Southeastern Baptist Theological Seminary; Additional Study, University of North Carolina—Chapel Hill.

PAUL JOHN STACY (1941), B.S., Assistant Professor, Biology

B.S., Duke University; Additional Study, Duke Medical School.

**WILLIAM B. STOWE (1965-68; 1969), M.A., Assistant Professor, English

B.A., St. Andrews Presbyterian College; M.A., Appalachian State University.

MARIO A. SUAREZ (1964), Ph.D., Assistant Professor, Spanish

B.A., Carlos de la Torre; B.S., Instituto de Santa Clara; Ph.D., Havana University.

JAMES KANIPE TAYLOR (1964), M.A., Assistant Professor, English

B.A., Carson-Newman College; M.A., Appalachian State University; Additional Study, Indiana University of Pennsylvania.

JESSE LEE TAYLOR (1965), M.A., Assistant Professor Social Science

B.S., M.A., Appalachian State University; Additional Study, University of North Carolina—Chapel Hill; University of Missouri.

SHIRLEY PUTMAN TONEY (1965), B.S., Instructor, Nursing

R.N., North Carolina Baptist Hospital School of Nursing; B.S., Wake Forest University; Additional Study, Southwestern Baptist Theological Seminary, University of North Carolina—Charlotte; North Carolina State University.

ROBERT LEE TREXLER (1964), M.A., M.Div., Assistant Professor, Religion, Social Science

Gardner-Webb College; B.A., Wake Forest University; B.D., M.Div., Southern Baptist Theological Seminary; M.A., Appalachian State University; Additional Study, Appalachian State University.

**PING-KWAN (PHILIP) TSE (1969), M.A., Instructor, Physics

B.S., M.A., Wake Forest University; Additional Study, San Diego State College.

WILLIAM RICHARD WADDLE (1971), M.S., Assistant Professor, Business

B.S., M.S., Kansas State of Pittsburg; Additional Study, University of Nebraska.

JERRY RICHARD WALKER (1970), B.S., Director of Alumni Activities

A.A., Gardner-Webb College; B.S., Western Carolina University.

**On leave.*

EVERETTE NEWTON WARREN (1971), M.A., Assistant Professor, Business

B.S., Bowling Green College of Commerce; M.A., Hardin-Simmons University; Additional Study, Texas Tech University.

JANET MAE WHISNANT (1971), B.A., Admissions Counselor

A.A., B.A., Gardner-Webb College.

WILLIAM HARRILL WITHROW, SR. (1969), B.S., Assistant Professor, Political Science, Geography

B.S., U.S. Naval Academy; Ph.D. Candidate, University of North Carolina–Chapel Hill.

ANNA WOOTEN (1971), M.A., Instructor, English

B.A., University of North Carolina–Greensboro; M.A., Hollins College.

RANDOLPH A. WRIGHT (1970), M.M., Instructor, Music

B.M., Shenandoah Conservatory of Music; M.M., West Virginia University.

ALUMNI ASSOCIATION

Membership—All former students, graduates and non-graduates, are considered members of the Alumni Association.

Meetings—A general business meeting and banquet is held in the spring. Officers and directors have business meetings the third Saturday of the first month of each quarter. Matters of business are attended to and directors and officers are elected. The president of the Association has the authority to call a special meeting 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 in the College through 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 for the mutual benefit of both the College and the alumni.

Program—In addition to the spring meeting, the general association promotes homecoming in the fall. Chapters have their own meetings according to their desires. The main emphases are communication and fellowship among the Alumni and College Community and support of the College, especially through the Annual Fund (Living Endowment).

Parents Club—The Alumni-Parents Club plays an important part in the work of the Association. Parents of Gardner-Webb students and/or Alumni are invited to become members. Area meetings are held throughout the year to coincide with local Alumni Chapters, but may also be planned separately. It is hoped that each parent who is eligible for membership will contact the Director of Alumni Activities, or the Association President for information concerning the Parents Club.

Alumnus of the Year—Selection is made by the Board of Trustees of the college. The award is presented by the Chairman of the Board of Trustees.

GARDNER-WEBB COLLEGE

Enrollment 1970-71

	Men	*Women*	*Total*
1970 Summer School	283	132	415
Regular Session			
Seniors	249	86	335
Juniors	246	93	339
Sophomores	290	144	434
Freshmen	374	157	531
Specials	10	22	32
Regular Session Totals	1169	502	1671
Grand Total	1452	634	2086

ROSTER OF GRADUATES

August 15, 1970

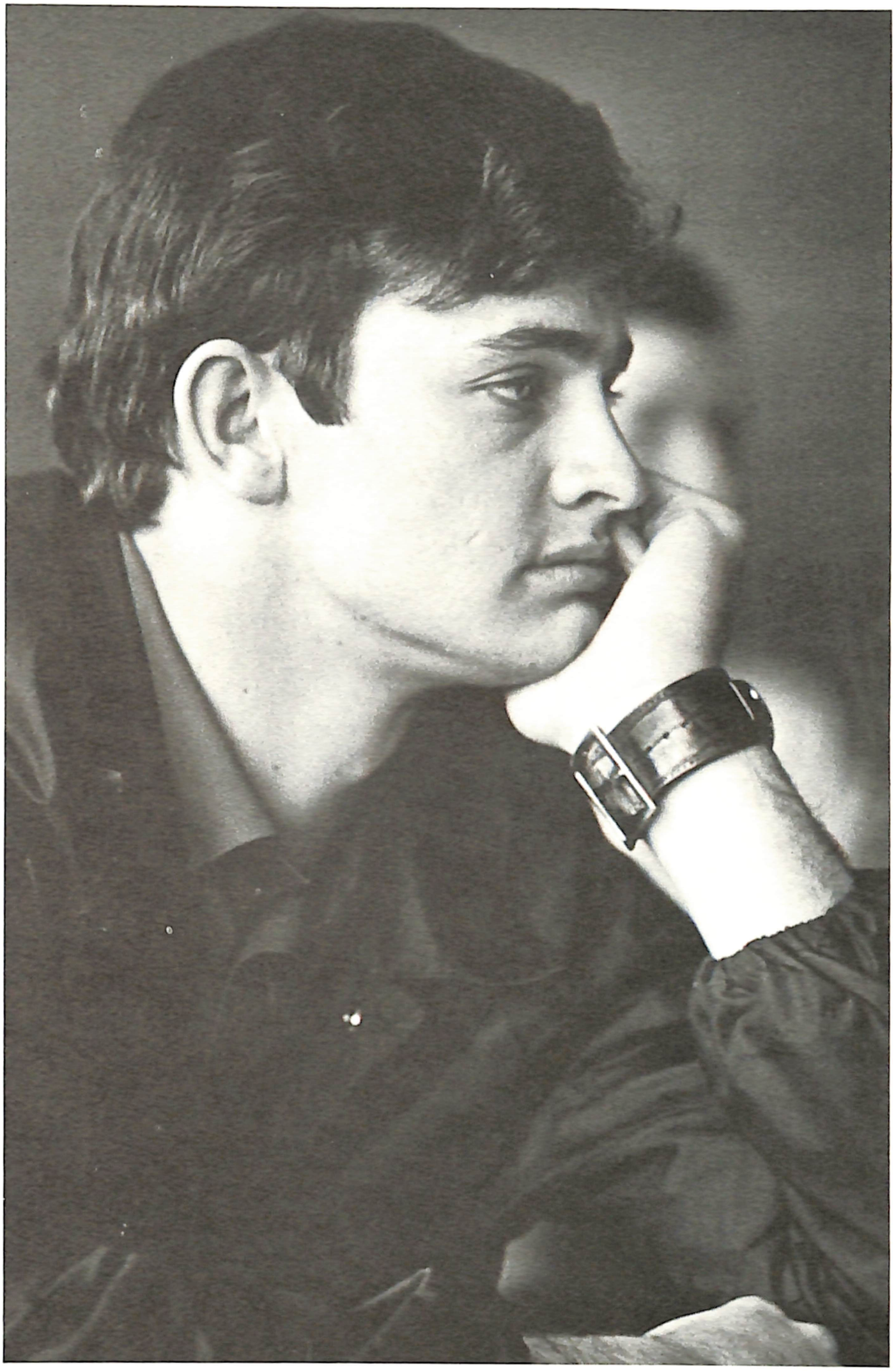
Associate in Arts

Alexander, Barbara Gale ..... Charlotte, N. C.
Arthur, Betsy Jane ..... Cherryville, N. C.
Blanton, Kenneth Hewitt, Jr. ..... Lattimore, N. C.
Cabiness, Rebecca Jamerson ..... Shelby, N. C.
Camp, Edwin Yates, Jr. ..... Shelby, N. C.
Casstevens, Tawana Lee ..... High Point, N. C.
Crowe, William Oliver ..... Denver, N. C.
Folk, Joseph Wayne ..... Newberry, S. C.
Folk, Milton Hayne ..... Newberry, S. C.
Grindstead, Jackie Maxwell ..... Ellenboro, N. C.
Kebeck, Stephen Arnold ..... New York, N. Y.
McClung, Jackie Hamilton ..... Lincolnton, N. C.
Mullis, Elizabeth Ann ..... Concord, N. C.
Phillips, Gary Lee ..... Charlotte, N. C.
Reavis, Benjamin Lee ..... Salisbury, N. C.
Men 10 Women 5 TOTAL 15

May 16, 1971

Associate in Arts

Robert Wayne Adams, Nursing ..... Forest City, N. C.
Sandra Elizabeth Anthony, Secretarial ..... Charlotte, N. C.
Dianne Sanders Barron, Nursing ..... Shelby, N. C.
Amanda King Bryant, Secretarial ..... Gastonia, N. C.
Sharon Gail Buchanan, Nursing ..... Bakersville, N. C.
Melanie Elizabeth Campbell, Data Processing ..... Conover, N. C.
Ray Willis Champion (Mrs.), Nursing ..... Shelby, N. C.
Barbara Kay Craig, Nursing ..... Rutherfordton, N. C.
Janis Marie Durnil (Mrs.), Nursing ..... Spindale, N. C.
Elaine Cornelia Garrett (Mrs.), Nursing ..... Shelby, N. C.
Patricia McDade Hamrick (Mrs.), Nursing ..... Ellenboro, N. C.
Earlene Louise Hatcher, Nursing ..... Rutherfordton, N. C.
Deborah Greene Hawkins (Mrs.), Nursing ..... Mooresboro, N. C.
Ethel Sharon Hobson, Secretarial ..... Boonville, N. C.
Marybeth James, Liberal Arts ..... Wallace, N. C.
Carolyn Morris Jolley (Mrs.), Nursing ..... Spindale, N. C.
Joy Ann Jolley, Secretarial ..... Kings Mountain, N. C.
Peter Downing Lindh, Business ..... Miami Springs, Florida
Tamala Mae Logan, Nursing ..... Tobaccoville, N. C.
Joyce Annette Lynch (Mrs.), Nursing ..... Spindale, N. C.



Bettye Lou Manning (Mrs.), Nursing ..... Shelby, N. C.
Mary Deborah Pigg, Secretarial ..... Wadesboro, N. C.
Dorothy Willis Reed (Mrs.), Nursing ..... Hickory, N. C.
Beverly Robbins Reid (Mrs.), Nursing ..... Rutherfordton, N. C.
Debra Marie Roberts, Nursing ..... Asheville, N. C.
Debra Ann Rutledge, Liberal Arts ..... Pfafftown, N. C.
Linda Ford Smith (Mrs.), Nursing ..... Spindale, N. C.
Starlyn Kay Squires (Mrs.), Nursing ..... Shelby, N. C.
Barbara Jean Thompson, Secretarial ..... Wadesboro, N. C.
Sandra Kaye Thompson, Nursing ..... Spindale, N. C.
Susan Elaine Parker Waters (Mrs.), Nursing ..... Caroleen, N. C.

Bachelor of Science

Julius Whitener Abernethy, III, Business ..... Newton, N. C.
Terry Carter Abernethy, Early Childhood Ed. ..... Newton, N. C.
Barbara Gale Alexander, Early Childhood Ed. ..... Charlotte, N. C.
Reginald Keith Alexander, Psychology ..... Kings Mountain, N. C.
Paul Ralph Allison, Biology ..... Draper, Va.
Betsy Jane Arthur, Intermediate Education ..... Cherryville, N. C.
Floyd William Baker, Jr., Data Processing ..... Cramerton, N. C.
Kevin Michael Balling, Psychology ..... Queens Village, N. Y.
May Madison Barton, Data Processing ..... Greenville, S. C.
Jerry Young Beatty, Data Processing ..... Sherill's Ford, N. C.
Richard Allen Benfield, Data Processing ..... Newton, N. C.
Charles Douglas Benson, Mathematics ..... Shelby, N. C.
Jerry Stephen Biggerstaff, Data Processing ..... Maiden, N. C.
Frances McIntyre Bishop, Health & Phy. Ed. ..... Franklin, N. C.
James Stanley Bland, Business ..... Spindale, N. C.
Kenneth Hewitt Blanton, Jr., Business ..... Lattimore, N. C.
Samuel Ray Blanton, Mathematics ..... Henrietta, N. C.
Ray Daniel Bolick, Jr., Business ..... Hickory, N. C.
James Cassels Boney, Jr., Business ..... Spartanburg, S. C.
Tanna Francis Boone, Early Childhood Ed. ..... Waynesville, N. C.
James Thaxter Bost, Jr., Business ..... Burlington, N. C.
Ruby Caison Bowen, Early Childhood Ed. ..... Union Mills, N. C.
Jerome Reeves Boyce, Health & Phy. Ed. ..... Inman, S. C.
Nancy Susan Broadway, Early Childhood Ed. ..... Charlotte, N. C.
*Martha Ruth Bryan, Psychology ..... Charlotte, N. C.
Sidney Oliver Bryson, Jr., Health & Phy. Ed. ..... Morganton, N. C.
Chester Von Bullin, Business ..... Winston-Salem, N. C.
Nancy Ann Byrd, Intermediate Ed. ..... Asheboro, N. C.
Edwin Yates Camp, Jr., Data Processing ..... Shelby, N. C.
Teddy Morgan Carnes, Psychology ..... Greenville, S. C.
Robert Charles Carpenter, Business ..... Shelby, N. C.

**Cum Laude*

Vera Juanita Carpenter, Business	Connelly Springs, N. C.
William Boggan Cash, Biology	Morganton, N. C.
**Linda Gordon Chrisman, Intermediate Ed.	Forest City, N. C.
Prentiss Mitchell Coggins, Biology	Mooresville, N. C.
Steve Walton Coldron, Data Processing	Greensboro, N. C.
William Robert Cone, Health & Phy. Ed.	Winston-Salem, N. C.
Jackie Buff Connor, Early Childhood Ed.	Rutherfordton, N. C.
Carolyn Dianne Cook, Intermediate Ed.	Vale, N. C.
Mary Catherine Coon, Intermediate Ed.	Lincolnton, N. C.
David Stanley Crouch, Data Processing	Newton, N. C.
David Eugene Davenport, Business	Greenville, S. C.
Collette Deviney, Intermediate Ed.	Casar, N. C.
Clyde Howell Downs, Jr., Business	Franklin, N. C.
Robert Parris Dutton, Business	Hickory, N. C.
James Michael Dysart, Biology	Lincolnton, N. C.
*Peggy Shytle Eaker, Business	Lawndale, N. C.
Carl McCurry Edgerton, II, Biology	Rutherfordton, N. C.
Linda Edgerton, Intermediate Ed.	Forest City, N. C.
*Margaret Hamrick Edwards, Health & Phy. Ed.	Mooresboro, N. C.
Danny O'Brian Ellington, Psychology	Belmont, N. C.
Jesse Wayne Epley, Business	Forest City, N. C.
Michael Harold Epps, Psychology	Newberry, S. C.
James Alexander Estes, Biology	Sunnydale, California
Price Martin Ewing, III, Business	Belmont, N. C.
Eugene Durham Falls, Jr., Business	Charlotte, N. C.
Peter Ellison Fickling, Business	Hickory, N. C.
William Talmadge Finucan, Business	Union, S. C.
Thomas Higginbotham Fishburne, Health & Phy. Ed.	Sumter, S. C.
Joseph Wayne Folk, Data Processing	Newberry, S. C.
Milton Hayne Folk, Data Processing	Newberry, S. C.
Gregory Alan Gault, Business	Greenville, S. C.
David Alan Gibbons, Health & Phy. Ed.	Charlotte, N. C.
James Whitfield Gilchrist, Data Processing	Greenville, S. C.
Benjamin Franklin Gladden, Psychology	High Point, N. C.
Mary Suzanne Gold, Early Childhood Ed.	Shelby, N. C.
Ronnie Thomas Grant, Psychology	Cramerton, N. C.
Pinckney Heaton Guerard, Jr., Health & Phy. Ed.	Dorchester, S. C.
Andrew Keen Gwynn, Psychology	Greenville, S. C.
Horace Perley Hammond, Jr., Biology	Spartanburg, S. C.
*Sheila Ann Harris, Early Childhood Ed.	Winston-Salem, N. C.
Ralph Eugene Hartis, Business	Bethune, S. C.
*Hilda Stilwell Heavner, Early Childhood Ed.	Connelly Springs, N. C.
Ryan Dickson Hendley, Health & Phy. Ed.	Greenville, S. C.

Cum Laude
**Magna Cum Laude*

*Carole Ann Hendrick, Intermediate Ed.	Shelby, N. C.
*Boyce Briscoe Hensley, Business	Union Mills, N. C.
William Franklin Hibbard, Business	Charlotte, N. C.
Robert Edward Hines, Data Processing	Greenville, S. C.
Jerry Wayne Hollifield, Health & Phy. Ed.	Marion, N. C.
John Wesley Hornaday, Jr., Biology	Danville, Va.
**Claudia Lee Houser, Business	Jacksonville, Fla.
Saundra Mayhew Howell, Health & Phy. Ed.	Greer, S. C.
Judith Margaret Hoyle, Health & Phy. Ed.	Shelby, N. C.
Dan Michael Hughes, Business	Shelby, N. C.
Donald Ross Hull, Biology	Gastonia, N. C.
*Lala June Humphries, Intermediate Ed.	Cliffside, N. C.
Henry Richard Jackson, Business	Clover, S. C.
Joyce Flynn Jackson, Intermediate Ed.	Mill Spring, N. C.
Marion Nichols Jester, Early Childhood Ed.	Greensboro, N. C.
Janet Lynn Johnson, Early Childhood Ed.	Canton, N. C.
Lloyd Andrew Kanipe, Health & Phy. Ed.	Conover, N. C.
Vernon Melrow Leary, Data Processing	Wallace, N. C.
***Judy Graves LeCrow, Intermediate Ed.	Shelby, N. C.
Kenneth John Lentz, Biology	Spruce Pine, N. C.
Robert Gardner Lewis, Psychology	Shelby, N. C.
Richard Stephen Lindler, Business	Rembert, S. C.
William Eugene Lindler, Business	Rembert, S. C.
Marcus Willard Logan, Business	Mooresboro, N. C.
Michael Dean Lutz, Business	Mt. Holly, N. C.
Jack Edward McGill, Health & Phy. Ed.	Statesville, N. C.
Edward Rufus McGimpsey, Jr., Business	Lenoir, N. C.
*Pamela Sharon McGimsey, Biology	Forest City, N. C.
**Ruby Cash McKinney, Intermediate Ed.	Mooresboro, N. C.
*Linda McSwain Mace, Early Childhood Ed.	Boiling Springs, N. C.
James Neill Maness, Business	Bryson City, N. C.
Barry Gilbert Maney, Psychology	Asheville, N. C.
Stephen Asbury Martin, Psychology	Salisbury, N. C.
Thomas Alton Martin, Psychology	Blacksburg, S. C.
Harold James Mason, Business	Gaffney, S. C.
Joseph Henry Mickey, Jr., Biology	Winston-Salem, N. C.
Charles Thomas Miles, Business	Greenville, S. C.
William Ray Miller, Data Processing	Charlotte, N. C.
*Teddy Richard Monroe, Mathematics	Gaffney, S. C.
David Norman Morris II, Business	Burgaw, N. C.
Charles Pressly Morrison, Psychology	Statesville, N. C.
William Robert Murr, Data Processing	Spartanburg, S. C.

**Cum Laude*
***Magna Cum Laude*
****Summa Cum Laude*

Michael Eugene Newton, Business ..... Blacksburg, S. C.
Paul Wesley Nipper, III, Business ..... Greenville, S. C.
Davey Boyce Norris, Psychology ..... Alexis, N. C.
Donald Gerald Pantalone, Biology ..... New Providence, New Jersey
James Raymond Plummer, Biology ..... Shelby, N. C.
Janice Harrill Poston, Early Childhood Ed. ..... Shelby, N. C.
Tony Graham Potts, Data Processing ..... Statesville, N. C.
Terry Neal Purvis, Health & Phy. Ed. ..... Jesup, Georgia
Harvey Lee Rash, Jr., Biology ..... Raleigh, N. C.
Lonnie Carroll Ray, Psychology ..... Forest City, N. C.
**Dennis Charles Roberts, Mathematics ..... Shelby, N. C.
James Edward Robinson, Business ..... Winston-Salem, N. C.
Sara Ellen Russell, Early Childhood Ed. ..... Charlotte, N. C.
James Edgar Seacord, III, Health & Phy. Ed. ..... Charlotte, N. C.
*Margaret Ann Shuford, Intermediate Ed. ..... Shelby, N. C.
Nancy Rebecca Simpson, Early Childhood Ed. ..... Spencer, N. C.
Steve Michael Simpson, General Science ..... Greensboro, N. C.
Larry Legrand Smith, Data Processing ..... Denmark, S. C.
Joel Craig Smyre, Data Processing ..... Newton, N. C.
June Baldwin Sorrells, Early Childhood Ed. ..... Boiling Springs, N. C.
Joseph Martin Southards, Mathematics ..... Lawndale, N. C.
Annette Christine Spence, Early Childhood Ed. ..... Raleigh, N. C.
Thomas Warren Spurling, Biology ..... Lawndale, N. C.
Herbert Joe Stepp, Health & Phy. Ed. ..... Hickory, N. C.
Donald Lamont Stokes, Data Processing ..... Taylors, S. C.
Donald Richard Stokes, II, Data Processing ..... Greer, S. C.
Rickey Lamar Stowe, Data Processing ..... Gastonia, N. C.
Michael Robert Sturms, Biology ..... Winston-Salem, N. C.
Camilla Belle Taylor, Early Childhood Ed. ..... Granite Falls, N. C.
Walter Corumn Taylor, Jr., Business ..... Franklin, N. C.
Linda Susan Tolbert, Early Childhood Ed. ..... Lenoir, N. C.
Tamara Lane Valentine, Intermediate Ed. ..... Shelby, N. C.
Rufus Monroe Wallace, Jr., Business ..... York, S. C.
William Rhyne Walters, Mathematics ..... Shelby, N. C.
John Robert Watson, Data Processing ..... Sanford, N. C.
Neal Ann Webb Watson, Data Processing ..... Waynesville, N. C.
**David Vernon Webb, Psychology ..... Shelby, N. C.
Sandra Lea Webster, Early Childhood Ed. ..... Hendersonville, N. C.
Brenda Williams Whisnant, Early Childhood Ed. ..... Union Mills, N. C.
Brenda Joyce Whitley, Intermediate Ed. ..... Shelby, N. C.
Richard Neal Williams, Biology ..... Newsport News, Va.
Hiram Bedell Willis, Biology ..... Taylors, S. C.
Marilyn Wilson, Psychology ..... Charlotte, N. C.

**Cum Laude*
***Magna Cum Laude*

Christopher Lindley Worrock, Health & Phy. Ed. ..... Spartanburg, S. C.
Ann Noblitt Wright, Early Childhood Ed. ..... Shelby, N. C.

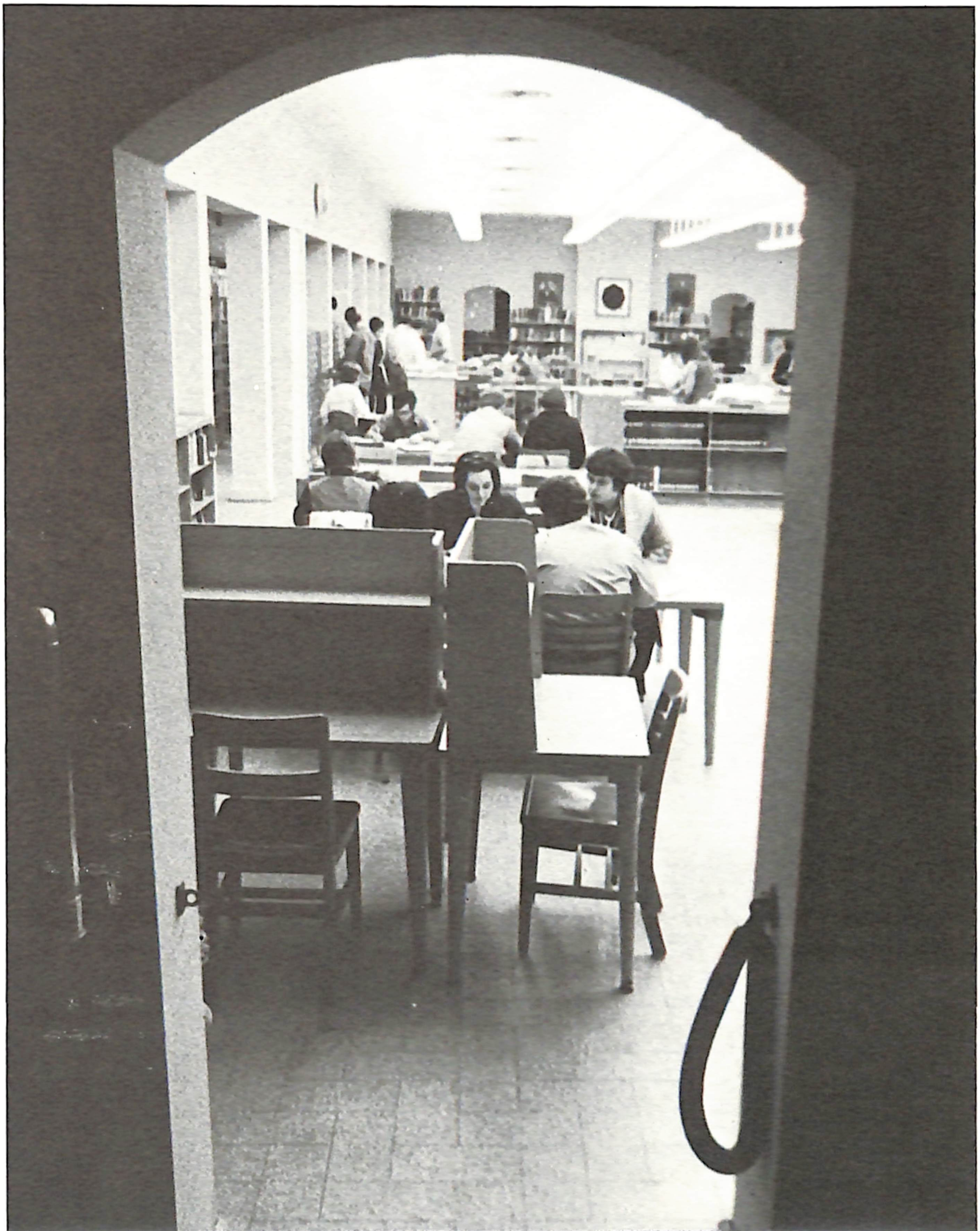
Bachelor of Arts

*William Glenn Abrams, Jr., Religious Ed. ..... Forest City, N. C.
Harold Franklin Arledge, Jr., Social Science ..... Shelby, N. C.
Linda Sue Austin, Social Science ..... Lenoir, N. C.
William Thomas Bell, Social Science ..... Suffolk, Virginia
***Linda Carol Benfield, Social Science ..... Lawndale, N. C.
Kenneth Wayne Bishop, History ..... Chesnee, S. C.
Carolyn Upton Black, Music ..... Lawndale, N. C.
Joseph Elmore Boyd, Jr., History ..... Charleston, S. C.
Rickey Trent Boyette, History ..... Clayton, N. C.
Boyce LaVern Bradshaw, Religion ..... Valdese, N. C.
*William Kenneth Brock, Biblical Languages ..... Forest City, N. C.
Richard Albert Brown, Religion ..... York, S. C.
Robert William Campbell, Religious Ed. ..... Charlotte, N. C.
Pride Thomas Canady, Social Science ..... Hendersonville, N. C.
Richard Stephens Carson, Social Science ..... Greenville, S. C.
Beverly Ruth Cash, French ..... Chesnee, S. C.
*John Henry Causey, Jr., Social Science ..... Rutherford College, N. C.
Douglas Reagan Clark, Jr., History ..... Forest City, N. C.
George Montrose Clemmer, History ..... Gastonia, N. C.
Thomas Lawrence Copeland, Social Science ..... Clinton, S. C.
Mark Douglas Crawford, Social Science ..... Aiken, S. C.
*Brenda Ann Crosby, Theatre Arts ..... Shelby, N. C.
William Oliver Crowe, Religion ..... Denver, N. C.
*Charles Wade Dellinger, Biblical Languages ..... Cherryville, N. C.
John Taylor Edwards, Religion ..... Gastonia, N. C.
Andrew Preston Fant, III, Social Science ..... Easley, S. C.
Quinton Terry Florence, Social Science ..... New Canaan, Conn.
**William Lon Ford, Biblical Languages ..... Newland, N. C.
Robert Stephen Gold, History ..... Shelby, N. C.
June Joiner Green, Social Science ..... Shelby, N. C.
Stephen Andrew Gregory, Religious Ed. ..... Rutherfordton, N. C.
*Gerald Herbert Grigg, Social Science ..... Cherryville, N. C.
Gerald Lee Hamilton, English ..... Kannapolis, N. C.
Judith Elaine Hannah, Religion ..... Waynesville, N. C.
Troy Scales Harmon, History ..... Elkin, N. C.
William Burdette Harrill, III, Religious Ed. ..... Durham, N. C.
Fred Joe Hawkins, Jr., Religion ..... Lincolnton, N. C.
Lewis James Hayes, Religion ..... Spartanburg, S. C.

**Cum Laude*
***Magna Cum Laude*
****Summa Cum Laude*

James David Henderson, History ..... Greer, S. C.
***Esther Hudgins Hendrick, French ..... Gastonia, N. C.
*John Welborn Herold, Religion ..... Forest City, N. C.
James Rutledge Jacks, Jr., Social Science ..... Clinton, S. C.
***Judy Ann Jackson, French ..... Cliffside, N. C.
James Larry Jenkins, Social Science ..... Wallace, N. C.
Rickey Harmon Jester, Social Science ..... Mount Airy, N. C.
Robert Leonard Jolley, Social Science ..... Cliffside, N. C.
Rita Viola Justice, Religious Ed. ..... Rutherfordton, N. C.
Edward Arthur Kessling, History ..... Manhassett, N. Y.

**Cum Laude*
****Summa Cum Laude*



	Norma Claudette King, History	Kings Mountain, N. C.
	Stephen Hadyn Kirby, Music	Newton, N. C.
	Randy Robert Koon, Social Science	Prosperity, S. C.
	Toby Alfred Lutz, Religion	Bessemer City, N. C.
	Thomas Calvin Moore, Religion	Jefferson, S. C.
	Walter Bruce Moore, Social Science	Greenville, S. C.
**	Wanda Suddreth Neely, Religion	Charlotte, N. C.
	William Kreswell Neely, Religion	Spartanburg, S. C.
	Alice Lee Pike, Theatre Arts	Greensboro, N. C.
	Lois Elaine Reel, Music	Denver, N. C.
	Thomas Alexander Ritter, Social Science	Maxton, N. C.
	James Webb Roemer, English	Shelby, N. C.
	Jerry Carver Ruppe, English	Rutherfordton, N. C.
*	Sue Anne Sandifer, Theatre Arts	Boiling Springs, N. C.
	Jadine Sellers, English	Cherryville, N. C.
	Edward Wilson Shrum, English	Lincolnton, N. C.
	Jerry Lee Simpson, English	Greensboro, N. C.
	Mary Frances Slagle, Social Science	Franklin, N. C.
	Joseph Pinkney Smith, Jr., Social Science	Gastonia, N. C.
	Dan Edward Snyder, Religious Ed.	Hickory, N. C.
	Elton Leon Strickland, Religion	Casar, N. C.
	Gary Lynn Swinkey, Social Science	Union Mills, N. C.
	Paul Edward Szymborski, Jr., Social Science	Shelby, N. C.
**	Thomas Walker Taylor, English	Gaffney, S. C.
	Stanley Michael Thornton, History	Bostic, N. C.
	Michael David Valentine, Religion	Charlotte, N. C.
	Linda Faye Voncannon, Theatre Arts	Hickory, N. C.
	Janet Mae Whisnant, English & Theatre Arts	Asheboro, N. C.
	Randolph Cullen Williams, Social Science	Norway, S. C.
	Harvey Edgar Wilson, Jr., Social Science	Charlotte, N. C.
	Sherman Edwin Wilson, Jr., Social Science	Roxboro, N. C.
*	Judith McMillan Worthy, English	Shelby, N. C.
**	James Ronald Wright, English	Shelby, N. C.

Cum Laude
**Magna Cum Laude*

Summary of Graduates, May 16, 1971

	Men	*Women*	*Total*
Associate in Arts	2	29	31
Bachelor of Science	112	49	161
Bachelor of Arts	61	20	81
	175	98	273

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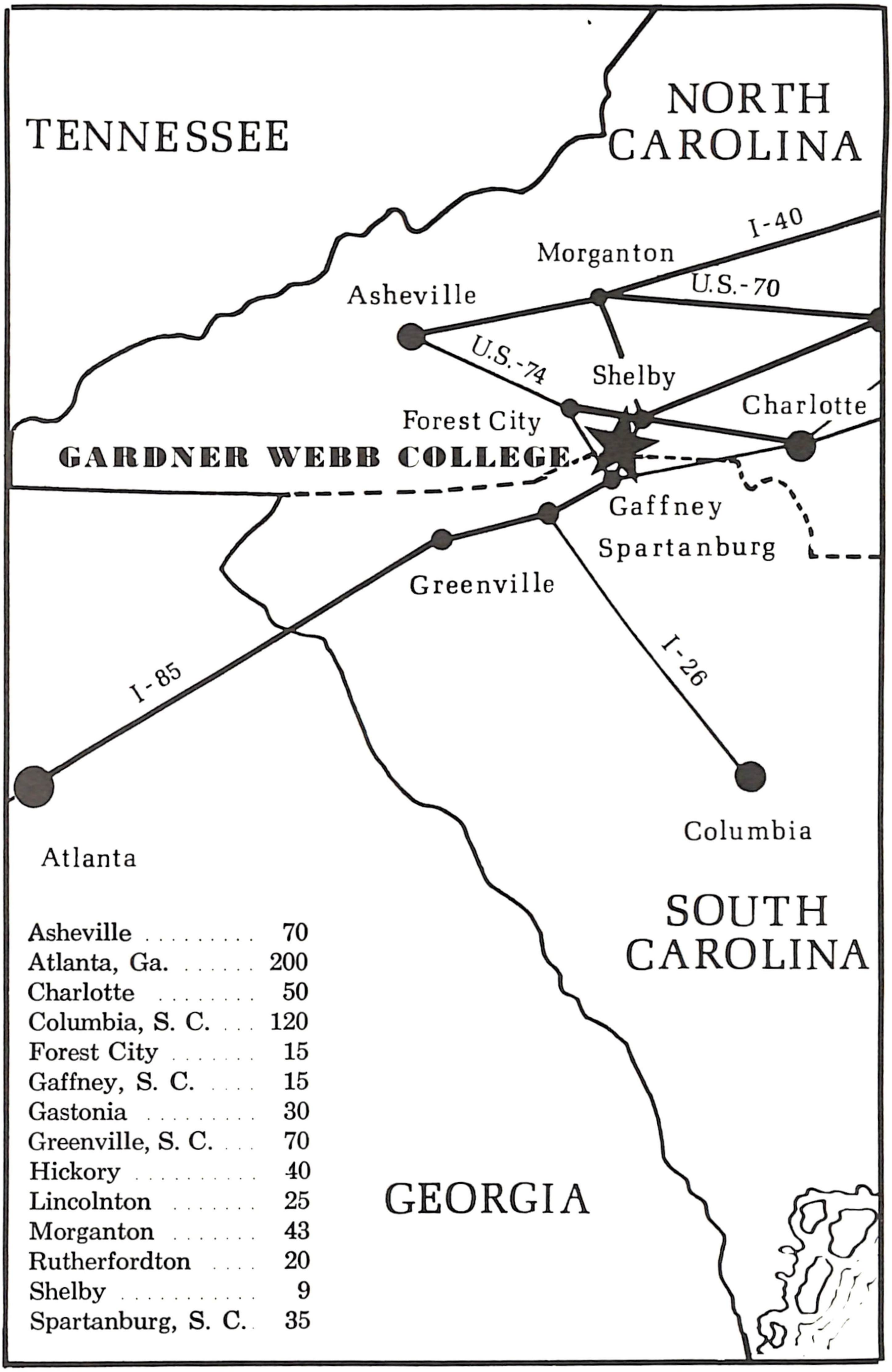

Asheville	70
Atlanta, Ga.	200
Charlotte	50
Columbia, S. C.	120
Forest City	15
Gaffney, S. C.	15
Gastonia	30
Greenville, S. C.	70
Hickory	40
Lincolnton	25
Morganton	43
Rutherfordton	20
Shelby	9
Spartanburg, S. C.	35

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Beason Gate