

Fall 1971

1971-1972 Academic Catalog

Cedarville College

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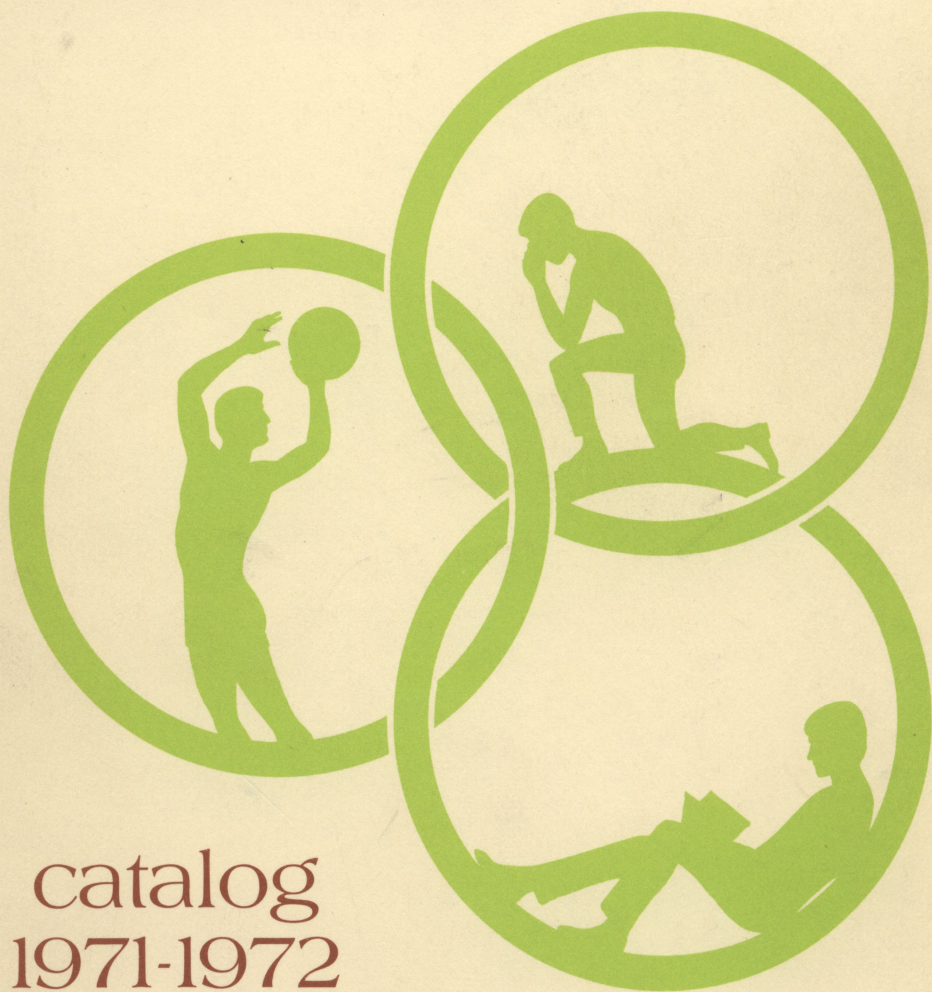
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bulletin of

CEDARVILLE COLLEGE



catalog
1971-1972

COLLEGE CALENDAR FOR 1971-72

FALL QUARTER

August, 1971
30

Last Day for Admission to Autumn Quarter without penalty
Reservation Fee due: June 15-New Students, July 15—
Returning Students

August, 1971
1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30 31

September, 1971

13-16
22-23
27-29
29

Pastor's Conference
Faculty Sessions
New Student Sessions
Final Registration for Returning Students (8-11 Jrs.-Srs., 1-4 So.-Fr.)
Instruction Begins

September
1 2 3 4
5 6 7 8 9 10 11
12 13 14 15 16 17 18
19 20 21 22 23 24 25
26 27 28 29 30

October, 1971

4-8
5
15
16

Fall Bible Conference
Day of Prayer
Women's Fellowship Meeting
Homecoming Weekend, Trustees' Meeting

October
1 2
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30
31

November, 1971

8-19
25
29

Registration for Winter Quarter
Thanksgiving Vacation Begins
Instruction Resumes

November
1 2 3 4 5 6
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29 30

December, 1971

1

Last Day for Admission to Winter Quarter, without penalty
Reservation Fee Due: New Students
Final Examinations

13-15

WINTER QUARTER

January, 1972

3
4
8
15 & 22

New Student Orientation and Registration-8:00 A.M.
Instruction Begins
Women's Fellowship Meeting, Trustees' Meeting
Faculty Self-Study Sessions

December
1 2 3 4
5 6 7 8 9 10 11
12 13 14 15 16 17 18
19 20 21 22 23 24 25
26 27 28 29 30 31

February, 1972

Jan. 31-Feb. 11
28

Registration for Spring Quarter
Undergraduate Record Examination

January, 1972
1 2 3 4 5 6 7 8
9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28 29
30 31

March, 1972

1

Last Day for Admission to Spring Quarter without penalty
Reservation Fee Due: New Students
Final Examinations

13-15

SPRING QUARTER

March, 1972

21
22

New Student Orientation & Registration-8:00 A.M.
Instruction Begins

February
1 2 3 4 5
6 7 8 9 10 11 12
13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28 29

April, 1972

3-7
4
8

Missionary Conference
Day of Prayer
Women's Fellowship Meeting, Trustees' Meeting

March
1 2 3 4
5 6 7 8 9 10 11
12 13 14 15 16 17 18
19 20 21 22 23 24 25
26 27 28 29 30 31

May, 1972

1-12

Pre-Registration for Autumn Quarter, 1972 and Registration for Summer Sessions
Honors Day, Cedar Day, and Parents Weekend (Offices Closed for Memorial Day) Classes will meet

April
1 2 3 4 5 6 7 8
9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28 29
30

June, 1972

31
May 31-June 2

Final Examinations
Women's Fellowship Meeting, Trustees' Meeting
Commencement-10 A.M.

2

3

SUMMER SESSIONS

First Session

June, 1972

12

New Student Registration for First Session (8:30-11:30 A.M.)
Instruction Begins

May
1 2 3 4 5 6
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29 30 31

July, 1972

4

Independence Day Holiday
Registration for Second Sessions (8:30-11:30 A.M., 1:30-3:30 P.M.)
First Session Ends

June
1 2 3
4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30

6

14

Second Session

July, 1972

17

New Student Registration for Second Session.
Instruction Begins

July
1 2 3 4 5 6 7 8
9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28 29
30 31

August, 1972

16

Second Session Ends

Catalog and Bulletin of
CEDARVILLE
COLLEGE

Cedarville, Ohio 45314

1971-1972

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The College

Cedarville College is a Baptist college of arts and sciences enrolling 960 students. A balanced liberal arts program is coupled with an evangelical, conservative theological position in regard to doctrine and patterns of conduct. In keeping with the liberal arts concept, the curriculum provides for a broad background of general studies combined with a thorough study of the Bible followed by concentrated study in a major field selected by the student in keeping with his area of interest, ability, and professional goals. All classes are taught by dedicated Christian professors who present the knowledge found in the respective courses integrated with Biblical Christian perspectives.

ADVENTURE IN LEARNING

The challenge and adventure to be found in the pursuit of knowledge is real and demanding. Young people who are vitally interested in discovering new subjects, concepts, methods and materials will find professionally prepared instructors anxious to share and impart knowledge to all who are interested in this dynamic educational adventure. Personal development will also result if the student's goals and moral philosophy are clearly defined. Great profit can come from exploring new fields of knowledge if there is evidence of Christian commitment, direction and purpose.

The pattern of instruction at Cedarville College includes a basic program of general studies including Biblical education, communication, humanities, physical education, science, mathematics, and social science. In addition, each student will complete a major in the area of his interest. The usual pattern of educational experience involves the pursuit of general studies during the first two years in college, followed by completion of the requirements for the major which is closely related to career goals.

Although the years at Cedarville College represent a concentrated educational experience in pursuit of the baccalaureate degree, it is understood also to be the beginning of a lifelong adventure in learning. All professions require constant reading and study to keep abreast of new developments in the field. The professional person who studies diligently to keep up with current practice is usually recognized as a leader in his profession. Along with the respect that is engendered, the Christian college graduate is called upon to exercise a leadership role not only in a professional way, but also in the local church. The administration, faculty and staff are committed to helping the student achieve these goals. The money and effort invested in education at Cedarville can pay high dividends throughout life.

PURPOSE:

The purpose of Cedarville College, a Baptist college of arts and sciences, is to offer its students an education consistent with Biblical truth.

To achieve this purpose the college seeks to accomplish the following objectives:

1. To undergird the student in the fundamentals of the Christian faith, and to stimulate him to evaluate knowledge in the light of Scriptural truth.
2. To encourage growth in Christian character in each student, and help the student accept his responsibility in faithful Christian service.
3. To increase the student's awareness of the world of ideas and events which have produced and are influencing our contemporary culture.
4. To offer opportunities for academic specialization and preparation for graduate study.
5. To assist the student in selecting and preparing for a vocation.
6. To prepare the student to participate constructively in our democratic society.
7. To foster the student's appreciation of and participation in wholesome avocational and cultural activities.

Cedarville includes as one of its primary functions the training of public school and Christian day school teachers.

HISTORY

Cedarville College has had a rich heritage. It was established by the Reformed Presbyterian Church and individuals who had a vital interest in the spiritual welfare of young people. The college was chartered by the State of Ohio on January 26, 1887. During the early days, as now, Christian principles and conduct were stressed as indicated by the following quotation from a former president, "Above all, Cedarville College believes that culture of the mind without the nurture and growth of spiritual life is a mistake. Education without morality is a menace to the state. . . . accordingly the Bible is a textbook of the college."

In 1953 the operation of the college was transferred to the Trustees of Baptist Bible Institute of Cleveland with the goal of enlarging the institute's ministry. The name, Cedarville College, was retained. The college, now an approved school of the General Association of Regular Baptist Churches, continues to perpetuate the original purpose of its founders.

Under the direction of Dr. James T. Jeremiah, president since 1954, the college has experienced phenomenal growth. Since 1959 student enrollment has more than tripled in size. Because of this sudden increase in enrollment, Cedarville College has been forced to greatly expand both its faculty and facilities.



During this period of dramatic growth in students, faculty, and facilities, the objectives which have symbolized the college and its spirit through the years have been further strengthened. The tower of "Old Main" represents our link with the past, its foundations and traditions; the cedars symbolize life and growth.

The Cedarville College family feels that this growth has brought us to the threshold of an even greater ministry as the college moves ahead with new faith and vision.

RECOGNITION CERTIFICATION AND ACCREDITATION

Cedarville College is a four-year degree granting institution chartered by the State of Ohio. The college has also been approved by the State Department of Education for the education, training and certification of both elementary and secondary school teachers.

The administration and faculty are currently working diligently on a college self-study program in preparation for making application for regional accreditation under the North Central Association of Colleges and Secondary Schools.

Cedarville holds membership in the Ohio College Association, the Council for the Advancement of Small Colleges, the Association of Approved Schools of the General Association of Regular Baptist Churches, and is approved for listing in the Higher Education Directory* published by the Office of Education, United States Department of Health Education and Welfare.

*To secure listing, officials of three universities must state that they will accept Cedarville College credits as coming from an accredited college.

THE CAMPUS

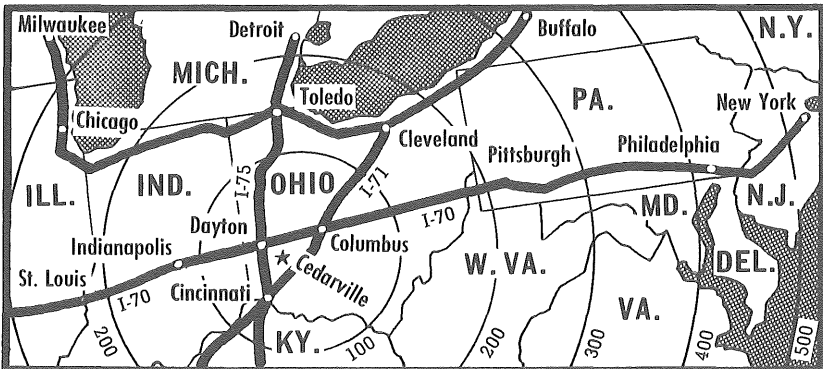
Each year selected campus facilities are improved to provide better student housing, food service, instruction and recreational facilities. To keep abreast of the steady increase in enrollment, facilities have been added or improved each year, and the old buildings have been remodeled and refurbished for more effective use.

A new library and large girls' dormitory were opened during the 1967-68 school year. Both of these facilities contribute substantially to instructional and housing needs. When the new library was opened, the vacated building was refurbished and used for classes in the fine arts.

LOCATION

The natural beauty of the gentle rolling countryside provides an excellent setting. Cedarville College is conveniently located in the rural community of Cedarville, Ohio, which is near a large metropolitan area of one-half million people. The college-centered community is within easy driving distance of beautiful state parks, as well as large and medium sized cities such as Columbus, Dayton, Springfield, Cincinnati and Xenia.

The students find excellent opportunities for worship, practical Christian service, and employment in all of the communities in the area.



Cedarville is conveniently located near the center of the triangle formed by expressways I-70, I-71 and I-75.

ADMINISTRATION BUILDING

"Old Main," constructed in 1895, is the original college building. Renovation of the exterior and interior of the building is in process. This building houses all administrative offices, some faculty offices, and classrooms.

MILNER HALL

This building was constructed by student labor in the summer and fall of 1954 and was dedicated to Dr. George S. Milner, Chairman of the Board of Trustees, who gave generously for its erection. The building was enlarged in 1959, and currently houses the college bookstore, the Business Administration Department, faculty offices, and music practice rooms.

RESIDENCE HALLS

The college maintains residence halls for both men and women. Maddox Hall is the largest dormitory at Cedarville. It is the campus home for 220 girls. The other residence halls are Bethel, Faith, Harriman, Patterson, West Hall, Williams and the Cedar Park apartments. All students under twenty-five years of age who are not living at home must live in college owned or approved residence quarters. All arrangements for off-campus housing are made by the Student Personnel office.

Married students must provide their own living quarters. The college assists these students in finding suitable housing.

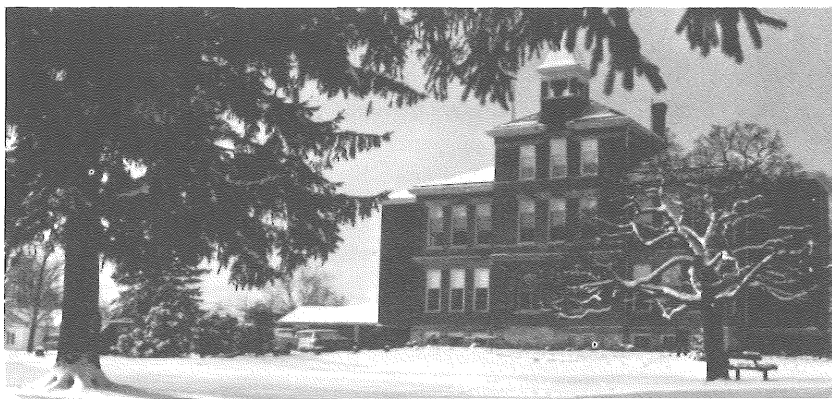
THE LIBRARY

The new library is an attractive, one story, air-conditioned structure located near the center of the campus, as shown in the revised ten-year master plan for campus development. This beautiful and functional building makes possible a number of important library services, utilizing a variety of new educational media, for both students and faculty.

The library houses approximately 50,000 volumes, plus many other educational aids such as microfilms, recordings, tapes, film strips, slides, and art prints. Along with these instructional aids the library has available tape recordings, projectors, record players, and other similar equipment.

The new library has a media auditorium which will seat one hundred and several smaller rooms for seminars, conferences, committees, and workshops. There are six small multi-purpose listening and recording rooms where students may preview records, make tapes of speeches, or similar assignments.

There is also a faculty research and study room where professional reference books are available.



SCIENCE HALL

Erected in 1922, Science Hall contains laboratories and classrooms for the physical and biological sciences. The college architect and science faculty have developed plans for the remodeling and expansion of the science facilities as a part of the Three To Grow On campus improvement program.

MUSIC BUILDINGS

The former library has been reconditioned to provide instructional facilities for classes in music and large group rehearsals. The Music Division will continue to use Ambassador Hall for individualized music instruction and for small groups. Practice rooms are also located in Milner Hall.

ALFORD MEMORIAL AUDITORIUM

This structure, erected in 1853, was presented to the college by Mr. W. J. Alford in memory of his father and mother. It is the oldest building on the campus, having served originally as the assembly hall of the Reformed Presbyterian Church of Cedarville. The interior has recently been extensively redecorated and refurbished for use as the college chapel, for dramatic productions, and for artist series activities.

GYMNASIUM-STUDENT CENTER

Completed in 1963, this building provides excellent facilities for physical education, intramural and varsity basketball contests. The gymnasium seats over 1,200 spectators for varsity basketball contests. The student center includes a snack shop, lounge, large classrooms, and cafeteria.

COMMUNICATIONS BUILDING

The College post office, mailing room, and radio station WCDR-FM are located in the communications building. WCDR-FM broadcasts educational programs and the Gospel Message to people within the listening range of 50 miles. Speech students gain excellent experience and training as they handle much of the work involved in operating WCDR-FM.

EXPANSION AHEAD

The college Administration and the Board of Trustees are planning for the future. In late 1962, the Trustees approved the purchase of an adjacent eighty-acre farm and its buildings as one part of the expansion plan. A master development plan has been prepared to effectively utilize the enlarged campus area of over 105 acres. As money becomes available, new buildings will be added to strengthen the entire program.

Student Life

The college atmosphere is designed for the full development of each student in his spiritual, academic, physical, and social life. The fundamental Biblical position establishes a conservative pattern for all activities and conduct. Students gain excellent practical experience in Christian service as they participate in musical groups; teach Sunday School classes; conduct hospital, mission, and jail services; teach Bible clubs; and serve on gospel teams.

Social life at Cedarville provides an outlet from the demands and pressures of college life. Our scenic 105-acre campus provides students with ample room to relax, study, and enjoy the fellowship of other Christian young people. As well as developing academically and spiritually, the student is helped to adjust socially by participating in one of more than a dozen student groups that are active on campus. Some of these groups sponsor banquets, concerts, and other forms of cultural enjoyment.

STANDARDS OF CONDUCT

Before any student is enrolled at Cedarville College, he must sign a statement signifying his willingness to adhere to the standards and regulations of the college. Students who do not cooperate in maintaining the standards of conduct established by the college may be requested to withdraw. This applies to conduct while at college and also at home or off the campus.

Certain types of conduct are positively forbidden. Among these are the use of tobacco in any form, alcoholic beverages, the non-medical use of narcotic drugs, the use of cards which are employed in gambling, dancing, attendance at movie theaters, membership in secret societies, excessive use of cosmetics, and the wearing of extreme fashions. Rules regarding these will be strictly enforced.

Students are urged to set aside a definite period each day for private devotions. Regular attendance at student prayer meetings aids the student in maintaining a healthful spiritual life. All students are required to attend church services regularly.

CHAPEL

The students and faculty meet together each day for worship and fellowship in a chapel service. Every student is required to attend. Faculty members, visiting pastors, educators, evangelists, and missionaries serve as speakers for these programs. Praise, prayer, worship, and practical Christian work are stressed.

NEW STUDENT ORIENTATION

In order to give new students an opportunity to adjust to their new surroundings, the college sets aside a period at the beginning of the autumn quarter for reception, registration, and orientation. During these days, the new students become acquainted with the campus and the facilities provided for their instruction and welfare. Selected upperclassmen play a significant role in the orientation program.

During this period, tests in mental maturity, and personality characteristics are given to all new students. These tests must be taken before a new student can complete registration.

DEVOTIONAL

In addition to private devotions and weekly dormitory prayer meetings, half-hour mission prayer meetings are conducted each morning before the beginning of classes. Two days are designated each year as days of prayer. A series of Bible lectures or a missionary conference is scheduled each quarter.

CHRISTIAN SERVICE

Every student is encouraged to participate in some area of Christian service for at least two of the four years of the college program. It is the belief of the college administration and faculty that this experience provides a vital means of achieving the stated objectives of the college. There are opportunities for experience and service in local church ministry, in homes for orphans, the indigent and the infirm, penal institutions, correspondence with missionary personnel, open air meetings, children's meetings in private homes, and religious surveys. Many students are challenged by a campus visitation program in which there is an opportunity to share their faith with their academic peers on other college campuses.

The Director of Christian Service is responsible for the assignment of students who register for all kinds of Christian service work. He is also responsible for Sunday services on campus, prayer meetings, student service



teams and pastoral counseling.

The Christian Service committee, made up of both faculty and students, works with the Director in defining the types of activities as well as establishing guidelines for the entire Christian Service program.

DRAMA

Each year the students, under the direction of a member of the Speech Department, present several major theatrical productions. These are an important part of the college's program of personality and cultural development. Those who participate in these productions become eligible for election to the college's drama workshop group, The Village Players.

MUSICAL ORGANIZATIONS

Students with musical talents have many opportunities to participate in college musical programs, gospel teams, College Choir, Choralaires, Marching and Concert Bands, and vocal and instrumental ensembles. A pep band performs at athletic contests.

STUDENT COUNCIL

The Student Council is the representative assembly of the student body. Its officers are elected annually by the student body. The Council, in addition to its officers, includes two representatives from each class, one representative from each official campus organization, and a faculty advisor. The purpose of the Student Council is to assist in providing a well-rounded program of extracurricular activities which will help to develop the physical, mental, social, and spiritual life of the students, to inspire loyalty to the school and the principles for which it stands, to promote an efficient and harmonious school life, and to recommend to the proper authorities any action which it deems wise for the welfare of the student as an individual or for the student body as a whole. Election to the Student Council provides an opportunity to exercise democratic leadership in student affairs. The Student Council is responsible for the supervision of the student body project, the student missionary project, and an occasional chapel program.

STUDENT ACTIVITIES

The Office of Student Activities is responsible for a variety of cultural and social events. Artist-Lecture Series provides concerts, cultural programs, musical specialists and lecture presentations. Other areas of the activity program include a variety of social events such as banquets, talent nights, all school parties, interest trips, retreats, and many other activities that appeal to college age youth. A well rounded intramural program provides opportunities for participation in organized sports.

STUDENT ORGANIZATIONS

ALPHA CHI, an honorary society for men, has the aim of cultivating Christian personality and leadership.

CHRISTIAN EDUCATION IN ACTION promotes fellowship and inspiration for those interested in Christian Education.

EDUCATIONAL CLUB provides encouragement and guidance for those majoring in education.

FELLOWSHIP FOR WORLD MISSIONS sponsors an annual missionary conference. Members also meet regularly for prayer and discuss problems of the missionary.

FOREIGN STUDENT CLUB provides Christian fellowship and interaction between cultures and aids those with diverse cultural background in adapting to college life.

FUTURE BUSINESS ASSOCIATES stimulates interest among students majoring in business.

GAMMA CHI, a society for women, seeks to cultivate Christian personality and leadership and develop poise and ease at both formal and informal events.

KAPPA DELTA CHI, a cultural society for women, stimulates originality and growth in literary, musical, artistic, and humorous activities.

LITERATI seeks to foster a greater student appreciation of literature and related cultural experiences.

MOC, Memorization on Campus, a club which encourages the memorization of scripture for personal use and for witnessing.

PI SIGMA NU is a campus mens group that seeks to aid in the development of the whole man through service projects and social activities.

SIGMA DELTA ALPHA, a music honor society, offers membership to sophomore, junior, and senior students who have excelled in musical scholarship and who have served the college, church, and community through music.

SIGMA DELTA KAPPA is a fellowship of men who feel that they are called to the gospel ministry. Meetings are held bi-monthly.

THE SWORDBEARERS is a voluntary student organization devoted to assisting local churches in the ministry to youth, visitation and conducting area canvasses.

THE VILLAGE PLAYERS, the college's drama workshop group, promotes interest in the art of the living theatre.

TIMALATHIANS provides an opportunity for the student to develop a Christian World and Life View and stimulates the student to present a cogent witness for Christ in the 20th Century.

VARSIITY "C" CLUB is composed of men who have earned varsity letters in intercollegiate sports.

WOMEN'S RECREATION ASSOCIATION promotes fellowship and sportsmanship among women of the college.

INTERCOLLEGIATE AND INTRAMURAL SPORTS

Cedarville College maintains intercollegiate athletic competition for men in basketball, baseball, cross country, track, tennis, golf, and soccer. Cedarville is a member of the Mid-Ohio Intercollegiate Athletic Conference and the National Association of Intercollegiate Athletics. A student must be passing in 12 quarter hours in order to participate in intercollegiate athletics. Intercollegiate sports for women include field hockey, basketball, and volleyball.

The Physical Education Department supervises a program of intramural sports each year, including touch-football, basketball, volleyball, badminton, table tennis, softball, soccer, and wrestling.

Women students at Cedarville compete in the Circle Freeway League in volleyball and basketball. They also hold membership in the United States Field Hockey Association and the Miami Valley Field Hockey Association.

RADIO STATION

WCDR-FM is the radio station owned and operated by Cedarville College. It transmits at 90.1 megacycles with 3600 watts power for 120 hours weekly, providing a listening area of thirty to fifty miles from Cedarville. Classroom instruction affords background in radio speaking, production and writing. The station provides broadcasting experience for students interested in becoming proficient in radio work. Approximately twenty-five students assist in the operation of WCDR-FM annually.

HOUSING FOR STUDENTS

The college maintains residence facilities for both men and women. Rooms are furnished with basic items of furniture, but students must supply their own pillows, bedding, and room accessories. Students care for the cleaning of their own rooms. Coin-operated laundry facilities are available in some of the residence halls and in the community. Linens may be leased from a linen service company on a quarterly or yearly basis.

Residence halls for students include Bethel, Faith, Harriman, Maddox, Patterson, West, Williams, and the Cedar Park apartments. When the college is unable to accommodate all of the students in its residence facilities, some select upperclass students are assigned to approved off-campus housing. All arrangements for off-campus housing for students under twenty-five and not living at home are made by the Student Personnel Office.

Married students are responsible for providing their own living quarters. The college maintains a trailer court in which married students may rent a space for their trailer. The college will assist married students by recommending suitable housing which may be available at the time of enrollment.

STUDENT PUBLICATIONS

Students have the primary responsibility for the publication of the college year book, *The Miracle*, and the college newspaper, *Whispering Cedars*. A faculty-student committee provides direction and advice. Students interested in staff positions may apply to the editors.

HEALTH SERVICE

The college Health Center provides total student health care, involving preventative medicine, care of illness and injuries, and rehabilitation.

A medical consultant, three full-time nurses, and one part-time nurse provide health care. The center has facilities for students who need to stay over night.

MARRIAGE OF STUDENTS

Students who wish to be married during the school year must obtain permission from the Dean of Students. Before such permission is granted, applicants under twenty-one years of age must obtain a letter of approval from the parents of both the young man and his fiancée. This permission must be obtained at least two months in advance of the wedding, or the students will be asked to drop out of school for the remainder of the academic year. No permission from the college is required for students who are married during the summer, but the Student Personnel office must be notified by those who intend to return as married students.

USE OF CARS

Studies have demonstrated that there is a correlation between low grades and the possession and use of a car by college students. Therefore, all unnecessary use of cars is discouraged. Freshmen will not be permitted to use or bring a motor vehicle with them to college during their first quarter at Cedarville. They may have and use a motor vehicle during the second quarter if they achieve a 2.50 or better grade point average at the end of the first quarter, or during the third quarter if they have a 2.25 cumulative average at the end of the second quarter. Sophomores with less than a 2.00 cumulative average will not be able to have or use a motor vehicle at Cedarville. Students on citizenship probation may not use or have motor vehicles at Cedarville College. Any student who gives evidence of carelessness in the use of his car or in the payment of financial obligations may be limited in the use of his car.

All cars used by students must be registered with Campus Security. All students must give the amount of public liability and property damage insurance. No exceptions will be allowed.

Admission and Finances

The Admissions Committee carefully considers all factors which demonstrate the applicant's ability to succeed at Cedarville College.

The Committee bases its choice on the following: 1) the applicant's evidence of having been born again and having lived a consistent Christian life as indicated by his personal testimony and pastor's recommendation; 2) his academic record and rank in class as shown by his official transcripts; 3) and his scholastic ability as shown by the American College Test (ACT) or the Scholastic Aptitude Test (SAT); 4) some students whose high school records are less than satisfactory may be admitted on condition or through the non-credit Educational Development Program which is described under Special Programs of Study.

Transfer students and applicants who have been out of high school one year or more are not required to furnish ACT or SAT scores.

The college does not discriminate on the basis of race, color or national origin.

ADMISSION PROCEDURE

1. Write to the Registrar, Cedarville College, for application and reference forms.
2. Have reference forms completed and sent in by appropriate persons.
3. Complete and return the application for admission at the earliest opportunity. All application forms for the winter quarter must be in the registrar's office by December 1 and by March 1 for the spring quarter.
4. Request a transcript of credits and grades from the high school and/or college attended to be mailed to the Registrar.
5. Take the American College Test or the Scholastic Aptitude Test early in the senior year.

READMISSION

A student whose academic work has been interrupted for one quarter or more must apply for readmission. If he has been out of Cedarville College less than one year, a letter of request for readmission is needed at least two months before the beginning of the quarter in which he desires to matriculate. This letter should state his educational goal and reaffirm his Christian commitment; it should also contain a brief summary of his current Christian service activities.

If a student has been away from campus for more than one year the Admissions office will send the necessary forms to up-date the application file. If college level work has been completed elsewhere a transcript of such credits should be requested by the student.

A student who has been readmitted, after one year away from Cedarville College, is expected to complete the graduation requirements as outlined in the catalog in current use at the time of reenrollment.

ENTRANCE REQUIREMENTS

The applicant should be a high school graduate with a total of fifteen required units, from grades nine through twelve, as follows:

English	3 units	Science	1 unit
Mathematics	2 units	Electives	8 units
History	1 unit		

Two units in one modern foreign language are strongly recommended. The Registrar occasionally waives certain required units following written requests. (Skill in typing is of real value in completing many class assignments).

BIBLE COLLEGE AND BIBLE INSTITUTE TRANSFER STUDENTS

The college desires to cooperate fully with transfers from Bible colleges and institutes, especially those transferring from schools which are members of the Accrediting Association of Bible Colleges. Specific information may be received from the Registrar upon receipt of the transcript.

ADMISSION OF TRANSFER STUDENTS

A student who wishes to transfer to Cedarville should submit a transcript of all his credits to the Registrar for evaluation of credits and determination of status. All transfer students are required to attend New Student Orientation.

Transfer students in their freshman or sophomore year are expected to complete the same number of Biblical Education courses as continuing students. Juniors and seniors must complete at least one Biblical Education course each quarter of full time residence.

Courses will not be granted transfer credit if grades are less than "C." Credits from accredited colleges are fully transferable as long as they apply to the student's course of study.

Transfer students on academic suspension or dismissal may be considered for admission after they have been out of college at least one term (quarter or semester) of the regular school year.

When computing the grade point average for students who have credits transferred from other institutions, only the work completed at Cedarville is included.

CANADIAN STUDENTS

Canadian students must present evidence of having passed either junior or senior matriculation with better than passing grades in each of the subjects specified by the Provincial Department of Education. Those who have completed Grade XIII are eligible for advanced standing.

ADVANCED PLACEMENT

High school students who enroll in college level courses during their senior year and who demonstrate successful achievement in the appropriate College Entrance Examination Board Advanced Placement examination may receive college credit if examination scores of 3, 4, or 5 are received. If students do less well, certain courses may be waived so that the student may enroll in more advanced courses. No limits are placed on the amount of such credit. Students participating in college level courses in high school should consult their counselors for detailed information.

VETERANS TRAINING BENEFITS AND DEPENDENTS EDUCATIONAL ASSISTANCE

Our school is approved under Title 38, Chapters 31, 34 and 35, U.S. Code for the education of veterans and their dependents.

Students under Chapters 34 and 35 are required to pay the school for all charges. The Veterans Administration in turn pays them a monthly allowance based upon their training load. Veterans under Chapter 31 are paid a monthly allowance and the Veterans Administration pays the school for all charges.

Inquiries concerning eligibility should be directed to the Contact Office of a Veterans Administration Regional Office. Students planning to study under one of the education laws should receive approval prior to enrolling. A Veterans Administration training officer will contact the school in the disabled cases to accomplish this requirement for the student.

EDUCATIONAL BENEFITS FOR EX-SERVICEMEN

Three quarter hours of credit in physical education will be granted those who have completed at least two years in the armed forces.

Additional credit will be granted for courses taken by correspondence at accredited colleges or universities and for college level USAFI courses.

SELECTIVE SERVICE

A student eligible for military service must submit his name, home address, selective service number, local board number, and address to the Registrar's office annually. This does not constitute a request for deferment.

Deferment requests must be made by the individual through his local board (See Page 30, Academic Load)

ADMISSION WINTER OR SPRING QUARTERS

Freshmen and transfer students will be admitted for winter and spring quarters under the same conditions required for the autumn quarter. Since some course offerings begin in the autumn quarter, the student might not be able to register for the exact courses he desires his first quarter at Cedarville College.

SUMMER SCHOOL

Summer school is scheduled in June, July and August and consists of two terms of five weeks each. A student may earn up to twenty credit hours in ten weeks.

A simplified application is available for those who only desire to enroll in summer school.

EXPENSES

TUITION POLICY

The registration fee, tuition, laboratory fees, and living expenses are kept as low as possible consistent with responsible operation. The student fees do not cover the cost of operation or expansion.

The college is supported by individuals and church groups who desire to have a share in the preparation of young people for effective Christian service as pastors, teachers, missionaries, evangelists, and dedicated Christians in all walks of life. Some development funds have been made available from business, industry, and foundations.

This year it is again necessary to include a library building fee to assist in reducing the debt on this new facility. When this obligation is met, this special fee will be omitted.

FINANCIAL INFORMATION

TUITION

*Regular Tuition—per quarter hour	\$ 28.00
Tuition for Auditors—per quarter hour	10.00

FEES

Application Fee (Readmission fee \$10.00—after one year)	\$ 15.00
Graduation Fee (Seniors only)	25.00
Reservation Deposit (Payable June 15 for new students and July 15 for continuing students entering autumn quarter; December 1 or March 1 for new and returning students entering winter or spring quarters; not refundable after the foregoing dates—applied toward total costs.)	
Resident Students	100.00
Non-resident Students	50.00

ADMISSION AND FINANCES 21

New Student Orientation (Resident Students)	22.50
New Student Orientation (Commuting Students)	12.00
ACT Residual Test Fee	6.00
Camping Fee—per quarter	5.00
Car Registration Fee—per quarter (resident)	2.50
Car Registration Fee—per quarter (non-resident)	1.50
Course Change Fee	2.00
Examination for Credit Fee	**TBA
Fee for Removing Incompletes	**TBA
Health Service Fee—per quarter	
Single, full-time student	17.50
Married full-time student and spouse	27.50
Married, full-time student, spouse and children	36.50
All students without insurance	5.00
Infirmary Fee—per day	5.00
Late Registration Fee—per day	1.00
Library Building Fee—per quarter	
Students taking 12 hours or more	10.00
Students taking under 12 hours	5.00
Business Seminary Fee	10.00
Music Fees—per quarter	
Practice Rooms	
One credit hour	10.00
Two credit hours	18.00
Three credit hours	25.00
Ensembles* per quarter hour	20.00
Instrument Use and Maintenance	3.00
Physical Education Fee—per quarter	4.00
General Psychology Fee	5.00
Psychological Measurement Fee	10.00
Science Fees—per quarter, excluding Mathematics	
Lower division courses	15.00
Upper division courses	20.00
Independent study—per hour	5.00
Computer fee	15.00
Student Activity Fee—per quarter	
Students taking 12 hours or more	20.00
Students taking under 12 hours	10.00

* Tuition is charged each quarter for the first ensemble only.

** To Be Announced.

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Student Teaching Fee (\$20.00 due with S.T. application— non-refundable)	60.00
Music Student Teaching Fee (\$20.00 due with S.T. application— non-refundable)	75.00
Swimming Fee—per quarter	5.00
Teaching of Reading Fee	10.00
Transcript Fee	1.00

The Student Activity Fee includes the following: college newspaper, yearbook, admission to college-sponsored athletic events, artistic-lecture programs, and other college social activities, Christian service activities, class dues and health service. Students who enroll in less than 12 quarter hours are entitled to all the services except the yearbook, admission to athletic events, artist-lecture programs, and social activities.

Special fees imposed by various campus organizations are not included in the above fee schedule.

LIVING EXPENSES

Board—per quarter	\$ 180.00
Room—per quarter	120.00-135.00
Key Deposit—refundable	
Students	1.00
Dorm Counselors	5.00
Room Deposit—refundable	25.00
Dormitory Room Rates	
Bethel Hall—all rooms	135.00
Cedar Park—all rooms	125.00
Faith Hall—all rooms	135.00
Harriman Hall—all rooms	135.00
Maddox Hall—all rooms	135.00
Patterson Hall—all rooms	135.00
West Hall—all rooms	120.00
Williams Hall—all rooms	120.00

TEXTBOOKS AND SUPPLIES

Estimated Cost—per quarter	50.00
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ESTIMATED BASIC EXPENSES FOR ONE QUARTER

Tuition and fees—based on 16 quarter hours (approximately)	490.00
Board	180.00
Room—maximum	135.00
Textbooks and Supplies	50.00
Total	<u>855.00</u>

DEFERRED PAYMENT PLAN

A service charge of \$10 will be assessed for the use of the deferred payment plan. This charge will be made at the beginning of the quarter in which the plan is chosen. One-third of the total bill will be due on registration day. The remainder to be deferred will be due before final examinations. A service charge of 1% will be charged monthly on unpaid balances.

It is expected that most students will pay cash in advance for all quarter costs—the best and most economical way to take care of college expenses.

STUDENT INSURANCE

All full-time students are required to carry the college accident insurance which is part of the Health Service fee. Students who are covered by some hospitalization plan where they work or through some member of their family may waive the hospitalization portion of the college insurance program and thus substantially reduce the Health Service fee. Part-time students, not eligible for the insurance program, must pay a special health service fee if they wish to use the college health services.

WITHDRAWAL REFUNDS

If a student withdraws from college before the end of the quarter, refunds on tuition may be granted three days after application for refund has been filed with the Business office. Although applications may be submitted any time after the opening of a given quarter, processing of such applications will not begin until two weeks of the quarter have elapsed.

Refunds for withdrawal from school or individual courses are granted on the following basis:

First two days of the quarter	100%
First full calendar week or less	90%
Second full calendar week or less	75%
Third full calendar week or less	50%
Fourth full calendar week or less	25%
Over four full calendar weeks	No Refund

Students withdrawing from a course or courses and adding a differing course or courses shall be granted full tuition refunds to apply toward courses added. If the new total of hours is less than the original total, the above refund schedule shall apply.

Refunds on course withdrawals are determined according to the date the withdrawal forms are filed in the Registrar's office; college withdrawals are effective on the last day of residency.

If course offerings are changed by the faculty or administration, the student is entitled to a full refund for that class.

No refunds on room rent will be given except for withdrawal because of illness or other reasons beyond the control of the student. Board is refunded on a pro rata basis. No refund on any fees is allowed.

FOREIGN STUDENTS

A limited number of foreign students may enroll. Cedarville College is approved for attendance by non-immigrants by the Immigration and Naturalization Service. All foreign students are required to deposit \$1500 in United States currency before they can be admitted. Permission for employment must be secured from the United States Government.

STUDENT AID

Many students need assistance in meeting educational costs. Since financial need is one of the factors considered in awarding aid, each single student desiring financial aid in the form of a scholarship or loan, underwritten by the college, must submit a Parent's Confidential Statement through the College Scholarship Service. This form may be secured from a high school guidance counselor or the Student Financial Aid office. Students anticipating financial need should have these forms completed by their parents at least six months prior to the time that they will need to secure aid funds. Application for any aid must be made well in advance of the anticipated need. All requests for student aid are handled by the Director of Financial Aid.

SCHOLARSHIPS AND GRANTS

Academic scholarships are available to students who have demonstrated academic ability and a definite financial need. These scholarships are for varying amounts and also may provide an opportunity of employment with the college.

The scholarships are awarded on an annual basis with a minimum academic average of 3.25 for upper-classmen and 2.75 for freshmen required for renewal. Christian character, service, and cooperation are also considered in awarding these scholarships.

Athletic grants-in-aid are available for qualified athletes. Inquiries should be addressed to the Athletic Director.

Students who are residents of Ohio and who have exceptional financial need may be eligible for an Ohio Instructional Grant. The high school guidance counselor or the Director of Financial Aid can give you the details on qualifications and application process.

EDUCATIONAL OPPORTUNITY GRANTS

The Federal government provides, through the U.S. Office of Education, funds for a limited number of students with exceptional financial need, who require these grants to attend college, and who show academic or creative promise.

Grants range from \$300 to \$1,000 a year and must be supplemented by at least an equal amount of other assistance to the student.

The amount of financial assistance a student may receive under an Educational Opportunity Grant depends upon his need, taking into account his financial resources, those of his parents, and the cost of attending Cedarville.

NATIONAL DEFENSE STUDENT LOANS

Under authorization of the National Defense Education Act, Cedarville College has created a National Defense Student Loan Fund in cooperation with the federal government. Under the provisions of this act a qualified student may borrow in any one year a sum not exceeding \$1,000 and during his entire course he may borrow a sum not exceeding \$5,000.

Eligibility. In general the same conditions of eligibility that govern the regular student aid program at Cedarville College apply to the National Defense Student Loan Fund. The most essential condition of an applicant's eligibility for a National Defense Student Loan is that he be in need of the required loan in order to pursue his course of study during the period for which the application is made.

Terms. The National Defense Education Act provides that the borrower must sign a promissory note for his loan. The repayment period and the interest do not begin until nine months after the student ends his studies. Loans bear interest at the rate of three per cent per year and repayment of the principal may be extended over a period of ten years, except that a minimum monthly payment of \$15 is required.

Repayment may be deferred up to a total of three years while a borrower is serving in the Armed Forces, with the Peace Corps, or as a Volunteer in Service to America (VISTA). Repayment is deferred for as long as a borrower is enrolled at an institution of higher education and is carrying at least a half-time academic work load.

Partial Cancellation. If a borrower becomes a full-time teacher in an elementary or secondary school or in an institution of higher education, as much as one-half of the loan may be forgiven at the rate of 10 per cent for each year of teaching service. Borrowers who elect to teach in certain schools located in areas composed primarily of low-income families may qualify for cancellation of their entire obligation at the rate of 15 per cent per year.

STUDENT EMPLOYMENT

Although not able to guarantee employment, Cedarville College assists needy students by recommending them for part-time employment, both on the campus and in surrounding communities.

The college has students employed in various part-time jobs on campus. These opportunities include work such as campus maintenance, cafeteria, housekeeping, laboratory, library, and office assistants.

Employment also has been secured in the surrounding area in retail stores, factories, offices, on farms, and work for private individuals.

Part-time work is important not only for financial assistance but also for providing practical job training for the student. The experience gained from these jobs is useful when the student leaves the college to apply for full-time employment.

Although part-time student employment is not restricted to upperclassmen, freshmen should work only in the case of necessity. At least the first quarter of the freshman year should be devoted to study and to adjustment to college life. Students who must work more than 20 hours a week should not plan to carry a full load of classroom work.

BANK LOANS

Loans are available to Cedarville College students through the United Student Aid Funds, Inc., and most state guaranteed loan programs. All of these loan programs are arranged through local banks for specified interest rates and are repayable after graduation. Listing of the college in the Directory of Higher Education published by the United States Department of Education makes available the payment of interest by the federal government on loans secured through local banks under the various state or private loan programs.

National Defense Student Loans are available through the college to students who are citizens of the United States and who can demonstrate financial need to meet educational expenses. Detailed information and application forms are available from the Director of Financial Aid.

There are specialized loan funds available to students who meet the proper qualifications such as the McChesney Memorial Loan Fund for residents of Greene County, Ohio, the Bancroft Loan Fund for missionary candidates, the Polly Leunk Memorial Fund, the JDC Memorial Fund, the Miter Loan Fund, and others. A very limited amount of money is available to students with special needs through the college Student Aid Fund.

Other education loan programs may be available through local banks or specific organizations. High school guidance counselors can give you information concerning these. Farm children can arrange educational loans through



The Financial Aid Director is also concerned.

their local Production Credit Association office.

The Director of Financial Aid can supply information concerning the above loans as to banks servicing these loans and specialized qualifications.

COMMERCIAL PAYMENT PLANS FOR EDUCATIONAL COSTS

This plan enables students and parents to pay education expenses in monthly installments. Low cost deferred payment programs are available through nationwide organizations specializing in education financing.

All plans include insurance on the life of the parent and the student, total and permanent disability insurance on the parent, plus trust administration in event of the parents' death or disability. Agreements may be written to cover all costs payable to the school over a four-year period in amounts up to \$14,000.

Parents desiring further information concerning these deferred payment plans should write the College Aid Plan, Inc., 1008 Elm Street, Manchester, New Hampshire 03101.

Academic Information

The Cedarville College program is designed to meet the educational, moral, physical, social, and spiritual needs of young people who desire to honor God with their lives. The total program represents a balance between the knowledge gained through the courses studied, the co-curricular activities, and worship in the regular chapel and church services. In such a setting spiritual truths from Scripture are integrated with the knowledge taught in each course to provide effective learning and enduring life values. The knowledge and skills learned from the courses give the student an excellent background for professional competence in his chosen field.

DEGREE REQUIREMENTS

Cedarville College grants two baccalaureate degrees: Bachelor of Arts (B.A.) and Bachelor of Music Education (B.M.E.). A degree candidate should carefully study the requirements for that degree as well as the special requirements for graduation found in this bulletin. Careful attention to these requirements will enable the student to avoid doing work which will not apply to a degree. General requirements are the following:

1. Meet all admission requirements.
2. Complete at least 186 quarter hours, 60 hours of which must be of upper division work (200-400 courses).
3. Maintain a grade-point average of not less than 2.00.
4. Establish minimum residency of one year (45 quarter hours, normally the senior year).
5. Complete the general education requirements. (The Biblical Education requirements for freshmen and sophomore transfer students is 24 quarter hours; junior and senior transfers must complete at least one Biblical Education course each quarter of full time residence.)
6. Complete the specific requirements for the required major. Minors may be declared but are optional.
7. Demonstrate proficiency in the use of the English language on a standardized examination or complete freshman English (LL120, 130) with a 2.0 grade point average, or better, on a four point scale.
8. Complete at least two years of either classical or modern foreign language in high school or one year at the college level.
9. Graduating seniors are required to participate in the senior testing program by taking the Undergraduate Record Examinations scheduled.

Upper division students must realize that it is their own responsibility to check on their progress toward meeting all requirements for graduation. They are urged to plan the class schedule for each quarter of the senior year at pre-registration time at the end of the junior year. This plan should be approved by the faculty counselor and checked to see that when it is completed all degree requirements will have been met.

Students who cannot finish their program before the end of the Spring quarter in their senior year, but who can finish during the following summer, will be granted their diplomas upon completion of their programs. They will not participate in commencement until the following year.

MAJOR FIELD

The amount of work for a typical major field is usually about 45 quarter hours and must include the requirements of the department. Comprehensive majors are typically about 70 hours. Specific requirements are listed at the beginning of division course offerings. No courses in which "D" grades are received may be counted as meeting the requirements of the major field.

MINOR FIELD

Twenty-four hours in one department normally constitutes a minor. Minor fields are optional.

ELECTIVES

The student's program has been planned so that he should have from ten to twenty hours of electives. The provision of elective choice is based upon the premise that the student should have an opportunity to either further strengthen his major field or minor field or further broaden his background by selecting courses in areas of inadequacy or interest. Elective choice also provides the student with some flexibility if he should decide to change major fields.

REGISTRATION

The official dates of registration for each session are listed in the college calendar. Pre-registration periods may be designated for students in residence. Registration consists of the following procedures:

1. Arrangement of Schedule. Although each student has an academic counselor to help with scheduling, the student is entirely responsible for his course of study.
2. Approval of Schedule. Each student must have his schedule approved by his academic counselor.
3. Payment of Fees. The fee schedule must be approved by the Business office before registration is considered complete.

Students are urged to register on the days provided. Nominal charges must

be made for late registration.

Changes in the program caused by cancellation of courses will not involve financial penalty.

The catalog used when the student first matriculates is usually followed in defining graduation requirements. Therefore, he should keep that catalog as his guide in case changes are made in course or graduation requirements.

SESSIONS AND CREDITS

The regular college year consists of three quarters of eleven weeks each, extending from October to June. Credits are earned in terms of quarter hours. A quarter credit hour is one fifty-minute period a week for one quarter. As an illustration; a student completing the work required in fifteen such periods a week for one quarter receives credit for fifteen quarter hours. Exceptions to this are laboratory sessions, applied music, and physical education.

CLASSIFICATION OF STUDENTS

Regular students are those who have met the requirements for admission. Regular standing implies that the student is enrolled in a degree program and is carrying at least twelve quarter hours of credit.

Special students are those who have met most of the requirements for regular admission but are not enrolled in a degree program. This classification also includes those students whose high school record or ACT scores show that a period of special counseling, instruction and adjustment is needed before they can be classified as regular students.

Part-time students are those who have met all admission requirements and are enrolled in a degree program but are carrying less than twelve quarter hours credit.

ASSIGNMENT TO CLASSES

Official class membership is determined according to the following schedule:

<i>Class</i>	<i>Quarter hours completed</i>
Freshmen	less than 45
Sophomores	45 to 89
Juniors	90 to 134
Seniors	135 and more
Special	Assigned*

* The Registrar and Dean of Students will assign "special" students to appropriate grade level for purposes of student personnel records on the basis of maturity, previous school records and other related factors.

ACADEMIC COUNSELING

Each student is assigned to an academic counselor according to his major field of specialization or interest. The student should consult with his counselor not only at registration time but also throughout the year whenever he has an academic problem or is formulating plans for changes of educational programs or procedures. A student with low grades in a major or minor field may be advised to select another field of concentration.

ACADEMIC LOAD

A total of 186 quarter hours is required for graduation. Students should carry fifteen or sixteen credit hours each quarter if they wish to graduate upon completion of the twelfth quarter. Fifteen or sixteen hours each quarter is considered the normal academic load although the student is allowed to take up to eighteen hours without special permission from the Academic Dean. The Selective Service System requires completion of $\frac{1}{4}$ of the total graduation requirements each year (46.5 quarter hours per year.)

Students working more than twenty hours per week are not advised to carry the full course of studies.

The student's academic load is subject to reduction or limitation by the Academic Dean for poor scholarship or excessive work outside of school hours.

ADDING AND WITHDRAWING FROM COURSES

In order to add or drop courses, the student must complete a form provided by the Registrar's office. The form is to be initialed by both the course instructor and the student's academic counselor. The student will be required to make up any work he has missed due to late entrance. No courses may be added after the end of the first full calendar week.

If the student drops a course, the Registrar's office records the action as follows:

<i>Week Course is Dropped</i>	<i>Action</i>
Before the end of first full calendar week	No record on transcript
Second full calendar week through fourth	"W" (Withdrawn)
Fifth through sixth	"WP" or "WF" (Withdrawn Passing—Withdrawn Failing)
After sixth	"WF"

The above course changes are not complete until the Registrar's office receives the completed course change sheet. The effective date of the course change is the date the completed form is returned to the Registrar's office.

Refund information is listed on page 24.

WITHDRAWAL FROM COLLEGE

No student should leave Cedarville College without following proper withdrawal procedures. In withdrawing, a student must secure an official withdrawal form from the Registrar's office and return it signed by all the college personnel listed on it. He should give the Business office at least two days' notice of his intentions to withdraw if he expects to have any money refunded before he leaves. Any failure in following the proper withdrawal procedures will result in an assessment of \$5.00 being added to the account of the withdrawing student. Transcripts of withdrawn students will be marked as follows:

Withdrawal through the fourth week—"W"

Withdrawal from the fourth through the sixth week—"WP" or "WF"

Withdrawal after the sixth week—"WF" except in cases of serious illness or certain approved circumstances

The ID card must be turned in to the Registrar's office on the student's last day on campus.

CLASS ATTENDANCE

The objectives of class attendance generally include the development of personal motivation for appropriate attendance and the exposure of students to different attendance procedures. In general it is to be noted that regular attendance is necessary for the student to receive full benefit from his college experience.

Since there are several different ways in which ideal class attendance may be achieved, official faculty policy allows each faculty member to determine and develop attendance standards which will meet the particular needs of his own class.

THE GRADING SYSTEM

Grades are issued at the end of each quarter. However, first quarter freshmen receive mid-term academic warnings if their grades are "D" or "F". It is the responsibility of each student to discuss his academic achievement with his instructor.

Grades received in courses indicate to the student the fields for which he has the greatest aptitude. A student with low grades in a major or minor field is advised to select another field of concentration.

A—This grade is given in recognition of excellent achievement. It is indicative of superior work in quality and reveals a thorough mastery of the subject matter. The student receiving this grade should demonstrate enough interest to do some independent investigation beyond the actual course requirements.

- B—This grade indicates work and achievement that is well above average. The student receiving this grade should be capable of doing advanced work in this field. The quality of the work should be considered better than that achieved by the average student.
- C—This is an average grade and is indicative of a satisfactory meeting of requirements.
- D—This grade reveals accomplishment that is inferior in quality and/or quantity and is generally unsatisfactory from the standpoint of course requirements. This is the lowest grade for which credit can be given.
- F—This is a failing grade. It indicates very unsatisfactory work, and the course must be repeated for credit. The WF is treated in the same manner as the F.
- Inc—The mark "Incomplete" is given when a student has done satisfactory work in a class but has been unable to complete all the required work because of extended illness or other extenuating circumstances. The work may be made up within two full instructional weeks in the term or quarter following the end of the summer school term or quarter in which the "incomplete" was given. If it is not completed in the prescribed time, the "Incomplete" becomes an "F". Required courses which have been failed must be repeated.
- CR—The mark "CR" means that credit has been granted and it also applies to the "Credit or No Credit Program" where credit was received for satisfactory (average or above) performance in the course. These hours apply toward the total graduation requirement but are not used in the computation of grade point averages.
- AU—This is given when course is audited. A student must attend and participate in a course, however receives no credit.

GRADE POINTS AND POINT AVERAGES

Cedarville College uses the "four point system" to determine academic averages.

Grade points are awarded as follows:

Each quarter hour of A—4 grade points

Each quarter hour of B—3 grade points

Each quarter hour of C—2 grade points

Each quarter hour of D—1 grade point

Each quarter hour of F—0 grade points

The grade point average is computed by dividing the total grade points earned by the total hours attempted.

ACADEMIC PROBATION AND SUSPENSION

Students whose grades are below a 2.0 cumulative average in the third quarter of their senior year will not be able to graduate. The faculty and other counselors are available to discuss student progress. Students in academic difficulty should utilize these personnel to help them find solutions to their academic problems.

Certain minimal levels have been set by the faculty to determine when a student should be placed on academic probation or be eligible for academic suspension. These are as follows and are based on cumulative averages:

<i>Quarter Hours Completed</i>	<i>Probation</i>	<i>Suspension</i>
0-15	1.6	1.0
16-29	1.7	1.25
30-44	1.8	1.50
45-59	1.9	1.75
60-74	Below 2.0	1.90
75+		Below 2.0

Students on probation at the end of two consecutive quarters are eligible for academic suspension.

Academic probation implies no particular restrictions on college activities, but should be considered as a serious warning that the student faces academic suspension unless his grades improve.

The academic status of transfer students will be determined by using the total number of hours for which credit has been accepted in transfer at Cedarville College.

HONORS AND AWARDS

THE DEAN'S HONOR LIST. Until final awards are announced at Commencement, the highest academic honor possible to attain at Cedarville College is to be included on the Dean's Honor List. This list of high-ranking students is published at the end of each regular quarter.

The requirements for the Dean's Honor List are as follows:

1. A student must have a 3.75 grade point average.
2. A student must have no grade for the quarter lower than a "B."
3. A student must carry a minimum of 12 quarter hours of college work.
4. A student must complete every course he is taking by the end of the quarter when grades are turned in by the faculty. Any grade of "incomplete" will preclude a student's candidacy for the Dean's Honor List.

THE DEAN'S LIST. Published at the end of each regular quarter, the Dean's List is issued with the following requirements:

1. A student must be carrying at least 12 quarter hours.
2. A student must maintain a 3.25 average for the quarter.
3. There must be no "incomplete" in any course.

GRADUATION WITH HONORS. Upon recommendation of the faculty, a student who earns a grade point average of 3.50 will be graduated "with honor"; one who earns a grade point average of 3.70 will be graduated "with high honor"; and one who earns a grade point average of 3.85 will be graduated "with highest honor." A student must be in residence at least two full years (junior and senior) in order to qualify for honors.

THE ARTHUR FRANKLIN WILLIAMS AWARD. This annual award of \$100 is granted to the graduating senior majoring in the field of Biblical education. It is determined on the basis of scholastic ability, maturity, character, and spiritual leadership. The faculty of the Division of Biblical Education makes the annual selection.

THE PRESIDENT'S TROPHY. All members of the senior class are eligible for this annual award, judged on the basis of scholastic ability, character, leadership, and sportsmanship. The Administrative Committee makes the annual selection.

THE FACULTY SCHOLARSHIP TROPHY. An annual faculty award is made to the graduating senior who has the highest cumulative grade point average. Eligibility must include 120 quarter hours taken at Cedarville College completed within nine regular quarters.

THE MUSIC TROPHY. This trophy is awarded each year to a senior student selected by the music faculty. It is given for outstanding musical scholarship and for service to Christ through music.

THE EDITH HART MILNER AWARD. This annual award for excellence is granted a deserving junior majoring in English Literature. An engrossed citation accompanies the \$100 prize. This memorial has been provided by Dr. George S. Milner. Rules of award are determined by the faculty.

THE CLARA MONZELLE MILNER AWARD. This annual award for excellence is granted a deserving junior majoring in Teacher Education. An engrossed citation accompanies the \$100 prize. This memorial has been provided by Dr. George S. Milner. Rules of award are determined by the faculty.

THE GEORGE BOYD ACCOUNTING AWARD. This \$100 award is presented annually on Honors Day to a deserving junior in accounting. An engrossed citation is included in the award.

THE WALL STREET JOURNAL AWARD. This award is made annually to a deserving student in business.

THE CLIFFORD R. MADDOX MEMORIAL AWARDS. An annual award of \$100 is granted to the graduating senior who has the highest average in the Undergraduate Record Examination Field tests or the GRE Advanced Tests.

OXFORD UNIVERSITY PRESS SCOFIELD BIBLE AWARDS. An engraved Scofield Bible is awarded to both the graduating senior in Bible having the highest cumulative G.P.A. and to the graduating senior in Christian Education having the highest cumulative G.P.A.

SPECIAL PROGRAMS OF STUDY

NURSING

Many satisfying career opportunities are available to graduates of hospital training programs for nurses. These opportunities can be increased in the area of Christian service and missions for those who also complete the BA degree program at Cedarville.

The Cedarville program involves evaluation of the course work and nursing skills completed in connection with a two or three year professional nurse training program. Normally the remaining courses needed for the B.A. degree may be completed in six or seven quarters or about two additional years in college. The instruction given in Biblical Education and general studies provides an excellent background for a career in medical missions, health care in the orphanages, children's homes, convalescent homes and schools or homes for missionaries' children.

The two or three year professional nurse program may be completed either before or after attending Cedarville, however, if one desires to accept the challenge to be a Christian witness while in nurses training, it would be helpful to have at least one year at Cedarville before entering training. The added year of maturity plus instruction in Biblical Education, Biology, English Composition, and Social Science would give the student nurse, with such experience, a definite advantage. Those who complete the nurses training program before attending Cedarville would have the advantage of employment opportunities as relief nurses in area hospitals.

The degree granted under this program is not to be confused with the Bachelor of Science in Nursing degree which is a professional degree frequently required for those working in hospital supervision and professional nursing education. The Cedarville program includes, primarily, those courses which are typical of liberal arts degrees.

PRE-PHARMACY

A description of the pre-pharmacy program offered in cooperation with the College of Pharmacy at Ohio State University is described in the Science and Mathematics section of the catalog.

THE EDUCATIONAL DEVELOPMENT PROGRAM

The Educational Development Program is organized to assist some students to overcome certain academic deficiencies as shown by their high school grades or test records. The student enrolled in the EDP is given an opportunity to overcome deficiencies in his preparation. This non-credit program provides instruction in reading and study skill development along with counseling and special help in written English. The EDP is the equivalent of a four credit hour course when evaluated on the basis of time, and work required.

In addition to the specialized instruction, designed to greatly improve the student's academic performance, he is also expected to register for regular course work which when combined with the EDP assignments is equivalent to a normal class schedule.

Upon completion of the EDP, the student's performance and scholastic record is reviewed by the Admissions Committee to determine his readiness to follow a regular program normally scheduled by a full time student.

CREDIT OR NO CREDIT PROGRAM

One of the objectives of the liberal arts college is to encourage students to broaden their educational backgrounds. Students often are hesitant to study in areas in which they have had little previous experience.

The opportunity to take elective courses on a "Credit or No Credit" basis offers students the occasion to develop background in new areas of study without threatening cumulative grade point averages.

The following rules govern the program:

1. Juniors and seniors shall be allowed to take elective courses on a credit or no credit basis. No more than one course may be taken in any one term.
2. Electives shall be those courses which will not count toward either general education, major, minors, or cognates.
3. In order to receive credit the student must maintain at least a "C" average in the course.
4. The maximum number of courses allowed per student shall be in relation to his grade point average, as follows:

2.0—2.49—one course	3.0—3.49—four courses
2.5—2.99—two courses	3.5 and above—six courses
5. Following the end of the fourth week of the quarter, the student may not change a course from the credit or no credit system to the regular program.
6. The student may not change a regularly scheduled class to credit or no credit after the first full calendar week of the quarter.

INDEPENDENT STUDY

As a result of the need for college students to develop a high degree of independence in their ability to choose and investigate problems, a special program in independent study has been organized. The objectives of the program include the provision for students to explore areas not covered in normal course structure, the provision of opportunities for self-motivation, and provision of opportunities for faculty and students to work closely on specialized projects.

It is a college objective to encourage student travel to foreign countries. Credit may be earned for such experience under the Independent Study Program.

Although the individual students and faculty members are to work together on the development of criteria for successful completion of an independent study project, the following rules serve as guiding principles in the operation of the program:

1. No student may enroll in more than one independent study situation during the same term.
2. Hours granted for any one independent study shall not exceed four quarter hours.
3. The faculty member supervising the independent study must review and initial the student's copy of the written proposal and the registration card. Registration for the independent study should be done at the beginning of the quarter in which the work is to be completed.
4. No more than eight hours in independent study may be counted toward the major field, no more than four hours toward a minor field, and no more than sixteen may be counted toward graduation. Independent study should not be taken outside of major and minor fields without written approval of the division chairman and academic dean.
5. Juniors and seniors are eligible for independent study. Sophomores may be considered to be eligible if they also have the approval of the academic dean and division chairman.
6. Grade point average shall not be a qualification for independent study, although the faculty member has the right to deny student participation for any reason the faculty member deems appropriate.



CORRESPONDENCE STUDY

Although correspondence study seldom can replace the experiences gained through the actual classroom instruction and discussion, it is recognized that occasional utilization of correspondence study is necessary.

The total number of quarter hours of correspondence study accepted toward completion of degree requirements shall not exceed fifteen. In order for correspondence study to be acceptable, prior permission must have been received for each course from the instructor of the course involved, the academic counselor, and the Registrar. Correspondence study is not counted as residence credit, and therefore can not be counted toward the residence requirements. Permission forms are available in the Registrar's office.

Credits received for correspondence study are treated in the same manner as transfer credits.

STUDY ABROAD PROGRAM OF CHRISTIAN COLLEGES (SAPOCC)

Students planning intensified study in languages are encouraged to participate in the SAPOCC program sponsored by King's College, Briarcliff Manor, New York. Three different programs are offered in France, England, Germany and Spain. Cedarville cooperates in this program with other Christian colleges. SAPOCC is a unique experience for Christian young people because it provides them with Christian living, fellowship, and Christian service opportunities in the foreign country as well as an excellent academic program.

TESTING OUT PROCEDURE

Qualified students are allowed to earn credit hours toward graduation by passing the appropriate examinations with a grade of "B" or better. Students interested in testing out must have division chairman approval. Tests can be taken during registration week or during the first two full calendar weeks of classes. The student will be granted hourly credit but will not be given a grade on the transcript. Students may not test out of a course they have audited and are not able to test out of more than twenty-seven quarter hours. A \$10 test fee must be paid in advance. This amount will be applied to the \$15.00 per hour fee if the student successfully passes the examination.

BUSINESS AND TECHNICAL

Those students enrolled in college level business and technical courses in community colleges may wish to have such credits evaluated toward the bachelor's degree. A letter of request and an official transcript of credits will be needed for the Registrar to evaluate the acceptable credits. In some cases a substantial block of credits may be accepted from such schools.

*GENERAL EDUCATION
REQUIREMENTS*

	<i>Quarter hours</i>
Biblical Education	24
Old Testament Survey (5)	
New Testament Survey (5)	
Theology Survey (5)	
Baptist History (3)	
Two electives from any courses listed by the division in the catalog except for those under the areas of Philosophy and Religion and Biblical Languages. Independent studies are also excluded.	
Communication	13
Rhetoric and Composition (5)	
Literature and Composition (3)	
Fundamentals of Speech (5)	
Humanities	15
One course in Literature from: World Literature (5), Major American Writers (5), Major British Writers (5)	
Art and Music in History (5)	
Five quarters hours chosen from: Introduction to Philosophy (5), Ethics (5), Literature (5), Music History and/or Music Theory, Second year foreign language	
One year foreign language*	
Physical Education	3
Three courses in Physical Education 101, 102, 103 (3)	
Science and Mathematics	15
At least one course from the Biological Sciences and at least one course from the Physical Sciences and one Science or Mathematics elective	
Social Science	14
Foundations of Social Science (5)	
Any additional nine quarter hours from the Social Sciences	
Total Hours in the General Education Requirements	84

* The language requirement may be met by completing one year in college or two years in high school.

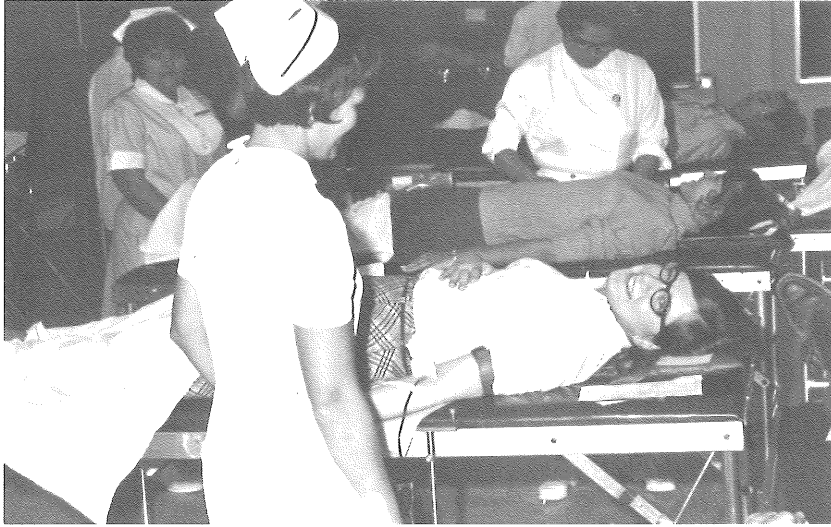
Divisions of Instruction

Instruction in the College is grouped into eight Divisions. Fields of study are given with each division. Majors are listed on the next page.

- | | | |
|----------------------------------|--|--------------------|
| I. BIBLICAL EDUCATION | | |
| Biblical Studies | | Theology |
| Philosophy and Religion | | Biblical Languages |
| II. BUSINESS ADMINISTRATION | | |
| Accounting | | Business Education |
| Business Organization | | Economics |
| III. COMMUNICATIONS | | |
| English Language | | German |
| English and American Literature | | Greek |
| French | | Speech |
| IV. EDUCATION AND PSYCHOLOGY | | |
| Elementary Education | | Psychology |
| Secondary Education | | |
| V. HEALTH AND PHYSICAL EDUCATION | | |
| Activity Courses | | Recreation |
| Health Education | | Physical Education |
| VI. MUSIC | | |
| Music Theory | | Music Education |
| Music History | | Applied Music |
| Church Music | | |
| VII. SCIENCE AND MATHEMATICS | | |
| Biology | | Physics |
| Chemistry | | Mathematics |
| VIII. SOCIAL SCIENCE | | |
| History | | Geography |
| Sociology | | Political Science |

MAJORS

Biblical Education	Elementary Education	Physical Education
Biology	English	Psychology
Broadcasting	History	Social Science
Business Administration	Mathematics	Speech
Chemistry	Music	



COURSE NUMBERS AND DESIGNATIONS

The course numbers are designed to be of help to the student in selecting courses at the appropriate level. The following system is used:

1. The first digit indicates the year in which the course is normally taken. Freshmen normally take 100 courses; Sophomores, 200 or 100 courses; Juniors, 300 or 200 courses; and Seniors, 400 or 300 courses. Courses beyond the student's classification may be taken only with the consent of the instructor and the Registrar.
2. The second digit usually indicates the area within the division.
3. The third digit generally indicates the sequence followed in offering the course. A zero indicates that the course will be offered more than one quarter per year.
4. The course numbers listed in sequence and separated by hyphens must be scheduled in the order shown. The course numbers separated by commas may be taken as individual units and not necessarily in the sequence shown.
5. The letters appearing as part of the course numbers are used to designate division titles, as follows: BE-Biblical Education, BA-Business Administration, ED-Education, LL-Language and Literature, MU-Music, PY-Psychology, SM-Science and Mathematics, SS-Social Science, SP-Speech.

The quarter that the course is offered is shown in italic letters following the course title as follows: A-Autumn, W-Winter and Sp-Spring.

The college reserves the right to offer or withhold any of the courses listed. Some of the courses are offered on alternate years in which case the year scheduled is shown to the extreme right of the course title.

QUARTER AND CREDIT HOURS

In the course descriptions, which follow, the terms *quarter hours* and *credit hours* have been used interchangeably.

Biblical Education

Professors: Robert Gromacki, Chairman; George L. Lawlor, Jack Riggs

Associate Professors: Mead C. Armstrong, Jean Fisher, Richard T. McIntosh

Assistant Professor: James M. Grier

The division of Biblical Education is comprised of A) Biblical Studies, B) Philosophy and Religion, C) Theology, D) Practical Theology, E) Biblical Languages, and F) Christian Education.

This division seeks to provide a Biblical foundation for a liberal arts education, presenting the great truths of the Scripture by studying correct principles of interpretation and proper application in order that the student may be an effective witness for Christ regardless of the vocation which he may be led to pursue. It also seeks to lay a good foundation for those persons called of God into full time vocational Christian ministries.

The pre-seminary program is designed for students anticipating graduate work. Seminary candidates should consult seminary catalogs to determine detailed requirements and adjust their program at Cedarville College accordingly.

The purpose of the Biblical Education Comprehensive major is to provide training for the person who upon graduation will go out directly as a director of Christian Education, a youth worker, a missionary candidate, or as a pastor.

REQUIREMENTS FOR A BIBLICAL EDUCATION COMPREHENSIVE MAJOR. Ninety quarter hours from these areas:

Biblical Studies	30-35
Theology	15-20
Practical Theology	10-15
Christian Education	25-30

REQUIREMENTS FOR A PRE-SEMINARY BIBLE MAJOR. Forty-eight quarter hours, including

230 Theology Survey	5
340 Baptist History	3
One Christian Education Course	

Additional Requirements: Biblical Languages 251-252-253; 351-352-353.

REQUIREMENTS FOR A MINOR IN PHILOSOPHY AND RELIGION. Twenty-three quarter hours.

COMPREHENSIVE BIBLICAL EDUCATION MAJOR

FRESHMAN YEAR	<i>Autumn</i>	<i>Winter</i>	<i>Spring</i>
Old Testament Survey, BE 101	5	-	-
New Testament Survey, BE 102	-	5	-
Rhetoric and Composition, LL 120	-	-	5*
Literature and Composition, LL 130	-	3*	-
Fundamentals of Speech, SP 110	-	5*	-
Art and Music in History, MU 100	-	-	5*
General Physical Education, PE 101, 102, 103	1	1	1
Foundations of Social Science, SS 100	5*	-	-
Social Science Electives, SS	3	3	3
Elective	-	-	3
	<hr/>	<hr/>	<hr/>
	14	17	17
SOPHOMORE YEAR			
Biblical Studies	5	-	-
Theology	5	5	-
Practical Theology, BE	-	-	3
Christian Education, BE	-	3	7
Introduction to Philosophy, BE 220	-	5*	-
Biological Science, SM	5*	-	-
Physical Science, SM	-	5*	-
Science Elective, SM	-	-	5*
	<hr/>	<hr/>	<hr/>
	15	18	15
JUNIOR YEAR			
Biblical Studies	5	-	5
Theology, BE	-	5	-
Practical Theology, BE	-	-	6
Christian Education, BE	-	5	5
General Psychology, PY 160	4	-	-
Literature Elective	5	-	-
Electives	-	5	-
	<hr/>	<hr/>	<hr/>
	14	15	16
SENIOR YEAR			
Biblical Studies	5	5	-
Practical Theology, BE	3	-	3
Christian Education, BE	-	5	-
Electives	7	5	12
	<hr/>	<hr/>	<hr/>
	15	15	15

*May be scheduled any quarter

REQUIREMENTS FOR A MINOR IN GREEK. Twenty-five quarter hours.

REQUIREMENTS FOR A MINOR IN CHRISTIAN EDUCATION. Twenty-three quarter hours.

PRE-SEMINARY BIBLE MAJOR

FRESHMAN YEAR	<i>Autumn</i>	<i>Winter</i>	<i>Spring</i>
Old Testament Survey, BE 101	5	-	-
New Testament Survey, BE 102	-	5	-
Rhetoric and Composition, LL 120	1	-	5*
Literature and Composition, LL 130	-	3*	-
Fundamentals of Speech, SP 110	5*	-	-
General Physical Education, PE 101, 102, 103	1	1	1
Art and Music in History, MU 100	-	5*	-
Foundations of Social Science, SS 100	3	-	5*
Social Science Electives, SS	3	3	3
Electives	-	-	3
	<hr/>	<hr/>	<hr/>
	15	17	17
SOPHOMORE YEAR			
Theology Survey, BE 230	5*	-	-
Christian Education Elective, BE	-	3*	-
Biological Science, SM	5*	-	-
Physical Science, SM	-	5*	-
Science Elective, SM	-	-	5*
General Psychology, PY 160	-	-	4*
Introduction to Philosophy, BE 220	-	5*	-
Elementary Greek, BE 251-252-253	5	4	4
Electives	-	-	3
	<hr/>	<hr/>	<hr/>
	15	17	16
JUNIOR YEAR			
Baptist History, BE 340	3*	-	-
Evangelism, BE 343	-	-	3
Christian Evidences, BE 333	-	-	3
Bible Interpretation, BE 332	-	3	-
Bible Prophecy, BE 339	-	-	4
Intermediate Greek, BE 351-352-353	3	3	3
Literature	5*	-	-
Biblical Studies	3	3	3
Electives	2	6*	-
	<hr/>	<hr/>	<hr/>
	16	15	16
SENIOR YEAR			
Greek Exegesis	-	3*	-
Biblical Studies	5*	-	-
Electives	10	12	14
	<hr/>	<hr/>	<hr/>
	15	15	14

*May be scheduled any quarter

A. BIBLICAL STUDIES

101 OLD TESTAMENT SURVEY—*A*

A survey of the entire Old Testament, giving special attention to the authorship, historical background, and the theme of each book. A study of the history of the Hebrew nation from its origin to the time of Jesus Christ.

Five credit hours

102 NEW TESTAMENT SURVEY—*W*

A survey of the entire New Testament, including the historical background of the Inter-Testament period, giving special attention to authorship, content, main events, and the unfolding of God's redemptive purpose through the Lord Jesus Christ.

Five credit hours

201 OLD TESTAMENT—PENTATEUCH—*A* (1971-72 and alternate years)

A detailed study of the five books of Moses. Attention is given to the historical material of these books, to theological problems, and to practical and homiletic values.

Five credit hours

202 OLD TESTAMENT—HISTORICAL BOOKS—*W* (1971-72 and alternate years)

A study of the history of Israel from the time of their entrance into Canaan until the time of their exile and restoration.

Five credit hours

203 OLD TESTAMENT—POETICAL BOOKS—*Sp* (1971-72 and alternate years)

An examination of the distinctive characteristics of Hebrew poetry with the various forms being illustrated and explained. The doctrinal and the practical value of the books are studied. Psalms is treated in detail, with special attention given to the Messianic portions.

Five credit hours

204 OLD TESTAMENT—MAJOR PROPHETS—*A* (1970-71 and alternate years)

A chronological study of the major prophetic books of the Old Testament. The ministry of the prophets to their own times is carefully considered as well as their great predictive messages, fulfilled and unfulfilled.

Five credit hours

205 OLD TESTAMENT—MINOR PROPHETS—*W* (1970-71 and alternate years)

A chronological study of the twelve minor prophets, their ministry in relation to Israel and other contemporary nations, and their practical message for today.

Five credit hours

207 THE FOUR GOSPELS—*A*

A harmonistic, chronological study of the Gospels, setting forth the life and ministry of Jesus Christ from His incarnation to His ascension.

Five credit hours

311, 312, 313 ACTS AND THE PAULINE EPISTLES—*A, W, Sp* (1970-71 and alternate years)

An analysis of the Book of Acts, ministry of Paul, and outstanding problems and significant events of Acts. Exegetical study of the Pauline Epistles with careful consideration of the historical background, local conditions, the great doctrines of the Christian faith, and the instruction in the Epistles for the Christian life. *Three credit hours each quarter*

314, 315, 316 THE GENERAL EPISTLES (1971-72 and alternate years)

An analysis and exposition of the Books of Hebrews and James, and the Epistles of Peter, John, and Jude. Designed to show the character and content of these Epistles, with special attention given to their doctrinal, practical, and eschatological values. Special consideration is given in the Book of Hebrews, to the Position and Perfection of Christ, and to His fulfillment of the Priesthood of Melchizedek and the types and shadows of the Old Testament sacrificial system. *Three credit hours each quarter*

B. PHILOSOPHY AND RELIGION

220 INTRODUCTION TO PHILOSOPHY—*A, W, Sp*

A survey of the principal issues in western philosophy, covering such areas as Epistemology, Metaphysics, Aesthetics, and the major systems of philosophy. *Five credit hours*

221 HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY—*A*

Prerequisite: 220

A survey of men and movements in Greek and Christian Philosophy from Thales to Aquinas. Select, representative writings of the philosophers will be read. *Five credit hours*

222 HISTORY OF MODERN PHILOSOPHY—*W*

Prerequisite: 220

A study of the principal philosophers from Descartes through Nietzsche. The development of rationalism and empiricism with the Kantian synthesis and its results will be emphasized. *Five credit hours*

223 ETHICS—*Sp*

A study and evaluation of the major theories and problems of moral philosophy. *Five credit hours*

226 RELIGION AND CULTURE—*Sp*

An introduction to religious issues, themes and alternatives as they emerge in the historical context of Eastern and Western culture. *Five credit hours*

322 LOGIC—*W* (1970-71 and alternate years)

A study of the principles of correct and fallacious reasoning involved in traditional logic and modern logic. *Five credit hours*



325 PHILOSOPHY OF RELIGION—*W*

An analysis of the major philosophical problems relating to religion as these have arisen in the modern intellectual milieu. *Three credit hours*

423 CONTEMPORARY PHILOSOPHY—*Sp*

Prerequisite: 220

A survey of the more significant European and American philosophies of the twentieth century. Primary consideration will be given to existentialism, pragmatism, and analytic philosophies. *Five credit hours*

426 GREAT PHILOSOPHERS—*Sp*

A comprehensive study of an important philosopher dealing with his background, the development of his philosophy, and his influence on philosophy and religion. Reading of the philosopher will be the basis of study.

Three credit hours

C. THEOLOGY

230 THEOLOGY SURVEY—*A, W, Sp*

A survey of the great doctrines of the Christian faith, designated to help establish the student in the Word of God. *Five credit hours*

231 GEOGRAPHY OF BIBLE LANDS—*A*

This course presents a geographical survey of the Bible lands. The physical and cultural aspects of these lands will be studied in their historical context.

Three credit hours

232 BIBLICAL INTRODUCTION—*W* (1971-72 and alternate years)

A critical evaluation of the theories concerning the origin, extent, and value of the Bible. The doctrine of inspiration, canon, higher and lower criticism, early manuscript versions, and the history of the English Bible are studied. *Four credit hours*

332 BIBLICAL INTERPRETATION—*W*

A detailed study of the basic principles of Bible interpretation.

Three credit hours

333 CHRISTIAN EVIDENCES—*A, Sp*

A course designed to demonstrate and to defend the factuality of Biblical Christianity. Evidences of a trustworthy Bible, archaeology, history, fulfilled prophecy, miracles, the Person and the resurrection of Christ, and Christian experience are studied. Attacks upon Christianity are defined and evaluated.

Three credit hours

339 BIBLE PROPHECY—*Sp*

A comprehensive study of the Prophetic Scriptures, with attention being given to the great determinative covenants endeavoring to discover what the future holds for the Jew, the Gentile World, and the Church of God.

Four credit hours

400 SEMINARS

A. Contemporary Theology—*A*

Designed to show the nature and character of the major religious trends, and to acquaint the student with the current theological situation. Prepared notes, special documentation, current books, and selected periodicals for class consideration and discussion, and for individual research.

B. Archaeology—*W*

Research in archaeology as it relates to Biblical history and literature.

C. Special Topics—*Sp*

Three credit hours

430 INDEPENDENT STUDY IN BIBLE—*A, W, Sp*

The student will investigate a significant topic or Scriptural passage of special interest with a view toward integration of knowledge.

One to three credit hours

D. PRACTICAL THEOLOGY

243 EVANGELISM—*W, Sp*

The objectives of the course will be threefold: first, to help the student become aware of his responsibility to be an effective Christian witness; second, to challenge the student to make a genuine effort in witnessing; third, to acquaint the student with the methods which may be employed and with the difficulties which may be encountered in witnessing. Particular attention will be given to the many "isms" so prevalent in our modern society.

Three credit hours

246 MISSIONS SURVEY—*Sp*

A survey of the history of missions from apostolic times correlated with a study of New Testament missionary principles and practices. The organization and policies of the GARBC approved agencies will be examined.

Four credit hours

340 BAPTIST HISTORY—A, W, Sp

A consideration of the doctrines and principles which have distinguished Baptists from earliest times to the present day. Emphasis of the Biblical demands upon the local church in the light of the present ecclesiastical situation.

Three credit hours

342 HOMILETICS—W

The theory and practice of sermon preparation and delivery.

Five credit hours

E. BIBLICAL LANGUAGES

251-252-253 ELEMENTARY GREEK

The basic elements of the Greek language. Careful attention is given to grammar, syntax, vocabulary, and the reading of selected portions of the Greek New Testament.

Five credit hours autumn quarter

Four credit hours winter and spring quarter

351-352-353 INTERMEDIATE GREEK

Prerequisite: Greek 251-253

Detailed study of advanced Greek grammar, reading in the Greek New Testament, the application of advanced syntactical rules, and an introduction to exegesis.

Three credit hours each quarter

451, 452, 453 GREEK EXEGESIS

Prerequisite: Greek 351-353

Detailed exegesis of various books and portions of the New Testament. Emphasis is given to translation and interpretation, grammatical relationships of words and sentences, word studies, and development of exegetical skill.

Three credit hours each quarter

F. CHRISTIAN EDUCATION

261 CHRISTIAN EDUCATION OF CHILDREN—A

The presentation of the characteristics and needs of the child, organization and administration of children's departments, and the methods and materials used in each department.

Five credit hours

262 THE INDUCTIVE METHOD OF BIBLE STUDY—W

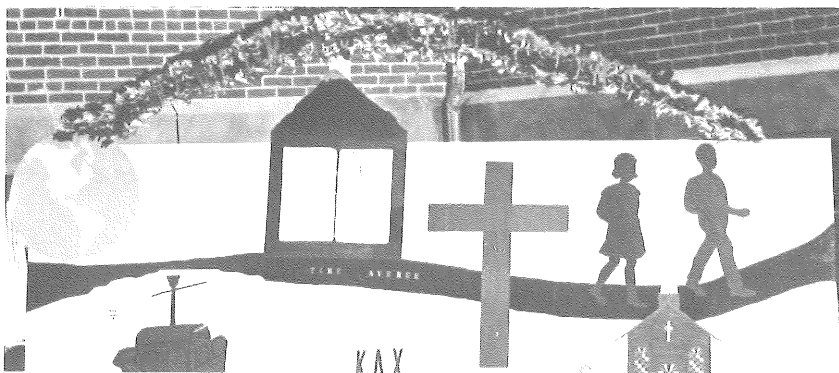
An inductive study of a Bible book to develop the student's skill in independent Bible study.

Three credit hours

361 EDUCATIONAL WORK OF THE CHURCH—A

The methods of organizing and administering the total educational program of the church. Consideration is given to the educational process, leadership education, and methods of counseling and supervision.

Four credit hours



- 362* 362 CHRISTIAN EDUCATION OF YOUTH—*W*
 Emphasis is placed on the characteristics of youth, the understanding of youth's problems, and their implications for the work of the church. Programs, leadership, materials, trends and organization of youth work within and related to the church.
Four credit hours
- 365* 365 AUDIO-VISUAL METHODS—*W*
 The methods of preparing and using audio-visual materials as aids to teaching, including commercial, projected and non-projected materials.
Three credit hours
- 366* 366 CHRISTIAN EDUCATION OF ADULTS—*Sp*
 The presentation of the characteristics and needs of the adult, his worship, education, service, and recreation in the church and the home.
Three credit hours
- 460 INDEPENDENT STUDY IN CHRISTIAN EDUCATION—*A, W, Sp*
 Opportunity to explore in depth an area or problem by independent research in Christian education.
Three credit hours
- 461* 461 PHILOSOPHY OF CHRISTIAN EDUCATION—*A*
 A study of the Scriptural principles upon which the Christian philosophy of education is based.
Four credit hours
- 462* 462 SEMINAR IN CHRISTIAN EDUCATION—*W*
 Trends and problems of the field are analyzed and defined by individual research and group conferences.
Three credit hours
- 463* 463 METHODS OF BIBLE TEACHING—*Sp*
Prerequisite: Christian Education 262
 An experimentation and application in the classroom of various methods of Bible study and teaching.
Three credit hours
- 470 STUDENT TEACHING IN CHRISTIAN EDUCATION
 Three student teaching programs are available, from which the student chooses one according to his interest and the experience desired. Nine credit hours of student teaching are required.
- A. Church Education Program
 Ten weeks in a local church gaining experience in the total educational program of the church, under the supervision of the Christian Education faculty and the Pastor and/or DCE. Three hours of independent study related to church education are a part of this program.
Fifteen credit hours
- B. Camp Program
 Six weeks in a Christian camp gaining experience in small group Bible teaching and counseling, and camp administration, under the supervision of the Christian Education faculty and the camp director. Three hours of independent study related to camping are a part of this program.
Twelve credit hours
- C, D, E. Church Group Program
 Three quarters of experience teaching a church group. This involves lesson planning, teaching, and evaluation sessions.
Three credit hours each quarter

Business Administration

Assistant Professors: William R. Riter, *Chairman*, James Seaman, Donald Wilcoxon

The division of Business Administration is comprised of A) Accounting, B) Business Organization, C) Economics.

This division intends to prepare students for careers in business, graduate study in business and economics, and church financial leadership.

Certification by the State of Ohio is available in the following business related fields if the student takes appropriate courses in recognized schools and meets the other requirements at Cedarville College.

- Business Education (Comprehensive)
- Data Processing
- Shorthand
- Typing

If the student is planning to add these fields to his regular certification, further information should be secured from the chairman of the Division of Business Administration.

REQUIREMENTS FOR A MAJOR IN BUSINESS ADMINISTRATION. Forty-eight quarter hours, including

101-102	Principles of Accounting	10
212	Principles of Organization and Management	4
231-232	Principles of Economics	10
311	Business Law	4
333	Business Statistics	5
442	Business Seminar	2

Additional Requirement: General Psychology 160
Electives in Accounting, Business Organization and/or Economics.

REQUIREMENTS FOR MINOR IN ACCOUNTING. Twenty-two quarter hours in Accounting.

REQUIREMENTS FOR MINOR IN BUSINESS ORGANIZATION. Twenty-two quarter hours in Business Organization.

REQUIREMENTS FOR MINOR IN ECONOMICS. Twenty-two quarter hours, including Economics 231, 232, 331, 335, four hours of electives in Economics.

NOTE TO FACULTY
November 24, 1971

The Curriculum Committee recommends the approval of a comprehensive major in Business Administration, a total of 70 hours. The requirements are:

Prin. of Acct	10 hours
Prin of Economics	10
Prin of Management	4
Prin of Marketing	4
Business Statistics	5
Business Law	4
Business Communications	3
Business Finance	4
Intro to Computer Prog	1
Intro to Data Processing	3
	<hr/>
	48 hours

ONE CONCENTRATED AREA OF BUSINESS

(Marketing, Management, Accounting,
Economics, or Bus. Ed.)

15 hours

BUSINESS ELECTIVES

7 hours

The Committee also approved the following course changes:

Add:

Production Management - 4 credit hours
Seminar in Marketing - 3 credit hours
Consumer Economics - 4 credit hours

Change: Business Communication from five credit hours to three.
Labor Economics from five credit hours to four.
Bookkeeping Basic Business Area from 35 credit hours to thirty.

It is faculty policy that these changes become official if no question is raised by faculty members.

From the Office of the Academic Dean

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BUSINESS ADMINISTRATION MAJOR

FRESHMAN YEAR	<i>Autumn</i>	<i>Winter</i>	<i>Spring</i>
Old Testament Survey, BE 101	5	-	-
New Testament Survey, BE 102	-	5	-
Rhetoric and Composition, LL 120	5	-	-
Literature and Composition, LL 130	-	3	-
General Physical Education, PE 101, 102, 103	1	1	1
Foundations of Social Science, SS 100	5	-	-
Fundamentals of Speech, SP 110	-	-	5
Principles of Accounting, BA 101-102	-	5	5
Electives**	-	2	4
	16	16	15
SOPHOMORE YEAR			
Theology Survey, BE 230	5*	-	-
Christian Education Elective, BE	-	3*	-
Literature, LL	5*	-	-
Art and Music in History, MU 100	-	5*	-
Humanities Elective	-	-	5*
General Psychology, PY 160	-	-	4*
Principles of Organization and Management, BA 212	4	-	-
Principles of Economics, BA 231, 232	-	5	5
Electives**	1	3	2
	15	16	16
JUNIOR YEAR			
Baptist History, BE 340	3*	-	-
Bible Elective, BE	-	3*	-
Biological Sciences, SM	5*	-	-
Physical Sciences, SM	-	5*	-
Science Elective, SM	-	-	5*
Business Statistics, BA 333	5	-	-
Business Law, BA 311	-	4	-
Electives**	3	4	10
	16	16	15
SENIOR YEAR			
Business Seminar, BA 442	-	2	-
Electives**	15	13	15
	15	15	15

*These courses may be rescheduled if business electives are desired at that time.

**Elective hours must include at least 13 hours in business to complete the major and 9 hours in social science electives.

DIVISIONAL COURSES

240 INTRODUCTION TO DATA PROCESSING—*Sp*

Prerequisite: Science 120 Introduction to Computer Programming

Basic principles and procedures of manual, mechanical, and electronic data processing systems. *Three credit hours*

340 INDEPENDENT STUDY IN BUSINESS ADMINISTRATION

Research in problems of Accounting, Business Organization, or Economics. *One to four credit hours*

341 TOPICS IN BUSINESS

A variety of courses is offered under this heading on an experimental basis. This allows the division to meet the changing needs of the students without formally adding and dropping courses on a quarterly basis. *One to five credit hours*

347 TEACHING GENERAL BUSINESS SUBJECTS—*Sp*

Teaching methods and materials in bookkeeping and general business subjects. *Three credit hours*

442 BUSINESS SEMINAR—*W*

Discussion of current business topics. Open to seniors only in Business Administration. *Two credit hours*

A. ACCOUNTING

101-102 PRINCIPLES OF ACCOUNTING—*W, Sp*

An introduction to accounting. Statements, accounts, journals, adjusting and closing entries, the worksheet, the voucher system, payroll accounting, accounting for proprietorship, partnership, and corporation are treated. *Five credit hours each quarter*

201, 202 INTERMEDIATE ACCOUNTING—*A, W*

Prerequisite: Accounting 102

Review of fundamentals. Accounting for cash, receivables, inventories, fixed assets, intangibles, investments, liabilities, net worth, and sales. *Four credit hours each quarter*

301 ADVANCED ACCOUNTING—*Sp* (1970-71 and alternate years)

Prerequisite: Accounting 202

A study of consolidated financial statements, foreign exchange, insurance, estates and trusts, branch accounting, and problems. *Four credit hours*

302 FEDERAL INCOME TAXES—*A* (1970-71 and alternate years)

Prerequisite: Accounting 102

Proper preparation of federal income tax returns for individuals, partnerships, and corporations. Ability to do research in this area will be stressed. *Four credit hours*

303 COST ACCOUNTING—*A* (1971-72 and alternate years)
Prerequisite: Accounting 102

Principles of industrial and distribution cost accounting; job order and process cost systems; standard costs. *Five credit hours*

304 AUDITING—*Sp* (1971-72 and alternate years)
Prerequisite: Accounting 202

Purpose and advantages of the different types of audits; duties and responsibilities of an auditor; audit practice, procedure, and reports. *Five credit hours*

B. BUSINESS ORGANIZATION*

*This area is currently being revised in order to strengthen the fields of management and marketing.

211 PRINCIPLES OF MARKETING—*A*

A survey of distribution functions, middlemen and channels of trade, competition, price policies, market planning, market research, and consumer problems. *Four credit hours*

212 PRINCIPLES OF ORGANIZATION AND MANAGEMENT—*A*

An examination of the policies, principles, practices, and problems involved in the management and organization of business concerns. *Four credit hours*

311, 312 BUSINESS LAW—*W, Sp*

A study of contracts, sales, bailments, negotiable instruments, agency, employer-employee relationships, partnerships, corporations, insurance, and property. *Four credit hours each quarter*

313 BUSINESS COMMUNICATIONS—*A* (1971-72 and alternate years)

A preparation for the skill of originating all types of business letters, reports, memoranda, and other media of communication. *Five credit hours*

314 BUSINESS FINANCE—*Sp* (1970-71 and alternate years)

Prerequisite: Accounting 102

A survey of the financial aspects of private, profit-seeking corporation. Consideration is given to the problems of promotion, normal operation, and reorganization. *Four credit hours*

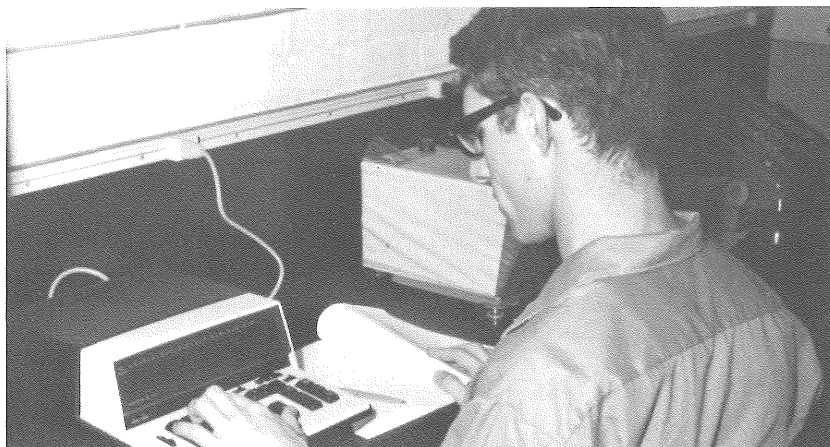
315 SALES MANAGEMENT—*A*

Prerequisite: Business Organization 211

Techniques, principles, and practices in personal selling, and a discussion of the principles of organization, supervision, and control of the selling function. *Four credit hours*

318 PRINCIPLES OF ADVERTISING—*W*

Principles and procedures in modern advertising including analysis of products, buyer attitudes, media, layout, and copy. *Four credit hours*



C. ECONOMICS

231, 232 PRINCIPLES OF ECONOMICS—*W, Sp*

A study of fundamental economic principles as an aid in understanding our free enterprise system. An emphasis on such economic concepts as production, consumption, exchange, and price distribution.

Five credit hours each quarter

331 MONEY AND BANKING—*Sp*

Prerequisite: Economics 232

A study of the principles of money, credit, and banking; and the operation of the banking system.

Four credit hours

332 LABOR ECONOMICS AND INDUSTRIAL RELATIONS—*A*

Prerequisite: Economics 232

The rise and growth of organized labor in the American economy. Industrial unrest; its causes, manifestations, economic significance, and major attempts to remedy it.

Five credit hours

333 BUSINESS STATISTICS—*A*

An introduction to statistical methods as applied to the collection, presentation, analysis, and interpretation of numerical data relevant to business operations.

Five credit hours

334 HISTORY OF ECONOMIC THOUGHT—*A*

Prerequisite: Economics 232

Principal figures in the development of economic ideas and the contribution of each period of economic thought from the mercantilist to the present.

Four credit hours

335 COMPARATIVE ECONOMICS SYSTEMS—*W*

Prerequisite: Economics 232

A survey and comparative analysis of the economic institutions of Capitalism, Socialism, Fascism, and Communism with individual research into the economic system of one country.

Four credit hours

Communications

LANGUAGE AND LITERATURE DEPARTMENT

Associate Professors: Harmon Bergen, Edward Greenwood, Edward Spencer,
Chairman

Assistant Professor: Ronald Grosh

Instructor: Sharon Hahnen

The division of Communication is comprised of A) English Language, B) World, English, and American Literature, C) French, D) German, E) Greek.

The English Department seeks to achieve the following objectives: (1) to speak and write correctly and effectively; (2) to read and appreciate the great masterpieces of English and American and World Literature; (3) to teach intelligent standards for evaluating literature; (4) to provide a general knowledge of the chronology and the social and intellectual background of English and American Literature; (5) to prepare students for graduate work in the field of English; (6) to prepare teachers of English.

A qualifying test in English grammar is a requirement for the student who elects either of the two programs in English. The qualifying test should be taken by the middle of the sophomore year. An average of 2.5 in English course work is an acceptable criteria for the student who elects the English teaching field program and an average of 3.0 for the student who elects the English major in preparation for graduate school. Students who choose English as a major are expected to acquire a reasonable level of competency in the discipline of the English language.

Students receiving either a waiver or credit for LL120 Rhetoric and Composition based upon ACT, SAT, or CEEB Advanced Placement Test will begin the sequence with LL130, Literature and Composition.

REQUIREMENTS FOR A MINOR IN ENGLISH. Twenty-four or twenty-five quarter hours including Rhetoric and Composition, 120; Literature and Composition, 130; World Literature, 231; and Major American Writers 232 or Major British Writers, 233; and elective(s) from Creative Writing, 303; The English Language, 306; Principles of Linguistics, 305; or Shakespeare, 335.

The two programs are designed to provide the English major with an overview of the discipline. Each program is consistent with the future interest of the student. The required sequences for each major are:

ENGLISH MAJOR FOR SECONDARY TEACHERS (48 quarter hours)

*120	Rhetoric and Composition	5
130	Literature and Composition	3
202	Advanced Composition for Secondary Teachers	3
231	World Literature	5
232 or	Major American Writers	5
233	Major British Writers	5
303	Creative Writing	3
305	Principles of Linguistics	3
306	The English Language	5
335	Shakespeare	5
ED340	The Teaching of Reading	5
	Electives	6

ENGLISH MAJOR FOR STUDENTS PREPARING FOR GRADUATE STUDY (60 quarter hours)

*120	Rhetoric and Composition	5
130	Literature and Composition	3
231	World Literature	5
232	Major American Writers	5
303	Creative Writing	3
305	Principles of Linguistics	3
306	The English Language	5
335	Shakespeare	5

Four courses from the following sequence:

331 or	The English Novel	3
342	The American Novel	3
333 or	Milton and The Metaphysical Poets	3
334	The Restoration and Eighteenth Century	3
332 or	Poetry of the Romantic Period	3
336	The Victorian Period	3
338 or	Contemporary British Literature	3
343 or	Contemporary American Literature	3
341	American Romanticism	3
421	Literary Criticism	3
422	English Seminar	1-3
423	Independent Study	1-4
	Electives	4-6

The English major is strongly encouraged to enroll in cognate courses such as history, philosophy, etc.

*Students who have LL120 waived will elect five hours of English from the curriculum.

ENGLISH MAJOR

For Secondary Education

FRESHMAN YEAR	<i>Autumn</i>	<i>Winter</i>	<i>Spring</i>
Old Testament Survey, BE 101	5	-	-
New Testament Survey, BE 102	-	5	-
Rhetoric and Composition, LL 120	5	-	-
Literature and Composition, LL 130	-	3	-
Art and Music in History, MU 100	-	-	5
General Psychology, PY 160	-	4	-
Fundamentals of Speech, SP 110	5	-	-
Foundations of Social Science, SS 100	-	-	5
Biological Science, SM	-	5	-
General Physical Education, PE 101, 103	1	-	1
Physical Science, SM	-	-	5
	<hr/>	<hr/>	<hr/>
	16	17	16
SOPHOMORE YEAR			
Advanced Composition for Secondary Teachers, LL202	-	3	-
Theology Survey, BE 230	5	-	-
Christian Education Elective, BE	-	3	-
World Literature, LL 231	5	-	-
History of Western Civilization, SS 201, 202, 203	3	3	3
Major British Writers, LL 233 or	-	-	5
Major American Writers, LL 232	-	5	-
General Physical Education, PE 101	1	-	-
Introduction to Philosophy, BE 222	-	-	5
Language or Electives	3	3	3
	<hr/>	<hr/>	<hr/>
	17	17	16
JUNIOR YEAR			
Principles of Linguistics, LL 305	3	-	-
The English Language, LL 306	-	5	-
Baptist History, BE 340	3	-	-
Elective, BE	-	3	-
Creative Writing, LL 303	-	-	3
Shakespeare, LL 335	-	-	5
Electives (suggested-History of England)	3	3	3
Electives (literature)	8	5	4
	<hr/>	<hr/>	<hr/>
	17	16	15
SENIOR YEAR			
English Electives	3	3	3
English Seminar*			
Independent Study in English			
Electives			
Electives (Minor)	3	3	3

*May be scheduled any quarter

A. ENGLISH LANGUAGE

120 RHETORIC AND COMPOSITION—*A, W, Sp*

An application of rhetorical procedures and research technique. Analytical reading. *Five credit hours*

130 LITERATURE AND COMPOSITION—*A, W, Sp*

A study of techniques of fiction, poetry, and drama through selective readings. Required writing of literary analysis. *Three credit hours*

202 ADVANCED COMPOSITION FOR SECONDARY TEACHERS

Prerequisite: 120

An intensive study of the principles of expository writing. Emphasis on current usage, on evaluation of good exposition and on practice writing. Required of all English teaching field majors. *Three credit hours*

303 CREATIVE WRITING

An emphasis on writing the short story and poetry to help the student perfect his own style. *Three credit hours*

305 PRINCIPLES OF LINGUISTICS

An introduction to the basic linguistic concepts and an introduction to historical, comparative, descriptive and applied linguistics. Required of all English teaching field majors. *Three credit hours*

306 THE ENGLISH LANGUAGE

Emphasis on the historical development of the English language; the sounds of English; grammar and usage; and an introduction to transformational-generative grammar. Required of all English majors. *Five credit hours*

307 ENGLISH STRUCTURE AND SYNTAX

Includes review of traditional grammar and introduction to structural linguistics and transformational grammar. A survey of current theories of linguistic analysis and description with introduction to the field of semantics. Required for English majors and the English teaching field.

Three credit hours

B. WORLD, ENGLISH AND AMERICAN LITERATURE

231 WORLD LITERATURE—*A, W*

Prerequisite: English 130

Survey of great works of the Western world which reflect the developing continental literary and intellectual thought. The course is organized so that it may be repeated as 231B by arrangement with the instructor.

Five credit hours

232 MAJOR AMERICAN WRITERS—*A, W*

Prerequisite: English 130

Careful analysis of selected works of major writers from the Colonial period to the present, with emphasis on the development of the American tradition.

Five credit hours

233 MAJOR BRITISH WRITERS—*A, Sp**Prerequisite: English 130*

Emphasis on careful analysis of selected works of major writers from Chaucer through 1900. *Five credit hours*

331 THE ENGLISH NOVEL (1971-72 and alternate years)

Prerequisite: Any 200 level literature course

A reading and critical analysis of representative novels of the period from Richardson to Hardy. *Three credit hours*

332 POETRY OF THE ROMANTIC PERIOD (1972-73 and alternate years)

Prerequisite: Any 200 level literature course

A study of the characteristics of Romanticism and the writings of the major poets of this period. *Three credit hours*

333 MILTON AND THE METAPHYSICAL POETS (1971-72 and alternate years)

Prerequisite: Any 200 level literature course

The major prose and poetry of John Milton, particularly *Paradise Lost*, and selected works of the major Metaphysical poets of the 17th century. *Three credit hours*

334 THE RESTORATION AND EIGHTEENTH CENTURY (1970-71 and alternate years)

Prerequisite: Any 200 level literature course

A study of the principal writers from Dryden to Blake with emphasis on Pope and Swift. *Three credit hours*

335 SHAKESPEARE—*A**Prerequisite: Any 200 level literature course*

Representative comedies, history plays, tragedies and sonnets. *Five credit hours*

336 THE VICTORIAN PERIOD

Prerequisite: Any 200 level literature course

A study of the major Victorian poets and novelists, with emphasis on Tennyson, Browning, and Arnold. *Three credit hours*

338 CONTEMPORARY BRITISH LITERATURE (1971-72 and alternate years)

Prerequisite: English 103

A study of the development of British literature from the end of the nineteenth century to the present, with emphasis on the major poets and novelists. *Three credit hours*

341 AMERICAN ROMANTICISM

Prerequisite: Any 200 level literature course

Major writers of the American romantic movement are studied against the social and philosophical background of their time. Emphasis on Poe, Hawthorne, Melville, Emerson, Thoreau, and Whitman. *Three credit hours*

342 AMERICAN NOVEL

Prerequisite: Any 200 level literature course

The purpose of the course is to study the historical development of the American novel and to read and analyze the writings of major American novelists from Cooper to Faulkner. *Three credit hours*

343 CONTEMPORARY AMERICAN LITERATURE (1970-71 and alternate years)

Prerequisite: Any 200 level literature course

A study of the development of American literature from 1900 to present, with emphasis on the major poets and novelists. *Three credit hours*

413 DRAMATIC LITERATURE

(See Speech for description)

Can be applied to meet English or Speech requirements, but not both fields for the same student. *Four credit hours*

421 LITERARY CRITICISM (1970-71 and alternate years)

Prerequisite: Any 200 level literature course

A study of major critical theories from ancient times to the present.

Three credit hours

422 ENGLISH SEMINAR

Prerequisite: Permission of the English Department

A course designed and directed according to the needs of the individual student with a focus on a particular area of study in either; A) American Literature, B) English Literature, C) World Literature, or D) English Language.

One to three credit hours

423 INDEPENDENT STUDY IN ENGLISH

Independent study in a selected field with periodic conferences; for students with special interests and demonstrated ability. *One to four credit hours*

424 THE TEACHING OF ENGLISH IN SECONDARY SCHOOL

Methods and materials in secondary education.

Two credit hours

C. FRENCH

The Foreign Language Department believes that a living language can only be properly learned as the student masters the pronunciation, develops the ability to understand both the spoken and written language, and is able to express himself intelligently in a number of situations.

The general education requirements in foreign language is met by completing two years of either a modern or classical (Latin, Greek) language in high school or one year in college.

REQUIREMENTS FOR A MINOR IN FRENCH. Twenty-four quarter hours including French Literature and Independent Study.

171-172-173 ELEMENTARY FRENCH

Grammar, oral drill, and simple reading in the language.

Four credit hours each quarter

271-272-273 INTERMEDIATE FRENCH

Prerequisite: French 171-172-173 or at least two years of high school French

Grammar review, composition, conversation, and readings in French literature and culture. *Three credit hours each quarter*

371-372-373 FRENCH LITERATURE (1970-71 and alternate years)

Prerequisite: French 271-272-273 or permission of instructor

Three credit hours each quarter

470 INDEPENDENT STUDY IN FRENCH—A, W, Sp

Independent and intensive study in a particular area of the French language for individual students who demonstrate special interests and ability.

One to four credit hours

Language students are encouraged to consider the Study Abroad Program of Christian Colleges (SAPOCO) which is described on page 37 under Special Programs of Study.

D. GERMAN

181-182-183 ELEMENTARY GERMAN

Grammar, oral drill, and simple readings in the language.

Four credit hours each quarter

E. GREEK

(See Biblical Languages for course descriptions)

251-252-253 ELEMENTARY GREEK *Five credit hours autumn quarter*

Four credit hours winter and spring quarters

351-352-353 INTERMEDIATE GREEK

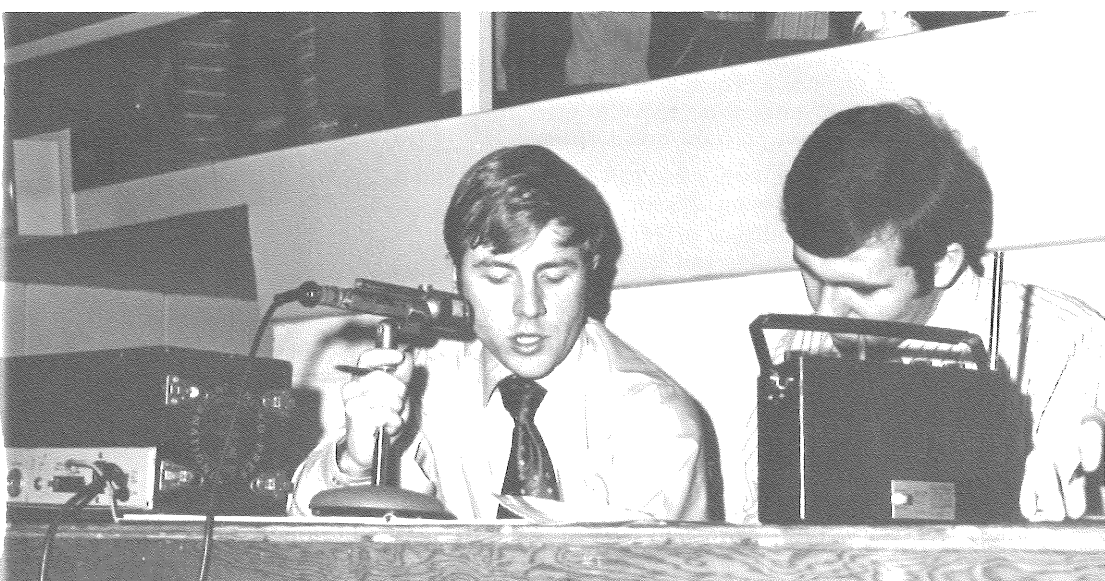
Prerequisite: Greek 251-252-253

Three credit hours each quarter

451, 452, 453 GREEK EXEGESIS

Prerequisite: Greek 351-352-353

Three credit hours each quarter



SPEECH DEPARTMENT

Assistant Professors: Miriam B. Maddox, James R. Phipps, *Acting Chairman*
Instructor: Paul H. Gathany

The Department of Speech offers four basic areas of emphasis: rhetoric and public address, drama, oral interpretation, and broadcasting. A combination of theory and practice is used to help the student learn to communicate effectively in a wide range of experiences. Students may also have individual help with speech problems.

Private speech is preparation for recital, public performance, or contests is available as independent study.

REQUIREMENTS FOR A MAJOR IN SPEECH. Forty-five quarter hours with the following courses recommended:

110	Fundamentals of Speech	5
212	Fundamentals of Oral Interpretation	5
215	Argumentation and Debate	4
312	Persuasive Communication	3
416	History of Public Address	5

Twenty-three quarter hours of electives in Speech with such courses in social science, psychology, and literature as the needs of the student shall suggest.

Students preparing for graduate study are encouraged to include in their program:

BE322	Logic	5
PY160	General Psychology	4
PY261	Psychological Statistics	5
PY362	Psychological Statistics II	5

REQUIREMENTS FOR A MINOR IN SPEECH. ²⁴ Twenty-four quarter hours including Fundamentals of Speech 110, Fundamentals of Oral Interpretation 212, and Argumentation and Debate 215, or Persuasive Communication 312.

An interdisciplinary major in broadcasting is offered through the Department of Speech which will enable students to gain proficiency in many of the areas of interest necessary to mass communications. The emphasis of the major is upon practical broadcasting.

REQUIREMENTS FOR A MAJOR IN BROADCASTING. Seventy quarter hours including the following courses:

BA211	Principles of Marketing	4
BA311	Business Law	4
BA318	Principles of Advertising	4
BA333	Business Statistics	5
LL303	Creative Writing	3
PY160	General Psychology	4
SP211	Introduction to Broadcasting	3

SP212 Fundamentals of Oral Interpretation5
 SP214 Group Discussion3
 SP217 Radio Production1-3
 SP315 Radio Program Processes3
 SP316 Advanced Radio Production1-3*
 SP419A Seminar in Broadcasting3
 SP420 Independent Study in Broadcasting1-4
 SS261 American National Government5
 SS262 American State and Local Government4

Electives may be chosen to include: BA101, 315, BE220, 322, PE122, SP113, 312, SS363 and other recommended subjects.

*Students may substitute a course in radio electronics from an accredited school.

SPEECH MAJOR

	<i>Autumn</i>	<i>Winter</i>	<i>Spring</i>
FRESHMAN YEAR			
Old Testament Survey, BE 101	5	-	-
Fundamentals of Speech, SP 110	5	-	-
Introduction to Dramatic Art, SP 111	3	-	-
General Physical Education, PE 101, 102, 103	1	1	1
New Testament Survey, BE 102	-	5	-
General Psychology, PY 160	-	4	-
Rhetoric and Composition, LL 120	-	5	-
Foundations of Social Science, SS100	-	-	5
Fundamentals of Oral Interpretation SP 212	-	-	5
Introduction to Radio Broadcasting SP 211	-	-	3
Literature and Composition, LL 130	-	-	3
SOPHOMORE YEAR			
History of Western Civilization, SS 201, 202, 203	3	3	3
Theology Survey, BE 230	-	5	-
Christian Education Elective, BE	-	-	3
Art and Music in History, MU100	-	-	5
Argumentation and Debate, SP 215	4	-	-
Biological Science, SM	5	-	-
Physical Science, SM	-	5	-
Literature Elective, LL	-	-	5
Speech Elective, SP			
Electives			
JUNIOR YEAR			
Baptist History, BE 340	3	-	-
Introduction to Philosophy, BE 222	-	5	-
Psychological Statistics, PY 262	-	4	-
Elective, SM	-	-	5
Speech Electives, SP			
SENIOR YEAR			
Bible Elective, BE	5	-	-
Speech Seminar, SP 419	-	-	3
Speech Electives, SP			
Electives			

110 FUNDAMENTALS OF SPEECH—*A, W, Sp*

Theory and practice of basic speech skills in extemporaneous speaking, discussion, debate, and the use of voice and action in oral interpretation of prose and poetry. This is the normal prerequisite to other courses in speech.

Five credit hours

111 INTRODUCTION TO DRAMATIC ART—*A*

History of the development of the theatre; dramatic literature from a production point of view; stagecraft, acting, directing.

Three credit hours

113 VOICE AND DICTION—*Sp*

Speech training with special emphasis on the correction of deviate voice qualities and imperfect enunciation of English words.

Three credit hours

211 INTRODUCTION TO RADIO BROADCASTING—*A*

History and development of radio broadcasting with emphasis on speaking in the radio situation. Includes instruction in preparation and presentation of talk and interview materials.

Three credit hours

212 FUNDAMENTALS OF ORAL INTERPRETATION—*A*

Logical and emotional meanings in prose, poetry and drama for reading with practice in expression.

Five credit hours

213 PRINCIPLES OF ACTING—*Sp*

Basic acting techniques with emphasis on stage movement and voice; principles and theories of physical and emotional responsiveness; special performance characteristics of varying dramatic genres. Lab hours TBA

Three credit hours

214 GROUP DISCUSSION—*Sp*

Principles and forms of discussion in the group situation with emphasis on problem solving and cooperative and reflective thinking.

Three credit hours

215 ARGUMENTATION AND DEBATE—*A*

Principles and practice in debating. Study of questions used in intercollegiate debate.

Four credit hours

217 RADIO PRODUCTION—*A, W, Sp*

Prerequisite: 211 or equivalent

Workshop experience in presentation of radio programs under broadcast conditions with related evaluation sessions. A minimum of three hours of work each week. Repeatable to a total of three hours.

One credit hour

218 STAGECRAFT—*W*

Theories and techniques of designing, building, painting, and lighting stage settings; organization and operation of production crews; theories and methods of costuming period and contemporary productions. Lab hours TBA

Five credit hours

311 PRINCIPLES OF PLAY DIRECTING—A

Theory and techniques of play direction. Lab hours TBA. *Four credit hours*

312 PERSUASIVE COMMUNICATION—W

Study in analysis, composition and delivery of persuasive speeches in a free society. Attention is given to audience analysis and to logical, emotional and ethical proofs. *Three credit hours*

315 RADIO PROGRAM PROCESSES—Sp

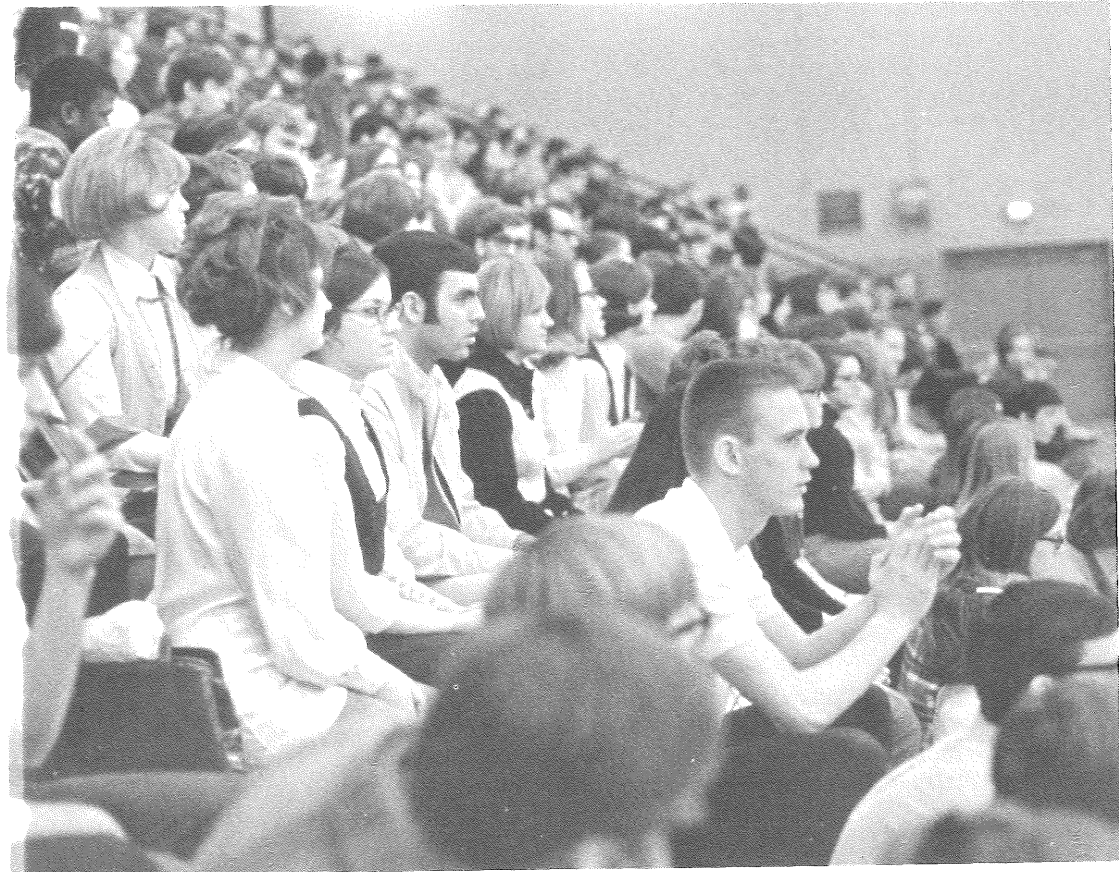
Prerequisite: 211 and 217

The study of radio programs and audiences with intensive work in writing, programming, and production. *Three credit hours*

316 ADVANCED RADIO PRODUCTION—A, W, Sp

Prerequisite: 211 and 217

An advanced workshop in radio production utilizing the facilities of WCDR-FM and related evaluation sessions. A minimum of three hours work each week is required. Repeatable to a total of three hours. *One credit hour*



320 INTERCOLLEGIATE DEBATING—*A, W*

Prerequisite: Permission of the Instructor

Current intercollegiate debate propositions. Participation in intercollegiate debate is required for credit. Repeatable to a total of six credit hours.

Two credit hours

410 INTERCOLLEGIATE DEBATING—*A, W, Sp*

Prerequisite: Two years of intercollegiate debate experience

Current intercollegiate debate propositions. Participation in intercollegiate debate is required for credit. Repeatable to a total of six credit hours.

Two credit hours

412 ADVANCED ORAL INTERPRETATION—*W*

Prerequisite: 212

Advanced study in the literary analysis and oral interpretation of prose, poetry and drama.

Three credit hours

413 DRAMATIC LITERATURE—*Sp*

Survey of major drama, playwrights, dramatic critics and theorists from the Greeks to the present. Emphasis on relationships between styles, theory, criticism, dramatic construction.

Can be applied to meet English or Speech requirements, but not both fields for the same student.

Four credit hours

416 HISTORY OF PUBLIC ADDRESS—*A*

A critical and historical study of rhetorical theory and oratory from the Greek period to the present, emphasizing the part played by speakers in the development of political and social institutions, and the solutions of national problems.

Five credit hours

417 THE TEACHING OF SPEECH IN SECONDARY SCHOOL—*A*

Methods and materials in secondary education.

Two credit hours

419 SPEECH SEMINAR

Prerequisite: Permission of the instructor

Intensive study of some phase of the speech field with classroom participation.

Three credit hours

- A. Broadcasting
- B. Rhetoric and Public Address
- C. Special Topics
- D. Private Speech

420 INDEPENDENT STUDY IN SPEECH—*A, W, Sp*

Independent study in a selected field with periodic conferences—for those with special interests and demonstrated ability. Repeatable to a total of eight hours.

One to four credit hours

Education and Psychology

THE DEPARTMENT OF EDUCATION

Professor: Merlin F. Ager, *Chairman*

Associate Professors: Irma Dodson, Brad Moore

Assistant Professors: Dwayne Frank, Lois Stockwell

The Division of Education is approved by the State of Ohio to offer programs in A) Elementary Education, B) Music Education (Special certificate), C) Physical Education (special certificate) and D) Secondary Education. This division offers instruction with the purpose of providing competent and enthusiastic teachers for public, Christian, and missionary schools. A special program for Christian day school teachers is being developed.

TEACHER CERTIFICATION. Cedarville College is approved by the State Department of Education to offer programs in both Elementary and Secondary Education leading to the Four-year Provisional Certificate.

The following teaching fields are available for those who are preparing to teach in high school: biological science, bookkeeping-basis business, chemistry, English, general science, health, history, mathematics, music (secondary and special), physical education (secondary and special), physics, political science, sales-communication, comprehensive science, comprehensive social studies and speech.

Candidates for the provisional certificate must meet all the general education requirements of the college. They must be emotionally, morally, and physically fit; free from objectionable uncorrected speech, hearing, and visual problems; and must be capable of speaking and writing correct English.

Students who complete the program leading to the Ohio provisional certificate will be able to obtain certification in most states. Specific requirements may be determined by writing the certification division of the state departments of education. Those planning to teach in states other than Ohio should consult with the chairman of the Department of Education.

ADMISSION TO AND RETENTION IN THE TEACHER EDUCATION PROGRAM

Students may apply for admission to the teacher education program near the conclusion of their sophomore year, generally the spring quarter. To be admitted they must meet the following requirements:

1. Minimum cumulative grade point average of 2.2 in all courses
2. Minimum cumulative grade point average of 2.2 in teaching field courses

3. The grade of "C" or above in all communication courses
4. Minimum percentile rank of thirty-five on the English Proficiency exam using college sophomore norms
5. Recommendation of all teaching field advisers

Planned Observation and Pre-vocational Experience, Human Growth and Development, Purposes and Practices, and School and Society are the only professional education courses that may be taken before being admitted to the teacher education program.

Retention in the program and admittance to student teaching require the following in addition to the admission requirements:

1. The grade of "C" in all professional education courses, and teaching field courses
2. Approval of the Teacher Education Committee

To be eligible for student teaching the student must have completed all professional education courses. Students planning to student teach autumn quarter must have completed at least 130 quarter hours, winter quarter, 145 quarter hours, and spring quarter, 160 quarter hours. A twenty dollar, non-refundable, fee is paid with the application for student teaching generally during the winter quarter of the junior year.



ELEMENTARY EDUCATION PROGRAM

Elementary education certification includes grades 1-8. The elementary education certificate may be validated for kindergarten upon successful completion of nine quarter hours in kindergarten methods and materials.

Requirements other than general education include:

ED228	Arts and Crafts in the Elementary School	4
FA272	Music in the Elementary School	3
PE123	Personal Health Problems	3
PE210	Physical Education in the Elementary School	3
SM182-183	Mathematics for Elementary Teachers	10
SS111-112	United States History	10
SS251	World Geography-Western Hemisphere	5
SS	Social Science Electives	8
PY160	General Psychology	4
ED201	Planned Observation and Pre-vocational Experience	0
ED301	Planned Observation and Pre-vocational Experience	1
PY260	Human Growth and Development	5
ED210	Purposes and Practices of the Elementary School	5
ED320	Children's Literature	5
ED330	The Teaching of Elementary Mathematics and Science .	5
ED340	The Teaching of Reading	5
ED350	The Teaching of Language Arts and Social Studies	5
ED450	Supervised Teaching and Seminar	15

ELEMENTARY EDUCATION MAJOR

FRESHMAN YEAR	<i>Autumn</i>	<i>Winter</i>	<i>Spring</i>
Old Testament Survey, BE 101	5	-	-
New Testament Survey, BE 102	-	5	-
General Psychology, PY 160	-	-	4*
Art and Music in History, MU 100	-	-	5*
Rhetoric and Composition, LL 120	5*	-	-
Literature and Composition, LL 130	-	3*	-
Personal Health Problems, PE 123	-	-	3‡
Physical Science, SM	-	5*	-
United States History, SS 111, 112	5	5	-
Foundations of Social Science, SS 100	-	-	5
	<hr/> 15	<hr/> 18	<hr/> 17

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SOPHOMORE YEAR

Planned Obs. and Pre-Voc. Experience, ED 201	0	-	-
Christian Education Elective, BE	3*	-	-
Theology Survey, BE 230	-	5*	-
Purposes and Practices of the Elementary School, ED 210	-	-	5*
Human Growth and Development, PY 260	-	5*	-
Fundamentals of Speech, SP 110	5*	-	-
Literature Elective, LL 231 or 232 or 233	5*	-	-
General Physical Education, PE 101, 102, 103	1	1	1
Physical Education for Elementary School, PE 210	3**	-	-
Biological Science, SM	-	-	5*
Mathematics for Elementary Teachers, SM 182-183	-	5	5
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	17	16	16

JUNIOR YEAR

Planned Obs. and Pre-Voc. Experience, ED 301	1	-	-
Baptist History, BE 340	-	3*	-
Children's Literature ED 320	5**	-	-
Teaching Elementary Math and Science, ED 330	-	-	5†
Teaching of Reading, ED 340	-	5‡	-
Teaching Language Arts and Social Studies, ED 350	-	-	5†
Arts and Crafts in Elementary School, ED 228	-	4*	-
Music in the Elementary School, FA 272	-	3*	-
World Geography, Western-Hemisphere SS 251	5	-	-
Social Science Elective, SS	5*	-	-
Humanities Elective	-	-	5*
	<hr/>	<hr/>	<hr/>
	16	15	15

SENIOR YEAR

Bible Elective, BE 243, 332 or 333	-	3*	-
Supervised Teaching and Seminar, ED 450	15*	-	-
Electives	-	8	13
Social Science Electives, SS	-	3	-
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	15	14	13

*May be scheduled any quarter

** Scheduled in Autumn and Winter quarters

†Scheduled in Autumn and Spring quarters

‡Scheduled in Winter and Spring quarters

MIDDLE SCHOOL PROGRAM

Students planning to teach in grades five through eight are asked to plan, with their academic counselor's help, an adjusted, individualized program which would better prepare them for teaching in schools for the pre-adolescent. Basically the adjustment involves a reduction in the number of education courses and a careful scheduling of additional content courses. The education department should be consulted in this regard.

SECONDARY EDUCATION PROGRAM

Secondary level certification includes grades 7-12. In general, all students must qualify in a minimum of one comprehensive teaching field or two non-comprehensive teaching fields, one of these fields also qualifying as a major.

Professional education requirements include the following:

	Quarter hours
ED200 School and Society	3
ED201 Planned Observation and Pre-vocational Experience	0
ED301 Planned Observation and Pre-Vocational Experience	1
PY260 Human Growth and Development	5
(Prerequisite: PY160) or	
PY270 Educational Psychology	4
(Prerequisite: PY160)	
Teaching Field Methods (Within divisional listing)	2-6
ED450 Supervised Teaching and Seminar	15
(Additional course work is necessary in education, psychology, or subject field methods to total 32 quarter hours.)	

Specific teaching field requirements include the following:

BIOLOGICAL SCIENCE (33)		SM254 Quantitative Analysis	4
SM115 General Zoology	5	SM257, 8 Organic Chemistry	8
SM134 General Botany	5	Electives from SM153, 171, 2, 3, 255,	
SM151 General Chemistry	4	259, 356, 451, 2, 3	12
SM303 Introduction to Ecology	4		
Electives from SM211, 2, 3, 235, 6	6		
238, 306	15		
BOOKKEEPING-BASIC BUSINESS (35)		ENGLISH (48)	
BA101, 2 Prin. of Accounting	10	LL120 Rhetoric and Comp.	5
BA231 Principles of Economics	5	LL130 Literature and Comp.	3
(Acceptable courses include Business Law, Principles of Organization and Management, and World Regional Geography.)		LL202 Adv. Comp. for Sec. Teachers	3
BUSINESS EDUCATION		LL231 World Literature	5
See page 56 for further information.		LL232 Major American Writers	
CHEMISTRY (32)		LL233 or Maj. British Writers ..	5
SM151, 2 General Chemistry	8	LL303 Creative Writing	3
		LL305 Principles of Ling.	3
		LL306 The English Language	5
		LL335 Shakespeare	5
		ED340 The Teaching of Reading	5
		Literature Electives	5

GENERAL SCIENCE (33)

SM115	General Zoology	5
SM134	General Botany	5
SM151, 2	General Chemistry	8
SM166	Intro. Physical Geology	5
SM171, 2	General Physics	10

HEALTH (Minor, 30)

See the P. E. Division for teaching field requirements.

HISTORY (45)

SS111, 2	United States History	10
SS201, 2, 3	His. Western Civ.	9
SS400	History Seminar	5
SS401	History Far East	3
Electives		18

MATHEMATICS (30)

SM281, 2, 3	Analytic Geom. Cal.	15
SM384	Probability and Stat.	5
SM386	Modern Geometry	5
SM387	Differential Equations	5

MUSIC

45 hours for Secondary
75 hours for Special
30 hours for Elementary
(See the Music Division
for teaching field require-
ments.

PHYSICAL EDUCATION (Special, 68)

See the P. E. Division for teaching field requirements.

PHYSICAL EDUCATION (48)

See the P. E. Division for teaching field requirements.

PHYSICAL EDUCATION (Minor, 35)

See the P. E. Division for teaching field requirements.

PHYSICS (33)

SM151, 2	General Chemistry	8
SM171, 2, 3	General Physics	15
Electives from SM276, 278, 9		10

POLITICAL SCIENCE (30)

SS261	American Nat. Gov.	5
SS262	Amer. State Loc. Gov.	4
SS362, 3	Political Theories	6
SS364	International Relations	5
SS365	Comp. European Gov.	3
SS461	Political Dynamics	3
SS493	Seminar in Soc. Sci.	5

SALES-COMMUNICATION (30)

SM120	Intro. to Computer Pro- gramming	1
BA211	Principles of Marketing	4
BA240	Intro. to Data Processing	3
BA313	Business Communications	5
BA315	Sales Management	4
BA318	Principles of Advertising	4
Business Electives		9
(Acceptable courses include Prin. of Accounting and World Regional Geography.)		

SCIENCE (Comprehensive, 92)

SM115	General Zoology	5
SM134	General Botany	5
SM151, 2	General Chemistry	8
SM166	Intro. Physical Geology	5
SM171, 2, 3	General Physics	15
SM264	Intro. Astronomy	5
SS251, 2	World Regional Geogra- phy	8
Biology Electives		24
Chemistry Electives		12
Physics Electives		5

SOCIAL STUDIES (Comprehensive, 90)

SS111, 2	United States History	10
SS201, 2, 3	His. Western Civ.	9
SS400	History Seminar	5
SS401	History Far East	3
BA231, 2	Prin. of Economics	10
History Elective		3
SS251	World Regional Geog. Western Hemisphere	5
SS261	American Nat. Gov.	5
SS230	Prin. of Sociology	4
Additional hours must be taken to complete at least one of the following areas of concentration:		
History-45 hrs.	(includes 30 hrs. re- quired)	
Economics-30 hrs.	(including BA 231, 2)	
Pol Science-30 hrs.	(including SS493)	
Sociology-30 hrs.	(including SS230)	

SPEECH (45)

SP110	Fund. of Speech	5
SP111	Intro. to Dramatic Art	3
SP113	Voice and Diction	3
SP211	Intro. Radio Broadcast- ing	3
SP214	Group Discussion	3
SP215	Argumentation and Debate	4
SP311	Persuasive Communica- tions	3
Electives from 213, 218, 412, 413, 416, 419, 420		12

A. EDUCATION

200 SCHOOL AND SOCIETY

An introduction to the discipline of education. The role of the school in the American society. Current problems and the resulting curricular changes emphasized. Teaching as a career. Required for secondary education.

Three credit hours

201 PLANNED OBSERVATION AND PRE-VOCATIONAL EXPERIENCE

Each student arranges 25 hours of visitation time in a public school during which he observes and participates in classroom activities. Follow-up report is required.

Zero credit hour

210 PURPOSES AND PRACTICES OF THE ELEMENTARY SCHOOL

Classroom organization, control, curriculum, and instructional materials and methods including simulated teaching problems.

Five credit hours

228 ARTS AND CRAFTS IN THE ELEMENTARY SCHOOL

Philosophy, methods, and materials of art instruction. Emphasizes creative work, using simple tools and inexpensive materials.

Four credit hours

301 PLANNED OBSERVATION AND PRE-VOCATIONAL EXPERIENCE

Prerequisite: ED201

Each student arranges 25 hours of visitation time in a public school during which he observes and participates in classroom activities. Follow-up report is required.

One credit hour

310 SHORT TERM TEACHING PROGRAM

Prerequisite: Permission of the instructor

A one week experience designed to give the prospective teacher a short but concentrated look at some facet of education somewhat different than the typical classroom experience; e.g. reading clinic, outdoor education camp, nursery school, body management program, innovative school settings, etc.

One credit hour

320 CHILDREN'S LITERATURE

A survey of the early history, major types, values, modern trends, and suggested selections of books for the elementary literature program.

Five credit hours

330 THE TEACHING OF ELEMENTARY MATHEMATICS AND SCIENCE

Prerequisite: ED210, SM182

Methods of instruction with emphasis on modern trends. Preparation and evaluation of instructional materials.

Five credit hours

340 THE TEACHING OF READING

Prerequisite: ED210, PY260

Includes basic principles, current practices, problems, and issues, evaluation of textbooks, and materials utilized in reading. Laboratory experiences included.

Five credit hours

350 THE TEACHING OF LANGUAGE ARTS AND SOCIAL STUDIES

Prerequisite: ED210, PY260

Appraisal of the language arts and social studies—objectives, techniques of instruction, experience units, teaching aids and resource materials.

Five credit Hours



An experiment in innate depth perception

400 INDEPENDENT STUDY IN EDUCATION

Prerequisite: 15 hours in Education

Investigation of contemporary topics in education through reading, writing, or creative projects.

One to four credit hours

440 SPECIAL STUDENT TEACHING

Occasionally unusual situations arise which entail special provisions.

Nine to fifteen credit hours

450 SUPERVISED TEACHING AND SEMINAR

Prerequisite: All required education courses

All directed teaching is done in nearby schools. One quarter must be reserved. Assignments are made during the first part of the quarter. The seminar includes a study of measurement and evaluation procedures.

Fifteen credit hours

THE DEPARTMENT OF PSYCHOLOGY

Professor: Jack Scott

Associate Professor: Stanley Ballard

The objectives of the Department of Psychology are:

1. To provide an intensive introduction to the basic problems of the science of psychology, their historical development, and the important practical issues to which they are related.
2. To provide a core of courses in the discipline that will enable students to gain the background necessary for graduate study in psychology.
3. To aid students in their personal adjustment to everyday life through an understanding of human behavior.
4. To provide courses in psychology necessary for teacher certification.

REQUIREMENTS FOR A MAJOR IN PSYCHOLOGY. Fifty quarter hours in Psychology including:

160	General Psychology	4
261	Psychological Statistics I	5
264	Psychology of Abnormal Behavior	5
361	History and Systems of Psychology	4
365	Psychology of Learning	4
368	Experimental Psychology	5
369	Social Psychology	4
464A	Literature Seminar in Psychology	4
	Additional hours in Psychology	15

Majors in psychology are encouraged to take a broad spectrum of courses in their undergraduate education. Course work in biology, mathematics, and philosophy is highly desirable.

SM120, 216, 217, 303, 306, 184, 185, 281, 282, 283, 384 and BE220 and 322 are courses that are especially relevant to the psychology major.

REQUIREMENTS FOR A MINOR IN PSYCHOLOGY. Twenty-four quarter hours in psychology including 160 and 264.

160 GENERAL PSYCHOLOGY

Designed to provide a survey of modern scientific psychology. The course content is centered on such topics as maturation, learning, sensation, perception, motivation, thinking, remembering, emotion, intelligence, and personality development.

Four credit hours

260 HUMAN GROWTH AND DEVELOPMENT

Prerequisite: PY160

An analysis of the physiological and psychological development of the individual from conception through adolescence. *Five credit hours*

261 PSYCHOLOGICAL STATISTICS

Prerequisite: PY160

Designed to provide an elementary coverage of descriptive and sampling statistics commonly used in psychology. This includes problems of measurement, measures of central tendency and dispersion, linear correlation, prediction, and simple tests of significance. *Five credit hours*

264 PSYCHOLOGY OF ABNORMAL BEHAVIOR

Prerequisite: PY160

A course dealing with the appropriate and inappropriate reactions to frustration and stress; solutions of conflicts, fears, and anxiety; building emotional stability and preventing mental illness. The major categories of mental illness and maladjustment, including the psychoses, the neuroses, mental deficiency and anti-social behavior are discussed with emphasis placed on causes, symptoms, and methods of therapy. *Five credit hours*

270 EDUCATIONAL PSYCHOLOGY

Prerequisite: PY160

The application of principles of human development and learning to the problems of education and classroom learning. *Four credit hours*

360 PSYCHOLOGY OF EXCEPTIONAL CHILDREN

Prerequisite: PY160

A survey of the needs and problems of both the gifted and the slow learner with special emphasis placed upon teaching these children. *Five credit hours*

361 HISTORY AND SYSTEMS OF PSYCHOLOGY

Prerequisite: PY160

Major trends in the development of psychology from its beginning to the present. Emphasis is placed upon contemporary theory. *Four credit hours*

362 PSYCHOLOGICAL STATISTICS II

Prerequisite: PY261

Statistical methods and interpretations encountered in experimental studies and presentations of behavioral data. Analysis of variance and covariance techniques are emphasized. *Five credit hours*

363 PSYCHOLOGICAL MEASUREMENT

Prerequisite: PY261

An analysis of theoretical principles and assumptions basic to the measurement of human characteristics and behavior. Offers training in the construction, selection and use of psychological tests. *Five credit hours*

365 PSYCHOLOGY OF LEARNING

Prerequisite: PY160

Concepts and theories of learning with emphasis placed on personal applications of accepted procedures. *Four credit hours*

366 FUNDAMENTALS OF COUNSELING

Prerequisite: PY160

An introductory course emphasizing the underlying philosophies, current theories, and accepted procedures of counseling. *Five credit hours*

368 EXPERIMENTAL PSYCHOLOGY

Prerequisite: PY261

An introduction to the experimental method in the study of behavior. Class and laboratory work are designed to acquaint the student with the logic of science and psychology and the principles of experimental design. The student will carry out laboratory experiments covering a variety of topics including sensation, perception, motivation, learning, and thinking. *Five credit hours*

369 SOCIAL PSYCHOLOGY

Prerequisite: PY160

The study of the behavior of individuals as it is influenced by past and/or present interactions with social factors. *Four credit hours*

372 PSYCHOLOGY OF PERSONALITY

Prerequisite: PY160

Contemporary theories of the development, organization, and dynamics of personality. *Four credit hours*

460 INDEPENDENT STUDY IN PSYCHOLOGY

Prerequisite: Twelve quarter hours of Psychology and permission of instructor

Independent research to be carried out by the advanced psychology student in an area of interest and usefulness to the student. *One to four credit hours*

463 DEVELOPMENTAL PSYCHOLOGY

Prerequisite: PY160

Major theoretical systems relevant to developmental psychology are examined with emphasis upon the study of cognitive, perceptual, and symbolic changes manifested in childhood and adolescence. *Four credit hours*

464 SEMINAR IN PSYCHOLOGY

Prerequisite: Majors or minors in psychology and consent of instructor

A. Literature Seminar

Reports and discussions of research literature in psychology.

B. Special Topics Seminar

Various topics to be offered as interest may demand. Some typical topics studied: (a) Physiological Psychology, (b) Sensation and Perception, (c) Motivation, (d) Clinical Psychology, (e) Group Dynamics, (f) Research Design in Psychology, (g) Behavior Problems in Children, and (h) Psycholinguistics.

All psychology majors are required to take PY464A during their senior year; PY464B is available to students with advanced standing in psychology.

Health and Physical Education

Professor: Donald Callan, *Chairman*

Associate Professor: June Kearney

Assistant Professors: Maryalyce Jeremiah, Elvin King, Joy Mackay

This division seeks to provide a program of physical development and education in the fundamentals of organized play, a sense of good sportsmanship in the total development of wholesome and effective Christian character, and a course of study designed to aid those looking forward to teaching health and physical education or coaching athletics.

Theory courses, along with practical experience, are designed to prepare students for work in physical education, various fields of camping, recreation, or to administer youth activities in churches and youth organizations.

REQUIREMENTS FOR A COMPREHENSIVE TEACHING MAJOR IN PHYSICAL EDUCATION. Sixty-eight quarter hours. Majors are required to spend one quarter as an assistant in general physical education classes.

101, 102, 103 Activity Courses	3
122 First Aid & Safety Education	5
131 Foundations of Physical Education	3
210 Physical Education in the Elementary School	3
212 Games and Rhythmics	3
213 Gymnastics and Tumbling	3
**291 or *293 Individual and Dual Sports	4
313 School Health Program	5
*361 Teams Sports for Women or **Coaching	3-4
362 Adapted Physical Education	3
363 Movement Education	3
390 Physiology of Exercise	4
392 Kinesiology	3
393 Principles of Physical Education	3
460 Methods of Teaching Physical Education	2
480 Organization and Administration of Physical Education	4
493 Evaluation in Physical Education	3
SM216, 217 Human Anatomy and Physiology	10
*Women **Men	

REQUIREMENTS FOR A MAJOR IN PHYSICAL EDUCATION WITH A SECONDARY TEACHING FIELD. Forty-eight quarter hours. Majors are required to spend one quarter as an assistant in general physical education classes.

122 First Aid & Safety Education	5
131 Foundations of Physical Education	3

212	Games and Rhythmic	3
213	Gymnastics and Tumbling	3
**291 or *293	Individual and Dual Sports	4
*361	Team Sports for Women or **Coaching	4-6
390	Physiology of Exercise	4
392	Kinesiology	3
393	Principles of Physical Education	3
460	Methods of Teaching Physical Education	2
480	Organization and Administration of Physical Education	4
493	Evaluation in Physical Education	3
SM216	Human Anatomy and Physiology	5

REQUIREMENTS FOR A MINOR IN PHYSICAL EDUCATION WITH A SECONDARY TEACHING FIELD. Thirty-five quarter hours.

122	First Aid & Safety Education	5
131	Foundations of Physical Education	3
212	Games and Rhythmic	3
213	Gymnastics and Tumbling	3
**291 or *293	Individual and Dual Sports	4
390	Physiology of Exercise	4
392	Kinesiology	3
393	Principles of Physical Education	
	or	3-4
480	Organization and Administration of Physical Education	
460	Methods of Teaching Physical Education	2
SM216	Human Anatomy and Physiology	5

*Women **Men

REQUIREMENTS FOR A MINOR IN PHYSICAL EDUCATION WITH AN ELEMENTARY TEACHING FIELD. Thirty-five quarter hours.

122	First Aid & Safety Education	5
210	Physical Education in the Elementary School	3
212	Games and Rhythmic	3
213	Gymnastics and Tumbling	3
362	Adapted Physical Education	3
363	Movement Education	3
390	Physiology of Exercise	4
392	Kinesiology	3
493	Evaluation in Physical Education	3
SM216	Human Anatomy and Physiology	5

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REQUIREMENTS FOR A MINOR IN HEALTH WITH A SECONDARY TEACHING FIELD. Thirty quarter hours.

122	First Aid & Safety Education	5
123	Personal Health Problems	3
250	Community Health Concepts	5
313	School Health Program	5
461	School Health Instruction	5
SM216	Human Anatomy and Physiology	5
	One course from : SS331, PE390, SM238, or PY264	4-5

REQUIREMENTS FOR A MINOR IN PHYSICAL EDUCATION (Primarily for Bible or Christian Education majors). Twenty-five quarter hours. A personalized program will be worked out in consultation with division personnel.

101, 102, 103 GENERAL PHYSICAL EDUCATION—*A, W, Sp*

An activity course for all freshmen women and men. Students may select from numerous activities each quarter. *One credit hour each quarter*

122 FIRST AID AND SAFETY EDUCATION—*W*

American Red Cross standard and advanced training. Certificate may be granted at the completion of the course. *Five credit hours*

123 PERSONAL HEALTH PROBLEMS—*Sp*

A study of selected personal health problems showing a relationship between the students understandings and attitudes regarding these problems and their possible solutions. *Three credit hours*

131 FOUNDATIONS OF PHYSICAL EDUCATION—*A*

An orientation to the history, philosophy and scope of modern Physical Education. *Three credit hours*

180 SPORTS OFFICIATING—*A, W*

Lectures, readings, class discussions, and field experience in officiating team and individual sports. D.G.W.S. ratings may be earned.

Two credit hours

210 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL—*A, W*

An overview of the place of Physical Education in the elementary school curriculum with an emphasis on the study of current program content and design and teaching techniques. *Three credit hours*

212 GAMES AND RHYTHMICS—*W*

Games of low organization, and basic elements of rhythmic and related movements in group and musical games. *Three credit hours*

213 GYMNASTICS AND TUMBLING—*Sp*

A survey of the theory and practice in tumbling, gymnastics and apparatus, with a consideration of teaching methods and skills. *Three credit hours*

250 COMMUNITY HEALTH CONCEPTS—*Sp*

An analysis of current community health problems and how solutions can be achieved in and through existing community health programs.

Five credit hours

281 INTRODUCTION TO CAMPING—*A*

The development and scope of camping, including philosophies of centralized and decentralized camping, standards, administrations, and basic campcraft skills. American Camping Association Campcrafter Certification given.

Three credit hours

283 RECREATIONAL LEADERSHIP—*Sp*

A survey of the recreational aspects of play for children, and adults. Practical work in planning and administering programs for play-grounds, clubs, schools, young people's gatherings and camps.

Three credit hours

291 INDIVIDUAL AND DUAL SPORTS FOR MEN—*A*

Theory and practice in tennis, archery, wrestling, badminton, bowling, and other sports, with attention given to various teaching methods, skills, and rules.

Four credit hours

293 INDIVIDUAL AND DUAL SPORTS FOR WOMEN—*Sp*

Theory and practice in tennis, archery, badminton, bowling, and other sports, with attention given to various teaching methods, skills, and rules.

Four credit hours

313 SCHOOL HEALTH PROGRAM—*Sp*

An analysis of the scope of the school health program, including health services, healthful school living, and health instruction.

Five credit hours

351 CONDITIONING OF ATHLETES AND CARE OF ATHLETIC INJURIES—*A*

Prerequisite: SM 216

The means of conditioning athletes for various sports. The care and treatment of athletic injuries with consideration given to taping, diagnosis of injuries, diet, and practical experience in training-room situations.

Three credit hours

353 COACHING BASEBALL—*Sp*

The organization, skills, techniques, and strategy of baseball.

Three credit hours

361 TEAM SPORTS FOR WOMEN—*A*

Theory and practice in speedball, soccer, field hockey basketball, softball, and volleyball, with attention given to various teaching methods, skills and rules.

Four credit hours

362 ADAPTED PHYSICAL EDUCATION—*W*

A study of functional and physical defects resulting from physiological and anatomical variations of typical and atypical students, and the psychological implications as related to the physical education program.

Three credit hours

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363 MOVEMENT EDUCATION—*Sp*

An investigation of basic movement and how it can be included in the physical education programs as an instructional activity. *Three credit hours*

371 COACHING FOOTBALL—*A*

The organization, skills, techniques, and strategy of football.

Three credit hours

372 COACHING BASKETBALL—*A*

The organization, skills, techniques, and strategy of basketball.

Three credit hours

373 COACHING TRACK—*W*

The organization, skills, techniques, and strategy of track.

Three credit hours

381 COACHING SOCCER—*Sp*

The organization, skills, techniques, and strategy of soccer.

Three credit hours

382 CAMP ADMINISTRATION—*W*

Site selection and development, camp organization, staff recruitment, screening, selection, training and supervision. Budgets, food service, insurance, promotion and public relations.

Three credit hours

383 CAMP COUNSELING—*Sp*

Camper needs and skills, techniques of counseling, principles of program planning, special programs, and use of the Bible in camp. *Three credit hours*

390 PHYSIOLOGY OF EXERCISE—*W*

Prerequisite: SM216

A study of the implication of the physiological process of the body under varying circumstances.

Four credit hours

392 KINESIOLOGY—*Sp*

Prerequisite: SM216

Application of the facts and principles of anatomy, physiology, and their relationship to body movement and the teaching of physical education skills.

Three credit hours

393 PRINCIPLES OF PHYSICAL EDUCATION—*Sp*

Prerequisite: 131

The historical development of physical education and its relation to the general field of education, and the analysis of present-day programs and methods in terms of objectives.

Three credit hours

460 METHODS OF TEACHING PHYSICAL EDUCATION—*A*

Methods of instruction, current trends and practice in curriculum planning and the utilization of teaching aids and resource materials.

Two credit hours



461 SCHOOL HEALTH INSTRUCTION—*A*

Methods of instruction with an emphasis on curriculum planning and sequence; individual teaching experiences demonstrating the student's understanding and use of current trends in methods teaching aids, and resource materials. *Five credit hours*

470 PHYSICAL EDUCATION SEMINAR—*A, W, Sp*

Research problems are conducted by major Physical Education students to develop their understanding and appreciation of problems in the field and to develop skill in presenting theories and hypothesis for analysis in group settings. *One to three credit hours*

480 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION—*W*

Prerequisite: 131

The study of the principles of adaptation and selection of activities, examination and grouping of pupils, provision and care of equipment, departmental organization, maintenance of facilities, and techniques of evaluation. *Four credit hours*

490 INDEPENDENT STUDY IN PHYSICAL EDUCATION—*A, W, Sp*

Independent study by major students of advanced standing toward the understanding and appreciation of problems in Physical Education. This course is intended to give the student the opportunity to develop skills in the use of literature, and in the appropriate techniques in the solutions of problems. *One to three credit hours*

493 EVALUATION IN PHYSICAL EDUCATION—*Sp*

Prerequisite: 131

A study of existing programs of evaluation for physical education programs with consideration given to techniques of test administration and the organization and interpretation of data collected. *Three credit hours*



Joseph Weah and his family are from Liberia. He is preparing for a position of leadership in Christian Education in Liberia.

Music

Professor: Warren L. Webber, *Chairman*

Assistant Professors: David L. Matson, Jack R. Payne, Ralph M. Werner Jr.,
Daryle L. Worley

Instructor: Lyle J. Anderson

The division of music includes A) Music Theory, B) Music History, C) Church Music, D) Music Education, and E) Applied Music.

This division seeks to provide college work for the serious-minded music student, and music courses on an elective basis for any student; to supply churches with dedicated men and women trained to serve God as church music directors; to prepare music teachers for the public schools, Christian day schools, and the private studio; and to provide the necessary groundwork for graduate study in music.

BACHELOR OF ARTS PROGRAMS

REQUIREMENTS FOR A MAJOR IN MUSIC. Thirty-nine quarter hours of core courses, plus nine hours in an elected area.

CORE COURSES: Music Theory 111-112-113, 211-212-213; Music History 100, and two period courses (six hours); Music Education 370 A or B; Applied Music—six hours of private instruction (*) and two hours of ensembles.

Elected Areas:

Music Theory 311, 312, 411. (A one-half senior recital in applied music is required.)

Music History—the remaining two period courses, and three quarter hours of 410-B. (A one-half senior recital in applied music is required.)

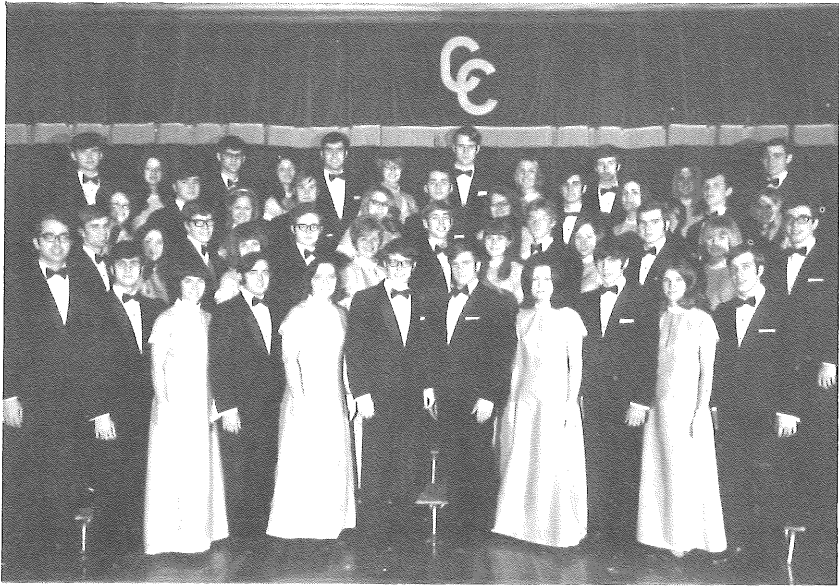
Church Music 250, 350, and three hours of 410-C. (A one-half senior recital in applied music is required.)

Applied Music—six additional hours in a recital area (**), and three quarter hours of private instruction electives. (A full senior recital is required.)

REQUIREMENTS FOR A MINOR IN MUSIC. Twenty-four quarter hours including Music Theory 111-112-113; Music History 100, and one period course; Music Education 370 A or B; Applied Music—three quarter hours of private instruction and two hours of ensembles.

(*) Must exhibit piano proficiency comparable to that necessary to perform the Kuhlau Sonata, opus 55, number 1

(**) Not less than twelve hours in the recital area



MUSIC MAJOR (B.A. Degree)

FRESHMAN YEAR	<i>Autumn</i>	<i>Winter</i>	<i>Spring</i>
Old Testament Survey, BE 101	5	-	-
New Testament Survey, BE 102	-	5	-
Art and Music in History, MU 100	-	-	5
Fundamental Theory, MU 111-112-113	3	3	3
Applied Music, Private or Class, MU	1	1	1
Applied Music, Ensemble (Elective), MU	1	1	1
Rhetoric and Composition, LL 120	5	-	-
General Physical Education, PE 101, 102, 103	1	1	1
Fundamentals of Speech, SP 110	-	5	-
Foundations of Social Studies, SS 100	-	-	5
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SOPHOMORE YEAR			
Theology Survey, BE 230	-	5	-
Bible Elective BE	3	-	-
Advanced Theory, MU 211-212-213	3	3	3
Music History—1650 to 1800, MU 232	3	-	-
Music History—19th Century	-	-	3
Applied Music, Private, MU	1	1	1
Applied Music, Ensemble (Elective), MU	1	1	1
Literature and Composition, LL 130	-	-	3
Foreign Language or Elective	3	3	3
Social Science Elective, SS	3	3	3
	<hr style="width: 100%; border: 0; border-top: 1px solid black; margin: 5px 0;"/> 17	<hr style="width: 100%; border: 0; border-top: 1px solid black; margin: 5px 0;"/> 16	<hr style="width: 100%; border: 0; border-top: 1px solid black; margin: 5px 0;"/> 17

(The above listed freshman and sophomore schedules apply to all elected areas in music)

ELECTED AREA — MUSIC THEORY

JUNIOR YEAR

Baptist History, BE 340	3	-	-
Counterpoint, MU 311, 312	-	3	3
Vocal Conducting, MU 370A, or elective	-	2	-
Instrumental Conducting, MU 370B, or elective	-	-	2
Applied Music, Private (Elective), MU	1	1	1
Applied Music, Ensemble (Elective), MU	1	1	1
Literature Elective, LL	5	-	-
Biological Science, SM	-	5	-
Physical Science, SM	-	-	5
Electives	6	4	4
	<hr/>	<hr/>	<hr/>
	16	16	16

SENIOR YEAR

Bible Elective, BE	3	-	-
Arranging, MU 411	-	-	3
*Applied Music, Private (Elective), MU	1	1	1
Applied Music, Ensemble (Elective), MU	1	1	1
Elective, SM	-	5	-
Electives	11	9	11
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	16	16	16

ELECTED AREA — MUSIC HISTORY

JUNIOR YEAR

Baptist History, BE 340	-	-	3
Music History to 1650, MU 231	-	3	-
Vocal Conducting, MU 370A, or elective	-	2	-
Instrumental Conducting, MU 370B, or elective	-	-	2
Applied Music, Private, (Elective), MU	1	1	1
Applied Music, Ensemble (Elective), MU	1	1	1
Literature Elective, LL	5	-	-
Biological Science, SM	-	5	-
Physical Science, SM	-	-	5
Electives	9	4	4
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	16	16	16

SENIOR YEAR

Bible Elective, BE	3	-	-
Music History—20th Century, MU 334	-	3	-
Independent Study in Music — Music History, MU 410B	-	-	3
*Applied Music, Private (Elective), MU	1	1	1
Applied Music, Ensemble (Elective), MU	1	1	1
Elective, SM	-	5	-
Electives	11	6	11
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	16	16	16

*Includes ½ recital

ELECTED AREA — CHURCH MUSIC

JUNIOR YEAR

Baptist History, BE 340	-	3	-
Song Leading, MU 250	3	-	-
Organization and Administration of Church Music, MU 350	-	-	3
Vocal Conducting, MU 370A, or elective	-	2	-
Instrumental Conducting, MU 370B, or elective	-	-	2
Applied Music, Private (Elective), MU	1	1	1
Applied Music, Ensemble (Elective), MU	1	1	1
Literature Elective, LL	5	-	-
Biological Science, SM	-	5	-
Physical Science, SM	-	-	5
Electives	6	4	4
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	16	16	16

SENIOR YEAR

Bible Elective, BE	3	-	-
Independent Study in Music—Church Music, MU 410C	3	-	-
*Applied Music, Private (Elective), MU	1	1	1
Applied Music, Ensemble (Elective), MU	1	1	1
Elective, SM	-	5	-
Electives	8	9	14
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	16	16	16

ELECTED AREA — APPLIED MUSIC

JUNIOR YEAR

Baptist History, BE 340	3	-	-
Vocal Conducting, MU 370A, or elective	-	2	-
Instrumental Conducting, MU 370B, or elective	-	-	2
Applied Music, Private (Recital Area), MU	1	1	1
Applied Music, Private (Recital or others), MU	1	1	1
Applied Music, Ensemble (Elective), MU	1	1	1
Literature Elective, LL	5	-	-
Biological Science, SM	-	5	-
Physical Science, SM	-	-	5
Electives	5	6	6
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	16	16	16

SENIOR YEAR

Bible Elective, BE	3	-	-
**Applied Music, Private (Recital Area), MU	1	1	1
Applied Music, Ensemble (Elective), MU	1	1	1
Elective, SM	-	5	-
Electives	11	9	14
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	16	16	16

*Includes ½ recital

**Includes full recital

REQUIREMENTS FOR A TEACHING FIELD IN ELEMENTARY SCHOOL MUSIC.

(Only one preparing for or holding a standard elementary certificate may elect this teaching field.) (Thirty quarter hours including Music Theory 111-112; Music History 232 or 333; Music Education 272, 273, 275, 370A, 371, and 375 or 410D; Applied Music—one hour of ensemble; and three hours of student teaching in elementary school music.

REQUIREMENTS FOR A TEACHING FIELD IN SECONDARY SCHOOL MUSIC. (*)

Vocal Emphasis: Forty-five quarter hours (plus methods) including Music Theory 111-112-113; Music History (choice of three) 231, 232, 333, 334; Music Education 273, 275, 370A, 374; Applied Music—nine hours of private instruction and five hours of ensembles. Suggested methods courses—Music Education 371 and 372.

Instrumental Emphasis: Forty-five quarter hours (plus methods) including Music Theory 111-112-113; Music History (choice of three) 231, 232, 333, 334; Music Education 370B, 373; Applied Music 187, 191, 193, 195—nine hours of private instruction and three hours of ensembles. Suggested methods courses—Music Education 371 and 372.

General Music Emphasis: Forty-five quarter hours (plus methods) including Music Theory 111-112-113; Music History 231, 232, 333, 334; Music Education 273, 275, 370A, 375; Applied Music—nine hours of private instruction and three hours of ensembles. Suggested methods courses—Music Education 371 and 372.

(*) Note: The above secondary school programs may be substituted for a music major by meeting the B.A. piano requirement, adding Music Theory 211-212-213, and by performing a one-half senior recital in applied music.

BACHELOR OF MUSIC EDUCATION

The following courses are required for the Bachelor of Music Education degree, and also for the Special Music Certificate which enables one to teach vocal, instrumental, or general music in the schools in grades one through twelve.

General Education—the same general education requirements as for the B.A. degree. No minor field of study is required.

Professional Education—Psychology 160, and 260 or 270; Education 200, 201, 301, and 450. Student teaching must be at both the elementary and secondary levels.

Music Specialization—A minimum of seventy-five quarter hours is required. A full senior recital must be presented. Often the specified number of applied hours will be exceeded. Piano proficiency comparable to that necessary to perform the Kuhlau Sonata, opus 55, number 1, must be demonstrated before graduation no matter what field of emphasis is selected.

Vocal Emphasis: Music Theory 111-112-113, 211-212-213, 411; Music History 334, and two of the following three—231, 232, 333; Music Education 272, 273, 275, 370A, 371, 372, 374, 375; Applied Music 410E (three hours independent study of vocal literature), nine hours of private lessons, and seven hours of ensembles.

Instrumental Emphasis: Music Theory 111-112-113, 211-212-213, 411; Music History 334, and two of the following three—231, 232, 333; Music Education 272, 370B, 371, 372, 373, 375; Applied Music 187, 191, 193, 195 (total of nine hours of class instruction), nine hours of private lessons, and seven hours of ensembles.

General Music Emphasis: Music Theory 111-112-113, 211-212-213, 411; Music History 231, 232, 333, 334, 410B—three hours independent study of visual art and literature in relationship to music, and two hours of independent study in folk music; Music Education 272, 273, 275, 370A, 371, 372, 375; Applied Music—nine hours of private lessons, and seven hours of ensembles.

DIVISIONAL COURSES

400 MUSIC SEMINAR—*Sp*

Prerequisite: Permission of Music Department

Topics for discussion to be chosen from current literature, to be provocative in nature. Registration may be repeated. *Two credit hours*

410 INDEPENDENT STUDY IN MUSIC—*A, W, Sp*

Prerequisite: Permission of Music Department

Research or independent study. Registration may be repeated.

- A—Music Theory
- B—Music History
- C—Church Music
- D—Music Education
- E—Applied Music

One to three credit hours

A. MUSIC THEORY

101 ELEMENTS OF MUSIC—*W*

Designed to widen the student's concept and uses of music. Required of elementary teachers who do not pass the Music Proficiency Test.

Two credit hours

111-112-113 FUNDAMENTAL THEORY—*A, W, Sp*

Prerequisite: Music Theory 101 or a passing grade on the Music Proficiency Test. The student must be able to play easy hymns on the piano.

A study of fundamental harmonies and tone relations used in musical composition, approached through analysis, ear training, and keyboard work.

Three credit hours each quarter

211-212-213 ADVANCED THEORY—*A, W, Sp*

Prerequisite: Music Theory 111-112-113 and a sight-reading ability of standard church hymns on the piano.

An analysis of standard literature, and experimental writing in various forms. *Three credit hours each quarter*

311, 312 COUNTERPOINT—*A, W*

Prerequisite: Permission of the instructor

A survey of the development of polyphonic music from the two-part forms of sixteenth century ecclesiastical composers to an eighteenth century four-voice fugue in the style of Bach. *Three credit hours each quarter*

411 ARRANGING—*Sp*

Prerequisite: Music Theory 211-212-213

A development of skills in the area of instrumental and vocal arranging. *Three credit hours*

B. MUSIC HISTORY

100 ART AND MUSIC IN HISTORY—*A, W, Sp*

Considers the relationship of music and art to the dominant cultural, religious, and philosophical trends during historical periods of man's development. Suggests a basis for an appreciation and an evaluation of different types of art and music. *Five credit hours*

231 MUSIC HISTORY TO 1650—*W*

Prerequisite: Permission of the instructor

Emphasis on Renaissance music, the beginnings of opera, and the works of Monteverdi and Heinrich Schütz. *Three credit hours*

232 MUSIC HISTORY—1650 TO 1800—*A*

Prerequisite: Music Theory 111-112

Special attention given to the music of Corelli, Bach, Handel, the Mannheim school, Gluck, Haydn, and Mozart. *Three credit hours*

333 MUSIC HISTORY—19TH CENTURY—*Sp*

Prerequisite: Music Theory 111-112

A study of the music of the Romantic period from Beethoven to Impressionism. *Three credit hours*

334 MUSIC HISTORY—20TH CENTURY—*W*

Prerequisites: Music Theory 211-212-213 and Music History 333

A study of the serious concert literature of the twentieth century. *Three credit hours*

C. CHURCH MUSIC

250 SONG LEADING—*A*

Prerequisite: Music Theory 101 or a passing grade on the Music Proficiency Test

An elementary course in the mechanics of conducting hymns, a study of the duties of a song leader in organizing a service, and an evaluation of Protestant church music. Recommended for all future pastors and church workers. *Three credit hours*

350 ORGANIZATION AND ADMINISTRATION OF CHURCH MUSIC—*Sp*
Prerequisite: Music Theory 101 or a passing grade on the Music Proficiency Test

Problems and practices of church music directors, and the organization of church music activities including the graded church choir program. Recommended for all future pastors and church workers.

Three credit hours

D. MUSIC EDUCATION

272 MUSIC IN THE ELEMENTARY SCHOOL—*A, W, Sp*

Prerequisite: Music Theory 101 or a passing grade on the Music Proficiency Test

Philosophy, methods, and materials.

Three credit hours

273 FUNCTIONAL PIANO—*A*

Prerequisite: Permission of the instructor

Development of skills in harmonization at sight, transposition, and playing by ear.

Three credit hours

275 VOICE CLASS METHODS—*W*

A study of vocal techniques and problems.

Three credit hours

370 CONDUCTING

Prerequisite: Music Theory 111-112-113 and permission of the Music Division

A study of the role of a conductor, and the refinement of conducting technique through actual experience with vocal and instrumental groups. Must be a member of a large music ensemble concurrent with the course.

A—Vocal—*W*

Two credit hours

B—Instrumental—*Sp*

Two credit hours

371 MUSIC IN THE JUNIOR HIGH SCHOOL—*W*

Prerequisite: Music Education 272

Philosophy, methods, and materials.

Three credit hours

372 MUSIC IN THE SENIOR HIGH SCHOOL—*A*

Prerequisite: Music Education 371

Philosophy, methods, and materials.

Three credit hours

373 THE INSTRUMENTAL TEACHER—*A*

Prerequisite: Permission of the instructor

Philosophy, learning, processes, organizational problems, and practical experience in instrumental teaching throughout the school system.

Five credit hours

374 THE VOCAL TEACHER—*W*

Prerequisite: Permission of the instructor

Philosophy, learning processes, organizational problems, and practical experience in vocal teaching throughout the school system.

Five credit hours

375 THE GENERAL MUSIC TEACHER—*Sp**Prerequisite: Permission of the instructor*

Philosophy, learning processes, organizational problems, and practical experience in coordinating and teaching general music throughout the school system, with emphasis on the Junior High. *Four credit hours*

471 PIANO PEDAGOGY—*Sp*

Philosophy, methods, and materials.

Two credit hours

E. APPLIED MUSIC

Credit in applied music study is based on three to five hours of practice and one lesson per week for one hour of credit. All music majors must give an applied music recital during the senior year.

ELIGIBILITY FOR APPLIED MUSIC LESSONS

1. Original registration is by satisfactorily passing an entrance audition.
2. Continued registration is based upon satisfactory progress, judged each quarter by the music faculty at the time of applied music board examinations.
3. Students on academic probation may be denied applied music lessons.
4. A freshman must be enrolled in some additional music course or performing music group to be eligible for lessons.
5. A student must be carrying at least ten credit hours in addition to music lessons or pay a \$40 registration fee per quarter hour of lessons.

CLASS INSTRUCTION

183	PIANO— <i>A, W, Sp</i>	<i>One or two credit hours each quarter</i>
185	VOICE— <i>A, W, Sp</i>	<i>One or two credit hours each quarter</i>
187	BRASS— <i>A, W, Sp</i>	<i>One or two credit hours each quarter</i>
191	WOODWIND— <i>A, W, Sp</i>	<i>One or two credit hours each quarter</i>
193	STRING— <i>A, W, Sp</i>	<i>One or two credit hours each quarter</i>
195	PERCUSSION— <i>A, W, Sp</i>	<i>One or two credit hours each quarter</i>

PRIVATE INSTRUCTION

281	ORGAN— <i>A, W, Sp</i>	<i>One or two credit hours each quarter</i>
283	PIANO— <i>A, W, Sp</i>	<i>One or two credit hours each quarter</i>
285	VOICE— <i>A, W, Sp</i>	<i>One or two credit hours each quarter</i>
287	BRASS— <i>A, W, Sp</i>	<i>One or two credit hours each quarter</i>
291	WOODWIND— <i>A, W, Sp</i>	<i>One or two credit hours each quarter</i>
293	STRING— <i>A, W, Sp</i>	<i>One or two credit hours each quarter</i>
295	PERCUSSION— <i>A, W, Sp</i>	<i>One or two credit hours each quarter</i>



ENSEMBLES

- | | | |
|-----|------------------------------------|-------------------------------------|
| 381 | COLLEGE CHOIR— <i>A, W, Sp</i> | <i>One credit hour each quarter</i> |
| 383 | CHORALAIRES— <i>A, W, Sp</i> | <i>One credit hour each quarter</i> |
| 385 | VOCAL ENSEMBLE— <i>A, W, Sp</i> | <i>One credit hour each quarter</i> |
| | A—Small Group | |
| | B—Oratorio | |
| 387 | BRASS ENSEMBLE— <i>A, W, Sp</i> | <i>One credit hour each quarter</i> |
| | A—Small Group | |
| | B—Brass Choir | |
| 391 | WOODWIND ENSEMBLE— <i>A, W, Sp</i> | <i>One credit hour each quarter</i> |
| 393 | STRING ENSEMBLE— <i>A, W, Sp</i> | <i>One credit hour each quarter</i> |
| 395 | GLEE CLUBS— <i>A, W, Sp</i> | <i>One credit hour each quarter</i> |
| | A—Ladies Chorus | |
| | B—Male Chorus | |
| 397 | COLLEGE BAND— <i>A, W, Sp</i> | <i>One credit hour each quarter</i> |

Science and Mathematics

Professor: Donald Baumann, *Chairman*

Associate Professors: Austin Elmore, Bert Frye, Larry Helmick, Lawrence

Assistant Professor: Dane Harvey

The division of Science is comprised of A) Biology, B) Physical Science and C) Mathematics.

This division aims to acquaint the student with the field of science and to aid him in developing clear and orderly thinking processes through the use of the techniques of science and mathematics. The division seeks to help the student to appreciate the facts of creation as studied in the physical and natural sciences. Such an appreciation is vital to a complete Christian view of the world in which we live.

REQUIREMENTS FOR MAJOR IN BIOLOGY. Forty quarter hours in biology, including:

115 General Zoology	5
134 General Botany	5
306 Genetics	5
Additional requirements	
151, 152, General Chemistry	8
153 Qualitative Analysis	4
184 Introduction to Analysis (or equivalent)	5
257 Organic Chemistry	4
356 Biochemistry	5
440 Seminar	1

Students preparing for graduate study are encouraged to include:

171-172-173 General Physics	15
258, 259 Organic Chemistry	8
281, 282, 283 Analytic Geometry and Calculus	15

REQUIREMENTS FOR MAJOR IN CHEMISTRY. Forty-eight quarter hours in Chemistry, including:

151-152 General Chemistry	8
153 Qualitative Analysis	4
254-255 Quantitative Analysis and Analytical Chemistry	8
257-258-259 Organic Chemistry	12
451-452-453 Physical Chemistry	12
Electives in Chemistry	4
Additional Requirements	
171-172-173 General Physics	15
281-282-283 Analytic Geometry and Calculus	15
440 Seminar	1

Students preparing for graduate study are encouraged to include:

387 Differential Equations	5
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REQUIREMENTS FOR MAJOR IN MATHEMATICS. Forty-five quarter hours of mathematics courses including:

281-282-283 Analytic Geometry and Calculus	15
387 Differential Equations	5
Electives in mathematics	25
Additional requirements:	
171, 172, 173 General Physics	15
440 Seminar	1

Additional courses from physical science, physics or chemistry are encouraged.

REQUIREMENTS FOR MINOR IN BIOLOGY. Twenty-four quarter hours of biology including Biology 115 and 134.

REQUIREMENTS FOR MINOR IN CHEMISTRY. Twenty-four quarter hours of chemistry, including Chemistry 151, 152, 153, 257 and 254.

REQUIREMENTS FOR MINOR IN MATHEMATICS. Twenty-five quarter hours of mathematics courses, including Mathematics 281, 282, 283 and at least one course from the 300 and 400 series.

REQUIREMENTS FOR MINOR IN PHYSICS. Twenty-five quarter hours of physics from Physics 171, 172, 173, 276, 278, and 279.



BIOLOGY MAJOR

FRESHMAN YEAR	<i>Autumn</i>	<i>Winter</i>	<i>Spring</i>
Old Testament Survey, BE 101	5	-	-
New Testament Survey, BE 102	-	5	-
Art and Music in History, MU 100	-	-	5
Rhetoric and Composition, LL 120	5	-	-
Fundamentals of Speech, SP 110	-	-	5
Literature and Composition, LL 130	-	3	-
General Botany, SM 134	5	-	-
General Zoology, SM 115	-	5	-
Foundations of Social Science, SS 100	-	-	5
Social Science Electives	-	3	-
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	15	16	15
SOPHOMORE YEAR			
Theology Survey, BE 230	5	-	-
General Physical Education, PE 101, 102, 103	1	1	1
Biology Electives	5	5	-
General Chemistry, SM 151-152	4	4	-
Qualitative Analysis, SM 153	-	-	4
Introduction to Analysis, SM 184	-	5	-
Humanities Elective	-	-	5
Electives	-	-	6
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	15	15	16
JUNIOR YEAR			
Baptist History, BE 340	-	3	-
Christian Ed Elective, BE	3	-	-
Humanities Elective	-	5	-
Biology Electives	5	-	5
Organic Chemistry, SM 257	4	-	-
Social Science Electives	-	3	3
Electives	4	5	7
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	16	16	15
SENIOR YEAR			
Bible Elective	3	-	-
Biology Electives	5	5	-
Biochemistry, SM 356	-	-	5
Seminar, SM 440	-	1	-
Electives	8	10	10
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	16	16	15

100 CEDARVILLE COLLEGE

CHEMISTRY MAJOR

FRESHMAN YEAR	<i>Autumn</i>	<i>Winter</i>	<i>Spring</i>
Old Testament Survey, BE 101	5	-	-
New Testament Survey, BE 102	-	5	-
Art and Music in History, MU 100	-	5	-
Rhetoric and Composition, LL 120	5	-	-
Literature and Composition, LL 130	-	3	-
Fundamentals of Speech, SP 110	-	-	5
General Physical Education, PE 101, 103	1	-	1
General Chemistry, SM 151-152	4	4	-
Qualitative Analysis, SM 153	-	-	4
Foundations of Social Science, SS 100	-	-	5
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	15	17	15
SOPHOMORE YEAR			
Theology Survey, BE 230	-	-	5
Christian Education Elective, BE	3	-	-
General Physical Education, PE 102	-	1	-
General Physics, SM 171-172-173	5	5	5
Introduction to Analysis, SM 184-185	5	5	-
Advanced Chemistry, SM	4	4	4
Elective	-	-	1
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	17	15	15
JUNIOR YEAR			
Baptist History, BE 304	3	-	-
Bible Elective, BE	-	-	3
Biology Elective, SM	-	5	-
Analytic Geometry and Calculus, SM 281-282-283	5	5	5
Advanced Chemistry, SM	4	4	4
Social Science Elective, SS	3	3	3
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	15	17	15
SENIOR YEAR			
Humanities Elective	5	5	-
Physical Chemistry, SM 451-452-453	4	4	4
Seminar, SM 440	-	-	1
Electives	6	6	10
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	15	15	15

MATHEMATICS MAJOR

FRESHMAN YEAR	<i>Autumn</i>	<i>Winter</i>	<i>Spring</i>
Old Testament Survey, BE 101	5	-	-
New Testament Survey, BE 102	-	5	-
Art and Music in History, MU 100	-	-	5
Fundamentals of Speech, SP 110	-	-	5
Rhetoric and Composition, LL 120	5	-	-
Literature and Composition, LL 130	-	3	-
Introduction to Analysis, SM 184-185	5	5	-
Foundations of Social Science, SS 100	-	-	5
Social Science Electives	-	3	-
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	15	16	15
SOPHOMORE YEAR			
Theology Survey, BE 230	5	-	-
Christian Education Elective, BE	-	3	-
General Physical Education, PE 101, 103	1	-	1
General Physics, SM 171-172-173	5	5	5
Analytic Geometry and Calculus, SM 281-282-283*	5	5	5
Elective	-	3	5
	<hr/>	<hr/>	<hr/>
	16	16	16
JUNIOR YEAR			
Baptist History, BE 340	3	-	-
Humanities Elective	-	5	-
Biology Elective, SM	5	-	-
Differential Equations, SM 387	5	-	-
Mathematics Elective	-	5	5
Electives	3	5	10
General Physical Education, PE 102	-	1	-
	<hr/>	<hr/>	<hr/>
	16	16	15
SENIOR YEAR			
Bible Elective	3	-	-
Humanities Elective	-	5	-
Mathematics Electives	5	-	5
Seminar, SM 440	1	-	-
Electives	6	10	10
	<hr/>	<hr/>	<hr/>
	15	15	15

*Qualified students may begin their program with Analytic Geometry and Calculus, omitting Introduction to Analysis.

PRE-PHARMACY PROGRAM

Cedarville College, in cooperation with The Ohio State University College of Pharmacy, offers a five-year program for pre-pharmacy students. In this program the student attends Cedarville College for one or two years and, upon acceptance to the College of Pharmacy, attends Ohio State University for the remainder of the five-year period. After satisfactory completion of this program, the student will receive a Bachelor of Science in Pharmacy degree from Ohio State University. Detailed information on this program is available from Cedarville College or from The Ohio State University College of Pharmacy, 5500 West Twelfth Avenue, Columbus, Ohio 43210.

PRE-PHARMACY PROGRAM

FRESHMAN YEAR	<i>Autumn</i>	<i>Winter</i>	<i>Spring</i>
Old Testament Survey, BE 101	5	-	-
Bible Elective, BE	-	-	5
Rhetoric and Composition, LL 120	5	-	-
Literature and Composition, LL 130	-	3	-
General Zoology, SM 115	-	5	-
General Chemistry, SM 151-152	4	4	-
Qualitative Analysis, SM 153	-	-	4
Introduction to Analysis, SM 184	-	5	-
Social Science Elective, SS	3	-	6
	17	17	15
SOPHOMORE YEAR			
Bible Elective, BE	3	-	3
General Physics, SM 171-172-173	5	5	5
Introductory Bacteriology, SM 238	-	5	-
Organic Chemistry, SM 257-258-259	4	4	4
Analytic Geometry and Calculus, SM 281	5	-	-
Vertebrate Zoology, SM 213	-	-	5
Humanities or Social Science Electives	-	3	-
	17	17	17
THIRD THROUGH FIFTH YEAR			
150 quarter hours at The Ohio State University College of Pharmacy:			
Required common core			119 hours
Selected program option			23 hours
Professional practice			
Medicinal and Pharmaceutical Chemistry			
Pharmaceutics			
Pharmacognosy and Natural Products Chemistry			
Pharmacology			
Electives			8 hours

DIVISIONAL COURSES

120 INTRODUCTION TO COMPUTER PROGRAMMING

A three-week course in which the use of the computer, as an educational tool, is stressed. Each student will learn the basic principles of programming and will be required to write several simple programs relating to his academic major. Time sharing facilities will be available for program debugging and execution. *One credit hour*

420 TEACHING SECONDARY SCHOOL SCIENCE AND MATHEMATICS

An introduction to the history of science and mathematics teaching, to classroom discipline, development of teaching objectives, curricula, lesson and unit plans, the use of audio-visual aids and classroom and laboratory equipment. *Three credit hours*

440 SEMINAR

Prerequisite: Senior classification with a major or minor in the Division of Science and Mathematics

Presentation of selected topics by students, faculty and guest lecturers. The student's presentation will be from either library or laboratory research. Required of all Biology, Chemistry and Mathematics majors. A total of two credit hours is allowed. *One credit hour*

A. BIOLOGICAL SCIENCE

100 PRINCIPLES OF BIOLOGY

A presentation and development of biological principles common to both animal and plant kingdoms. A consideration of basic biological phenomena with considerable emphasis upon the molecular approach. The course is designed for the non-science major.

Three lectures, one 2-hour laboratory, and one recitation per week.

Five credit hours

115 GENERAL ZOOLOGY—A, W

A survey of the animal kingdom and of zoological principles, with an introduction to anatomy, physiology, and classification.

Three lectures and two 2-hour laboratories per week. *Five credit hours*

134 GENERAL BOTANY—A, W

A study of basic functions and structures of plants beginning with the algae and fungi and finishing with the flowering plants. The methodology and techniques of plant science are emphasized.

Three lectures and two 2-hour laboratories per week. *Five credit hours*

211 DEVELOPMENTAL BIOLOGY—Sp (1970-71 and alternate years)

Prerequisite: Biology 115 or 134

A study of the initiation and development of tissues and organs, with emphasis on embryonic development.

Three lectures and two 3-hour laboratories each week. *Five credit hours*

212 INVERTEBRATE ZOOLOGY—W (1970-71 and alternate years)

Prerequisite: Biology 115

A survey of representative invertebrates, to include morphology and relations.

Three lectures and two 3-hour laboratories each week. *Five credit hours*

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213 VERTEBRATE ZOOLOGY—*Sp* (1970-71 and alternate years)

Prerequisite: Biology 115

A study of the various vertebrate groups, with emphasis upon vertebrate anatomy.

Three lectures and two 3-hour laboratories per week. *Five credit hours*

216-217 HUMAN ANATOMY AND PHYSIOLOGY—*A, W* (1970-71 and alternate years)

Prerequisite: Biology 100

A study of the systems and functions of the human body with the primary emphasis being given to muscle and nerve physiology. Not open to Biology majors.

Four lectures and one 3-hour laboratories per week.

Five credit hours each quarter

235 PLANT ANATOMY—*W* (1971-72 and alternate years)

Prerequisite: Biology 134

Plant cells, tissues and organs will be studied in detail. Attention will be given to microtechnique involving the killing, fixing, embedding, sectioning, staining and mounting tissues.

Three lectures and two 3-hour laboratories each week. *Five credit hours*

236 TAXONOMY OF SEED PLANTS—*Sp* (1970-71 and alternate years)

Prerequisite: Biology 134

The study includes the classification of the flowering plant with some time given to the history of classification and the various systems by which the angiosperms have been catalogued. A collection of plants will be made by each student.

Three lectures and two 3-hour laboratories each week. *Five credit hours*

238 INTRODUCTORY MICROBIOLOGY—*W* 1971-72 and alternate years)

Prerequisites: Biology 100, Chemistry 151

A study of plant microorganisms and viruses and their relationship to man's economy and hygiene. Basic laboratory techniques are stressed.

Three lectures and three 2-hour laboratories each week. *Five credit hours*

303 INTRODUCTION TO ECOLOGY—*Sp* (1971-72 and alternate years)

Prerequisite: Biology 115 or 134

A study of the inter-relations of plant and animal life and their environments. Frequent field trips will be taken.

Three lectures and two 3-hour laboratories per week. *Five credit hours*

306 GENETICS—*Sp* (1971-72 and alternate years)

Prerequisite: Biology 100

A study of the principles of heredity, their application to plant, animal and human life.

Three lectures per week, lab by arrangement. *Five credit hours*

336 ADVANCED MICROBIOLOGY—*Sp* (1971-72 and alternate years)

Prerequisite: Biology 238

A detailed study of selected topics covered in Introductory Bacteriology, with emphasis on bacterial physiology.

Three lectures and two 3-hour laboratories each week. *Five credit hours*

400 INDEPENDENT STUDY IN BIOLOGY

Prerequisite: Major in Biology and permission of advisor and Division Chairmen

Independent experimental study involving a particular biological phenomenon. Submission and approval of a research proposal must precede registration. *One to four credit hours*

B. PHYSICAL SCIENCE

151-152 GENERAL CHEMISTRY—A, W

A study of the fundamental facts and principles of chemistry. Quantitative techniques are stressed in the laboratory.

Three lectures and one 3-hour laboratory each week.

Four credit hours each quarter

153 QUALITATIVE ANALYSIS—Sp

Prerequisite: Chemistry 152

A study of the theory and practice of identification of inorganic anions and cations.

Three lectures and one 3-hour laboratory each week. *Four credit hours*

160, 161 INTRODUCTION TO THE PHYSICAL SCIENCES

An introductory study in the sciences of astronomy, geology, and meteorology in 160, and physics, chemistry and space science in 161. The course is designed especially for the general education program. Cannot be applied to a science major or minor.

Four lectures and one 2-hour laboratory each week.

Five credit hours each quarter

166 INTRODUCTION TO PHYSICAL GEOLOGY—Sp

Prerequisite: High School geometry

An introductory study of the earth and its environment, with emphasis on erosion processes, metamorphism, igneous activity and the structural features of the earth's crust.

Four lectures each week, laboratory by arrangement. *Five credit hours*

171-172-173 GENERAL PHYSICS

Prerequisite: Mathematics 183 and 184 or equivalent

Basic concepts of mechanics, heat, sound, light, electricity, magnetism and modern physics.

Four lectures and one 2-hour laboratory each week.

Five credit hours each quarter

254 QUANTITATIVE ANALYSIS—A (1970-71 and alternate years)

Prerequisite: Chemistry 152

A study of the theory, techniques and calculations involved in gravimetric, volumetric and instrumental analysis of organic and inorganic substances.

Two lectures and two 3-hour laboratories each week. *Four credit hours*

255 ANALYTICAL CHEMISTRY—W (1970-71 and alternate years)

Prerequisite: Chemistry 254

A continuation of Quantitative Analysis, with emphasis on instrumental analysis.

Two lectures and two 3-hour laboratories each week. *Four credit hours*

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257-258-259 ORGANIC CHEMISTRY

Prerequisite: Chemistry 152

A detailed study of the general principles, aliphatics, aromatics, natural products, etc. Emphasis is placed on mechanisms.

Three lectures and one 3-hour laboratory each week.

Four credit hours each quarter

264 INTRODUCTORY ASTRONOMY—A

Prerequisite: High School geometry or permission of instructor

An introductory study designed to give a general knowledge of concepts, principles and laws pertaining to a God-created universe, with some emphasis on techniques used to obtain this knowledge.

Four lectures each week, laboratory by arrangement including field observations at college observatory.

Five credit hours

276 ELECTRICITY AND MAGNETISM—Sp (1971-72 and alternate years)

Prerequisites: Physics 172, Mathematics 282

Basic concepts of electricity and magnetism, AC and DC circuits, electromagnetism, basic electronic circuits.

Five credit hours

278-279 MODERN PHYSICS—W, Sp (1970-71 and alternate years)

Prerequisite: Physics 173

co or Prerequisite: Mathematics 282

An extension of basic concepts of Modern Physics learned in General Physics. Topics covered include: structure of matter, electricity and light, kinetic theory, x-rays, nuclear reactions, atomic and nuclear structure, radioactivity.

Five credit hours each quarter

356 BIOCHEMISTRY—Sp (1970-71 and alternate years)

Prerequisite: Chemistry 257

A study of carbohydrates, lipids, proteins and nucleoproteins and their relationship to life and metabolic processes.

Four lectures and one 3-hour laboratory each week.

Five credit hours

450 INDEPENDENT STUDY IN CHEMISTRY

Independent experimental study of some chemical phenomenon.

One to four credit hours

451-452-453 PHYSICAL CHEMISTRY (1971-72 and alternative years)

Prerequisite: Physics 173 and Mathematics 283

A study of the principles of chemical kinetics and thermodynamics and of the properties of chemical systems.

Three lectures and one 3-hour lab each week.

Four credit hours each quarter

C. MATHEMATICS

182-183 MATHEMATICS FOR ELEMENTARY TEACHERS

Prerequisite: Major in Elementary Education or permission of instructor

Sets, logic, number systems, algorithms, statistics, geometry, algebra, trigonometry and other topics related to the elementary school curriculum will be covered. A substantial part of the second quarter will be devoted to the latter three topics. The course will not satisfy the general education requirements.

Five credit hours each quarter

184-185 INTRODUCTION TO ANALYSIS

Prerequisite: Three years high school mathematics

A general introduction to modern methods of analysis, including topics from algebra and trigonometry. The course is designed for students with inadequate preparation for calculus.

Five credit hours each quarter

281-282-283 ANALYTIC GEOMETRY AND CALCULUS

Prerequisites: Mathematics 184 and 185 or equivalent

An integrated course of the basic concepts of analytic geometry and the calculus. Includes theory of limits, derivatives, integrals, conic sections, solid analytic geometry, partial derivatives, multiple integrals, infinite series, differential equations.

Five credit hours each quarter

384 PROBABILITY AND STATISTICS—A

Prerequisite: Mathematics 283

Probability, binomial, normal, t -, chi square and F - distributions, regression and analysis of variance will be studied from theoretical and practical viewpoints.

Five credit hours

386 MODERN GEOMETRY—Sp (1971-72 and alternate years)

Prerequisite: High School Plane Geometry, Mathematics 184 and 185 or equivalent

Advanced Euclidean and projective geometries. A study of lines, similar figures, loci, properties of triangle and circle, inversion and three dimensional vector geometry.

Five credit hours

387 DIFFERENTIAL EQUATIONS—A (1971-72 and alternate years)

Prerequisite: Mathematics 283

A study of the standard techniques employed in the solution of differential equations with emphasis on those arising from physical problems.

Five credit hours

388 ADVANCED CALCULUS (1971-72 and alternate years)

Prerequisite: Mathematics 387-W

Topics in differential calculus, functions and series. Includes partial differential equations and Fourier Series.

Five credit hours

396 TOPOLOGY—Sp (1970-71 and alternate years)

Prerequisite: Mathematics 282

An introduction to metric, Euclidean, and topological spaces with emphasis on completeness, continuity, compactness, and connectedness.

Five credit hours

480 TOPICS IN MATHEMATICS

Various topics to be offered as interest may demand. Intended for majors in mathematics. Permission of instructor required. Some typical topics: (a) Matrix Algebra, (b) Vector Analysis, (c) Numerical Analysis, (d) Introduction to Computer Programming, and (e) Partial Differential Equations.

Two to five credit hours

490 INDEPENDENT STUDY IN MATHEMATICS

Prerequisite: Major in mathematics and permission of research advisor

An opportunity to perform independent research in the various branches of mathematics and allied fields of application. Submission and approval of a research proposal must precede registration.

One to four credit hours

Social Science

Professors: Cleveland McDonald, *Chairman;* Allen Monroe, Murray Murdoch

Associate Professor: Ralph Gale

Assistant Professor: Joseph Halsey

The division of Social Science is comprised of A) History, B) Sociology, C) Geography, D) Political Science.

This division seeks to present to the student the origin and development of ideas and institutions; to aid the student in gaining a better perspective of the facts of history, the functions of government, and the nature of society; to acquaint the student with a practical appreciation of the methods and tools of original research projects; to provide the student with an opportunity to formulate and express the results of investigation and study; and, finally, to lead the student to see the plan of God through the centuries by pointing out and emphasizing the harmony which exists between the facts of secular knowledge and the truths of the Bible.

REQUIREMENTS FOR A MAJOR IN SOCIAL SCIENCE. Seventy quarter hours, including:

100 Foundations of Social Science	5
111, 112 United States History	10
201, 202, 203 History of Western Civilization	9
230 Principles of Sociology	4
261 American National Government	5
231, 232 Principles of Economics	10
251 World Regional Geography-Western Hemisphere	5
252 World Regional Geography-Eastern Hemisphere	3

Additional hours must be taken in one of the following areas of concentration:

- a. History: complete nineteen quarter hours including History Seminar 400.
 - b. Sociology: complete nineteen quarter hours.
 - c. Political Science: complete nineteen quarter hours including Social Science Seminar 493.
- SS100 may be waived

REQUIREMENTS FOR A MAJOR IN HISTORY. Forty-five quarter hours, including:

111 112 United States History	10
201, 202, 203 History of Western Civilization	9
400 Seminars in History	5
Elective hours in History*	21

REQUIREMENTS FOR A MINOR IN HISTORY. Twenty-three quarter hours, including History 111, 112, 201, 202, 203, and four hours of electives* in History.

*Economics 334, History of Economic Thought, is acceptable as a History elective

REQUIREMENTS FOR A MINOR IN SOCIOLOGY. Twenty-four quarter hours, including Sociology 230; twenty hours in electives in Sociology.

SOCIAL SCIENCE MAJOR

FRESHMAN YEAR	<i>Autumn</i>	<i>Winter</i>	<i>Spring</i>
Old Testament Survey, BE 101	5	-	-
New Testament Survey, BE 102	-	5	-
Art and Music in History, MU 100	-	-	5
Rhetoric and Composition, LL 120	5	-	-
Literature and Composition, LL 130	-	3	-
General Physical Education, PE 101, 102, 103	1	1	1
United States History, SS 111, 112	5	5	-
Foundations of Social Science, SS 100	-	-	5
Elective	-	-	3
	<hr/> 16	<hr/> 14	<hr/> 14
SOPHOMORE YEAR			
Theology Survey, BE 230	5	-	-
Christian Education Elective, BE	-	3	-
Biological Science, SM	-	5	-
Physical Science, SM	-	-	5
History of Western Civilization, SS 201, 202, 203	3	3	3
Principles of Sociology, SS 230	4	-	-
American National Government, SS 261	-	5	-
American State and Local Government, SS 262	-	-	4
Literature Elective	5	-	-
Bible Elective	-	-	5
	<hr/> 17	<hr/> 16	<hr/> 17
JUNIOR YEAR			
Baptist History, BE 340	3	-	-
Humanities Elective	5	-	-
Principles of Economics, SS 231, 232	-	5	5
World Geography-Western Hemisphere, SS 251	5	-	-
Social Science Elective	3	4	5
Science Elective	-	5	-
Electives	-	2	5
	<hr/> 16	<hr/> 16	<hr/> 15
SENIOR YEAR			
Bible Elective	5	-	-
Social Science Elective	5	5	-
Electives	6	10	11
Seminar in History, SS 400	-	-	5
	<hr/> 16	<hr/> 15	<hr/> 16

DIVISIONAL COURSES

100 FOUNDATIONS OF SOCIAL SCIENCE—*A, W, Sp*

This course is designed to provide the student with a knowledge of some of the basic concepts in sociology, economics, and political science.

Five credit hours

Required of all students for general education.

480 TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL

Teaching methods and materials in social studies.

Four credit hours

490 INDEPENDENT STUDY IN SOCIAL SCIENCE

Prerequisite: Permission of the Instructor

- A. History
- B. Sociology
- C. Geography
- D. Political Science

One to four credit hours

493 SEMINAR IN SOCIAL SCIENCE

Prerequisite: Permission of the Instructor

An analysis of the problems of social science research. A study of the scope and methods of field research, questionnaire design, and the scientific method applied to social phenomena. Techniques for collecting data, elementary statistical procedures, and interpretation of research findings will be included.

Five credit hours

A. HISTORY

111, 112 UNITED STATES HISTORY—*A, W*

An analysis of the development of the United States from the colonial period to the present. Attention is given to the dominant Christian influences that have tended to mold the philosophy and ideology of our cultural, social, and political development.

Five credit hours each quarter

201, 202, 203 HISTORY OF WESTERN CIVILIZATION—*A, W, Sp*

A study of Western Civilization. Emphasis is placed on the development of the religious, social, political, economic, and intellectual forces that influenced the formation of the present European states and the role these states have had in the colonization and development of the Western Hemisphere. Attention is given to the role that Christianity has had in the formulation of present world civilization and culture.

Three credit hours each quarter

212 BLACK AMERICA

(1971-72 and alternate years)

A study of the black man from his enslavement to the present. Key Negro spokesmen will be studied such as Booker T. Washington, W. E. B. DuBois, Roy Wilkins, Rev. Martin Luther King, and Stokely Carmichael.

Five credit hours

300 HISTORY OF ANCIENT NEAR EAST AND GREECE

A study of the rise, development, and decline of civilization in the Mesopotamian, Nile, and Aegean areas. Particular attention is given to the development of Hellenic and Hellenistic cultures and their contributions to Western Civilization.

Four credit hours

301, 302, 303 HISTORY OF MODERN AND CONTEMPORARY EUROPE—
A, W, Sp (1971-72 and alternate years)

An in-depth study of Europe from 1648 to the present. Emphasis is upon the French Revolution, Unification of Germany and Italy, World War I, Post-war political and economic problems, the rise of dictatorship, and World War II with its aftermath. *Three credit hours each quarter*

304, 305, 306 HISTORY OF ENGLAND—*A, W, Sp* (1970-71 and
 alternate years)

A study of Great Britain from 55 B.C. to the present. Emphasis is upon the political, social, economic, cultural, and institutional development of the English people. Particular attention is focused upon the relationships between England and the United States. *Three credit hours each quarter*

307, 308, 309 HISTORY OF RUSSIA—*A, W, Sp* (1971-72 and
 alternate years)

A study of the major developments in ancient, modern, and contemporary Russia. After a development of the political, economic, and social development of Russia to the time of Peter the Great, emphasis is upon the Russian background of communist ideas, organization, and practices. *Three credit hours each quarter*

310 HISTORY OF THE RENAISSANCE AND REFORMATION (1970-71 and
 alternate years)

A study of the religious, economic, social and political changes between 1500 and 1600 A.D., which produced our present-day naturalism, materialism, skepticism, and the Protestant movement. *Four credit hours*

312 HISTORY OF RECENT AND CONTEMPORARY AMERICA 1971-72
 and alternate years)

An intensive study of the domestic and foreign policies of the United States in the twentieth century. Particular emphasis is upon the emergence of the nation as a world power, the progressive movement, World War I, the prosperity decade, the great depression, the New Deal, World War II, and post-war problems. *Four credit hours*

313 NINETEENTH CENTURY AMERICA (1970-71 and alternate years)

A study of the United States in the middle period, with emphasis on the Era of Good Feelings, the concept of Jacksonian Democracy, the Civil War and Reconstruction, and the Gilded Age. *Four credit hours*

316 EARLY AMERICAN HISTORY (1970-71 and alternate years)

An analysis of the development of American civilization from colonization to 1820. Political, religious, social, economic and cultural institutions will be examined. *Five credit hours*

400 SEMINARS IN HISTORY

Prerequisites: Majors or Minors in History

- A. Research in United States History
- B. Research in European History

All majors are required to take either A or B. Each student will prepare a formal monograph. *Five credit hours*

401 HISTORY OF THE FAR EAST

A course in the political, social, economic and religious history of China, India, Japan and Southeastern Asia from the earliest centuries to the present. *Three credit hours*

411 INTERPRETATIONS IN AMERICAN HISTORY

A study of selected historical problems in American History with the emphasis placed upon new interpretations and their impact. *Five credit hours*

B. SOCIOLOGY

230 PRINCIPLES OF SOCIOLOGY

An introduction to the concepts of sociology. The structure and processes of social life are studied. *Four credit hours*

331 MARRIAGE AND THE FAMILY

A study of the scientific knowledge which exists about mate selection, the courtship process, and the adjustment problems of marriage. *Five credit hours*

332 CRIMINOLOGY

Prerequisite: Sociology 230

A study of the nature and causes of crime with emphasis upon methods of prevention and treatment. *Four credit hours*

333 SOCIAL STRATIFICATION

Prerequisite: Sociology 230

A study of the class structure and its implications for American society. *Four credit hours*

431 INTRODUCTION TO SOCIAL WORK

Prerequisite: Sociology 230

A survey study of the nature and function of social work as related to individuals, groups, and communities. *Three credit hours*

432 SOCIAL CASEWORK

Prerequisite: Sociology 431

An introduction to the general principles and methods of social casework used by social workers in various types of agencies and organizations. *Five credit hours*

440 SEMINAR IN SOCIOLOGY

A study of sources and methods of sociological research. Each student will prepare a formal monograph. *Five credit hours*



C. GEOGRAPHY

251 WORLD REGIONAL GEOGRAPHY-WESTERN HEMISPHERE

A survey of various regions in the Western world with an emphasis on the cultural, economic, and political developments in relation to the geographical environment. *Five credit hours*

252 WORLD REGIONAL GEOGRAPHY-EASTERN HEMISPHERE

A survey of various regions in the Eastern world with an emphasis on the cultural, economic, and political developments in relation to the geographical environment. *Three credit hours*

352 POLITICAL GEOGRAPHY (1970-71 and alternate years)

Prerequisites: 251-252

A study of the impact of geographical influences upon the establishment and functioning of nation-states. The investigation of national power and international relationships within a spatial context. *Three credit hours*

D. POLITICAL SCIENCE

261 AMERICAN NATIONAL GOVERNMENT

An introductory study of the development and structure of the Constitution and the operation of our national political institutions.

Five credit hours

262 AMERICAN STATE AND LOCAL GOVERNMENT

The organization and function of states and their political subdivisions form the basis of study in this course.

Four credit hours

263 THE SUPREME COURT

An introductory course to the United States Supreme Court as an institution of lasting permanence within the American Governmental structure.

Three quarter hours

362 HISTORY OF POLITICAL THOUGHT-ANCIENT

A study of early political theory. Special attention to Plato, Aristotle and Augustine. Stress on the reading and analysis of original texts.

Three credit hours

363 HISTORY OF POLITICAL THOUGHT-MODERN

A historical development of political thought from Machiavelli to the present. An examination of representative contemporary ideas on the nature of the state; anarchism, communism, fascism, socialism, conservatism and democracy.

Three credit hours

364 INTERNATIONAL RELATIONS

Contemporary world affairs surveyed in relationship to the struggle for power within the nation-state system. Divisive and cohesive factors among nations will be stressed.

Five credit hours

365 COMPARATIVE EUROPEAN GOVERNMENT

An examination and comparison of the major European governments, such as England, France, and Russia, to that of America.

Three credit hours

366 AMERICAN CONSTITUTIONAL LAW

This course treats some of the most important "landmark" decisions handed down by the U. S. Supreme Court.

Four quarter hours

461 POLITICAL DYNAMICS

(1971-72 and alternate years)

Prerequisite: 261

A comprehensive analysis of public opinion, interest groups, political parties, and voting behavior. A study of the formation of political attitudes and their impact on the political process.

Three credit hours

Board of Trustees

Dr. James T. Jeremiah, President; Cedarville, Ohio

Mr. J. Dale Murphy (1973), Chairman; Waterloo, Iowa

Dr. W. Thomas Younger (1971), Vice Chairman; Fort Wayne, Indiana

Mr. Rudy Bedford (1972), Treasurer; Toledo, Ohio

Mr. George Engelmann (1971), Secretary; Flint, Michigan

TERM OF OFFICE ENDING JUNE, 1971

Rev. William A. Brock Columbus, Ohio	Dr. Larry Butler West Lafayette, Indiana	Rev. Glenn H. Davis Marion, Ohio
Mr. John Draxler North Royalton, Ohio	Rev. Wilbur C. Rooke Euclid, Ohio	Dr. Robert Sumner Indianapolis, Indiana
	Rev. Earl Umbaugh Stow, Ohio	

TERM OF OFFICE ENDING JUNE, 1972

Mr. Francis Bresson Milwaukee, Wisconsin	Dr. Jack Cline Rockbridge, Ohio	Mr. Arthur Dyke Elyria, Ohio
Mr. George O'Bryon Eldora, Iowa	Mr. William Patterson Parma, Ohio	Rev. Donald Sewell Toledo, Ohio
Dr. Paul Tassell Des Plaines, Illinois	Rev. Earl V. Willetts Berea, Ohio	

TERM OF OFFICE ENDING JUNE, 1973

Mr. Charles Barth Poland, Ohio	Mr. Vincent P. Gregg Fort Wayne, Indiana	Mr. Roy Guenin Laurinburg, N. Carolina
Rev. Irwin Olson Indianapolis, Indiana	Dr. Harold Scholes Des Moines, Iowa	Rev. Gerald V. Smelser Cleveland, Ohio
	Rev. Donald Tyler Brownsburg, Indiana	

College Committee Assignments

(First named person is chairman)

ADMINISTRATIVE COMMITTEE

Dr. Jeremiah, Dr. Johnson, Mr. St. Clair, Mr. Turner, Mr. Rickard

ADMISSIONS COMMITTEE

Mr. Hurst, Dr. Ager, Dr. Johnson, Mr. Rickard

ATHLETIC COMMITTEE

Dr. Callan, Miss Kearney, Mr. Matson, Mr. Phipps

BUILDING PLANNING COMMITTEE

Dr. Jeremiah, Administrative Committee, Mr. Dillon, Mr. Greenwood,
and others directly involved in building under discussion

CHRISTIAN SERVICE COMMITTEE

Rev. Green, Mr. Rickard, Mr. Armstrong, Dr. Lawlor, two students

CURRICULUM COMMITTEE

Dr. Johnson, Dr. Ager, Dr. Baumann, Dr. Callan, Dr. Gromacki, Mr.
Hurst, Dr. McDonald, Mr. Phipps, Mr. Riter, Mr. Spencer, Dr. Webber

EDUCATIONAL POLICIES COMMITTEE

Dr. Johnson, Mr. Bergen, Miss Fisher, Dr. Helmick, Mr. Spencer, two
students

FACULTY COMMITTEE TO PRESIDENT

Dr. Gromacki, Mr. Armstrong, Mr. Ballard, Mr. Frank, Mr. Grier

LIBRARY COMMITTEE

Mrs. Chaffe, Mr. Bergen, Mr. Fleck, one student

STUDENT AFFAIRS COMMITTEE

Mr. Rickard, Mr. King, Dr. Riggs, Mr. Payne, two students

STUDENT PUBLICATIONS COMMITTEE

Dr. Johnson, Mr. Rickard, Mr. Grosh, Publications Advisors, editors

Administration and Faculty

Since 1953 the trustees and administration of Cedarville College have sought to define realistic goals where substantial emphasis is placed upon the Word of God and the Testimony of Jesus Christ. Divine guidance has been sought as new instructors have been invited to join the faculty and carry out its defined purposes and objectives.

Cedarville has a full-time faculty of over fifty members with an average of nine years of teaching experience. Such experience contributes substantially to the success of this Christian liberal arts college. All faculty members are committed Christians who teach the course content in the light of Scriptural truth. All of them have a sincere desire to assist young people in their preparation of their chosen vocation. Fourteen are currently working toward advanced degrees; twenty-five percent now hold earned doctorates.

COLLEGE ADMINISTRATION

James T. Jeremiah, B.A., M.A., D.D., *President*

INSTRUCTION

*Clifford W. Johnson, B.Ed., M.Ed., D.Ed., Academic Dean
Alberta L. Chaffe, B.A., M.A., Librarian
C. B. Hurst, B.E., M.A., Registrar and Director of Admissions

STUDENT PERSONNEL SERVICES

*Donald Rickard, M.A., Dean of Students
Thomas Loper, B.E., M.A., Dean of Men
Mary Armstrong, B.S., Dean of Women
David Gidley, Director of Financial Aid
Kenneth Nichols, B.A., M.A., Director of Student Activities

BUSINESS

*Kenneth H. St. Clair, M.S., C.P.A., Business Manager
Rudolph Bedford, Treasurer
James A. Rickard, B.A., Director of Accounting and Purchasing

CHRISTIAN SERVICE

Harold Green, Th.B., Director of Christian Service.

DEVELOPMENT

*Lee Turner, B.A., B.D., Director of Development
Tyronne Bryant, B.S., Assistant Director of Development, Alumni Relations and Communications
Henry D. Phillips, B.A., Assistant Director of Development, Estate Planning
Stanley SeEVERS, Assistant Director of Development, Estate Planning
Marcia Jones, Director of Communications

*Serving with the President on the Administrative Committee

JAMES T. JEREMIAH, D.D.

President

Graduate, Baptist Bible Seminary, 1936; B.A., Central State College, 1960; M.A., Winona Lake School of Theology, 1968; D.D., Central State College, 1961.

Cedarville College, 1953-.

MERLIN F. AGER, Ph.D.

Professor of Education

B.A., Cedarville College, 1960; M.S., University of Wisconsin, 1962; Graduate study, Miami University, summer of 1963; University of Wisconsin, summer of 1964; Ph.D., Ohio State University, 1967.

Cedarville College, 1964-.

LYLE J. ANDERSON, M.A.

Instructor of Music

B.M., Cedarville College, 1970; M.A., Ohio State University, 1971.

Cedarville College, 1970-.

MEAD C. ARMSTRONG, M.Litt.

Associate Professor of Bible

Litt.B., Grove City College, 1929; Graduate of Baptist Bible Seminary, 1945; M.Litt., University of Pittsburgh, 1949; Graduate study, Syracuse University, 1951.

Cedarville College, 1967-.

STANLEY N. BALLARD, M.S.

Associate Professor of Psychology

Diploma, Moody Bible Institute, 1954; Th.B., Baptist Bible Seminary, 1956; Th.M., Dallas Theological Seminary, 1964; M.S., North Texas State University, 1965; Graduate study, University of Dayton, 1966; Graduate study, University of Oklahoma, 1967; Graduate study, North Texas State University, 1968-.

Cedarville College, 1965-.

DONALD P. BAUMANN, Ph.D.

Professor of Biology and Chemistry

B.S., Iowa State University, 1960; M.S., Iowa State University, 1962; Ph.D., Iowa State University, 1964.

Cedarville College, 1964-.

HARMON BERGEN, M.A.

Associate Professor of Foreign Language

Graduate, American Seminary of the Bible, 1946; B.A., Wheaton College, 1958; M.A., Indiana University, 1964.

Cedarville College, 1958-.

LYNN A. BROCK, M.L.S.

Reference Librarian

B.A., Cedarville College, 1968; M.L.S., Indiana University, 1969.
Cedarville College, 1969-.

STEPHEN P. BROWN, M.L.S.

Librarian

B.S., Cedarville College, 1967; M.L.S., Indiana University, 1968.
Cedarville College, 1968-.

DONALD CALLAN, Ph.D.

Professor of Physical Education

B.S., Taylor University, 1955; M.A., Ball State Teachers College, 1960; Ph.D.,
Ohio State University, 1968.
Cedarville College, 1960-.

ALBERTA L. CHAFFE, M.A.

Director of Library Services

B.A., Cedarville College, 1960; M.A., Indiana University, 1965.
Cedarville College, 1960-.

IRMA M. DODSON, M.A.

Associate Professor of Education

Graduate, Junior College Curriculum, Illinois State University, 1933; B.S.,
Indiana State University, 1952; Graduate Study, Ball State University,
1962-63; M.A., Indiana State University, 1964.
Cedarville College, 1968-.

AUSTIN D. ELMORE, M.A.T.

Associate Professor of Biological Science

B.A., Wabash College, 1932; Special study, Butler University, 1946; M.A.T.,
Indiana University, 1966.
Cedarville College, 1961-.

JEAN FISHER, M.A.

Associate Professor of Christian Education

B.R.E., Baptist Bible Seminary, 1956; M.A., Wheaton College, 1961; Grad-
uate study, Southwestern Baptist Theological Seminary, summer 1965.
Cedarville College, 1956-.

DWAYNE I. FRANK, M.S.

Assistant Professor of Education

B.A., Cedarville College, 1960; B.S., Central State University, 1960; M.S.,
College of Idaho, 1965; Graduate Study, Oregon State University, 1965;
Graduate Study, University of Idaho, 1969-.
Cedarville College, 1968-.

L. BERT FRYE, M.A.T.

Associate Professor of Physical Science

B.S., University of Missouri, 1940; Graduate study, Faith Seminary, 1947-48; B.D., Grand Rapids Baptist Seminary, 1953; Graduate study, Michigan State University, 1958, 1959, and summer of 1961; University of California (Berkeley), summer of 1960; M.A.T., Miami University, 1964; University of Arizona, Summer, 1969; State University of New York (Stony Brook), Summer, 1970.

Cedarville College, 1961-.

RALPH B. GALE, M.A.

Associate Professor of History

Graduate, Moody Bible Institute, 1937; Th.B., Northern Baptist Theological Seminary, 1943; M.A., Loyola University, 1961; Graduate study, Loyola University, 1960-61; Miami University, 1962-.

Cedarville College, 1961-.

PAUL H. GATHANY, B.A.

Radio Station Manager, Instructor of Speech

B.A., Cedarville College, 1964; 1st Class F.C.C. Radio-Telephone License-Radar Endorsement, 1964.

Cedarville College, 1963-.

EDWARD L. GREENWOOD, M.A.

Associate Professor of English

B.A., Bryan College, 1951; B.D., Conservative Baptist Theological Seminary, 1955; Graduate study, Marshall University, 1958; M.A., University of Dayton, 1966.

Cedarville College, 1963-.

JAMES M. GRIER, M.Div.

Assistant Professor of Philosophy

Th.B., Baptist Bible Seminary, 1957; M.Div., Grace Theological Seminary, 1960; Graduate study, Westminster Theological Seminary.

Cedarville College, 1969-.

WALTER L. GRIFFETH, Ph.D.

Professor of Biology

B.S., Michigan State University, 1949; Ph.D., Michigan State University, 1953.

Cedarville College, 1970-.

ROBERT GROMACKI, Th.D.

Professor of Bible and Greek

Th.B., Baptist Bible Seminary, 1956; Th.M., Dallas Theological Seminary, 1960; Th.D., Grace Theological Seminary, 1966.

Cedarville College, 1960-.

RONALD M. GROSH, M.A.T.

Assistant Professor of English

B.A., Cedarville College, 1967; M.A.T., Kent State University, 1968; Graduate study, Ohio State University, 1968-. Cedarville College, 1968-.

SHARON B. HAHNLEN, B.S.

Instructor of Foreign Language

B.S., Iowa State University, 1963; Certificate, University of Neuchatel, Switzerland, 1968; Graduate Study, University of Neuchatel, Switzerland, 1968-. Cedarville College, 1968-.

JOSEPH G. HALSEY, M.Ed.

Assistant Professor of Social Science

B.A., Morehead State University, 1965; M.Ed., Xavier University, 1969; Graduate Study, University of Cincinnati, 1970. Cedarville College, 1970-.

E. DANE HARVEY, M.S.

Assistant Professor of Physics and Mathematics

A.B., Oberlin College, 1948; M.S., Ohio State University, 1970. Cedarville College, 1970-.

LARRY S. HELMICK, Ph.D.

Associate Professor of Chemistry

B.S., Cedarville College, 1963; Ph.D., Ohio University, 1968. Cedarville College, 1968-.

C. B. HURST, M.A.

Registrar and Director of Admissions

B.E., University of Akron, 1933; M.A., Western Reserve University, 1938. Cedarville College, 1966-.

MARYALYCE JEREMIAH, M.A.

Assistant Professor of Physical Education

B.A., Cedarville College, 1965; B.S., Central State University, 1965; M.A., Ohio State University, 1967; Graduate Study, Ohio State University, 1967-. Cedarville College, 1969-.

CLIFFORD W. JOHNSON, D.Ed.

Academic Dean

B.Ed., Western Washington State College, 1949; M.Ed., Western Washington State College, 1953; D.Ed., University of Washington, 1962. Cedarville College, 1962-.

JUNE F. KEARNEY, M.Ed.

Associate Professor of Physical Education

B.S., Taylor University, 1962; M.Ed., Wittenberg University, 1965; Graduate study, Ohio State University, 1965; all work except dissertation finished for Ph.D.

Cedarville College, 1962-.

LAWRENCE N. KILLIAN, M.S.

Associate Professor of Biological Science

B.S., Cedarville College, 1964; B.S., Central State University, 1965; M.S., Syracuse University, 1968; Graduate study, Wright State University, 1968-69. Cedarville College, 1968-.

ELVIN R. KING, M.Ed.

Assistant Professor of Physical Education

B.S., Kent State University, 1964; M.Ed., Bowling Green State University, 1967.

Cedarville College, 1969-.

GEORGE L. LAWLOR, Th.D.

Professor of Greek and Bible

Teacher's Diploma, Ithaca College, 1929; B.A., Burton College, 1952; B.D., Grace Theological Seminary, 1953; Th.M., Grace Theological Seminary, 1956; Special language study, Winona Lake School of Theology, 1960; Th.D., Grace Theological Seminary, 1965.

Cedarville College, 1959-.

THOMAS E. LOPER, M.A.

Dean of Men

Diploma, Moody Bible Institute, 1952; B.E., Fresno State College, 1957; M.A., Western Michigan University, 1965.

Cedarville College, 1967-.

MIRIAM B. MADDOX, B.A.

Assistant Professor of Speech

B.A., John Fletcher College, 1928; Graduate study, Columbia University, 1929; Graduate study, Northwestern University, 1930; Graduate, Moody Bible Institute, 1931.

Cedarville College, 1959-.

DAVID L. MATSON, M.A.

Assistant Professor of Music

B.A., Cedarville College, 1960; Graduate study, State College of Iowa, 1962-63; Voice student of Nicolai Timofeyev, Harold Holst, and Norman Staiger; M.A., Ohio State University, 1968; Graduate Study, Ohio State University, 1968-.

Cedarville College, 1965-.

CLEVELAND McDONALD, Ph.D.

Professor of Social Science

Graduate, Moody Bible Institute, 1945; B.A., James Millikin University, 1948; Graduate study in Linguistics, Oklahoma State University, 1948; M.Litt., University of Pittsburgh, 1956; Ph.D., Ohio State University, 1966. Cedarville College, 1957-.

RICHARD T. McINTOSH, Th.M.

Associate Professor of Bible

B.A., Bryan College, 1952; B.D., Grace Theological Seminary, 1957; Th.M., Grace Theological Seminary, 1961; Graduate Study, Grace Theological Seminary, 1970-. Cedarville College, 1960-.

ALLEN L. MONROE, M.A.

Professor of Social Science

B.A., Shelton College, 1957; Graduate study, University of Florida, 1958; M.A., Montclair State College, 1965; Ph.D., Ohio State University, 1970. Cedarville College, 1965-.

BRAD E. MOORE, M.A.

Associate Professor of Education

B.S., Taylor University, 1957; M.R.E., Grace Seminary, 1961; M.A. Ball State University, 1963; Graduate Study, Northern Illinois University, 1970-. Cedarville College, 1966-.

J. MURRAY MURDOCH, Ph.D.

Professor of History

B.Th., Baptist Bible Seminary, 1960; M.A., Northwestern University, 1962; History Faculty Fellow, Northwestern University, 1963; Ph.D., Northwestern University, 1971. Cedarville College, 1965-.

JACK R. PAYNE, M.M.

Assistant Professor of Music

Barrington College, 1946-48; Diploma, Baptist Bible Seminary, 1951; B.M., Westminster Choir College, 1953; Oberlin Conservatory of Music, 1957-59; M.M., Drake University, 1963; Graduate study, University of Cincinnati, 1970-. Cedarville College, 1969-.

JAMES R. PHIPPS, M.A.

Assistant Professor of Speech

B.A., Cedarville College, 1968; M.A., Ohio State University, 1970. Graduate Study, Ohio State University, 1970-. Cedarville College, 1969-.

DONALD W. RICKARD, M.A.

Dean of Students

B.A., Central State College, 1963; M.A., Eastern Michigan University, 1968.
Cedarville College, 1970-.

JACK R. RIGGS, Th.D.

Professor of Bible

B.A., Taylor University, 1956; M.Div. Grace Theological Seminary, 1959;
Th.M.; Grace Theological Seminary, 1963; Th.D., Dallas Theological Seminary, 1968.
Cedarville College, 1967-.

WILLIAM R. RITER, M.S., C.P.A.

Assistant Professor of Accounting

B.S., Cedarville College, 1964; C.P.A., State of Illinois, 1965; M.S., University of Illinois, 1971.
Cedarville College, 1965-.

JACK H. SCOTT, Ph.D.

Professor of Psychology

B.S., University of Florida, 1949; M.S., University of Illinois, 1952; Ph.D., University of Illinois, 1955.
Cedarville College, 1970-.

KENNETH H. ST. CLAIR, M.S., C.P.A.

Business Manager

B.S., University of Illinois, 1956; C.P.A., State of Ohio, 1962; M.S., University of Illinois, 1963; Graduate study, University of Omaha, 1964-1965.
Cedarville College, 1959-.

JAMES E. SEAMAN, M.B.A.

Assistant Professor of Marketing and Management

B.S., Cedarville College, 1968; M.B.A., University of Dayton, 1968; Graduate study, Ohio State University, all work except dissertation finished for Ph.D., 1968-.
Cedarville College, 1970-.

EDWARD E. SPENCER, M.A.

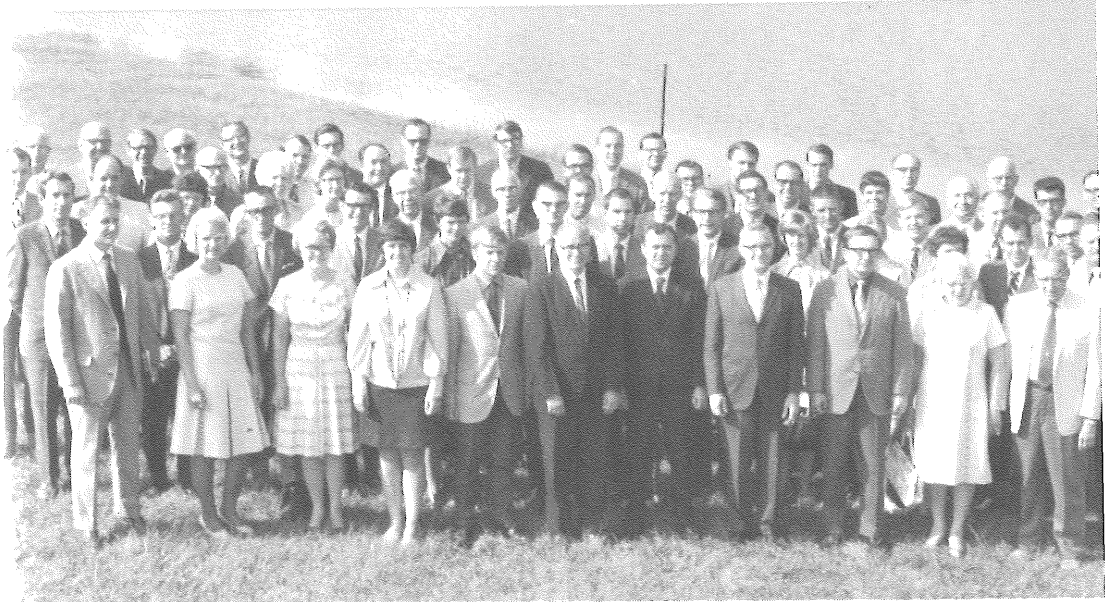
Associate Professor of English

B.A., Ashland College, 1947; M.Th., Faith Seminary, 1951; M.A., University of Dayton, 1968, Graduate study, Bowling Green State University, 1969-.
Cedarville College, 1962-.

LOIS A. STOCKWELL, M.S.Ed.

Assistant Professor of Education

B.A., Cedarville College, 1964; B.S.Ed., Central State University, 1964; M.S.Ed., Bowling Green State University, 1968-; Wright State University, 1969.
Cedarville College, 1969-.



LEE C. TURNER, M.Div.

Director of Development

Graduate, Indiana Business College, 1949; B.A., Grace College, 1959; M.Div., Grace Theological Seminary, 1962.
Cedarville College, 1964-.

WARREN L. WEBBER, Ph.D.

Professor of Music

B.A. and B.M., Central College, 1949; M.M.E., Drake University, 1954; Ph.D., Ohio State University, 1966.
Cedarville College, 1956-.

RALPH M. WERNER, Jr., M.Ed.

Assistant Professor of Music

B.A., Cedarville College, 1963; B.S.Ed., Central State College, 1964; M.Ed., Eastern Washington State College, 1968.
Cedarville College, 1970-.

DANIEL E. WETZEL, M.S.

Associate Professor in Physics and Mathematics

B.S., Morehead State College, 1955; M.S., University of Cincinnati, 1963; Graduate study, Ohio State University, 1964-.
Cedarville College, 1963-.

DONALD T. WILCOXON, M.B.A.

Assistant Professor of Business

Diploma, Commercial Extension School of Commerce, 1960; B.S., Cedarville College, 1966; M.B.A., University of Dayton, 1968.
Cedarville College, 1967-.

L. DARYLE WORLEY, M.M.

Assistant Professor of Music

B.A., Toccoa Falls Institute, 1955; B.M., Virginia Commonwealth University, 1959; M.M., Virginia Commonwealth University, 1960.
Cedarville College, 1970-.

*STATEMENT OF DOCTRINE
AND CONDUCT*

Cedarville College is an approved school of the General Association of Regular Baptist Churches, and those affiliated with the college shall be committed to the beliefs and standards of this Association. This institution stands doctrinally with the Biblical, historical position accepted by the General Association of Regular Baptist Churches; and requires each trustee, faculty and staff member to annually sign a statement dealing with certain specifics of that position.

DOCTRINAL STATEMENT

1. We believe in the Scriptures of the Old and New Testaments as verbally inspired by God and inerrant in the original writings, and that they are of supreme and final authority in faith and life.
2. We believe in one God eternal, omnipotent, omniscient, and omnipresent, manifesting Himself in Three Persons—Father, Son, and Holy Spirit—one in nature, attributes, power, and glory.
3. We believe that the Lord Jesus Christ was begotten by the Holy Spirit, born of the virgin Mary, and that He is true God and true man.
4. We believe in the literal account of creation and that the Scriptures clearly and distinctly teach that the creation of man lies in the special, immediate, and formative acts of God; that he sinned and thereby incurred not only physical death but also that spiritual death which is separation from God; and that all human beings are born with a sinful nature, and in the case of those who reach moral responsibility become sinners in thought, word, and deed.
5. We believe that the Lord Jesus Christ died for our sins according to the Scriptures as a representative and substitutionary sacrifice, and rose again for our justification; and that all who believe in Him are justified on the ground of His shed blood and are saved by grace through faith wholly apart from human merit and works.
6. We believe that all who receive by faith the Lord Jesus are born again by the Holy Spirit through the Word of God and thereby become the children of God.
7. We believe that the Holy Spirit is a Divine Person—the administrator of the Godhead—convicting of sin, revealing Christ, teaching truth, restraining evil, energizing believers in prayer, worship, and service, and is ever present in the believer as Comforter and Helper.
8. We believe in the resurrection of the crucified body of our Lord, His ascension into Heaven, His present life there as our High Priest and Advocate, and His personal, bodily, visible, premillennial return to estab-

lish His Kingdom on earth and to reign as the only Potentate, the King of Kings, and Lord of Lords.

9. We believe that at any moment the rapture of the saved may occur, when "the Lord shall descend from Heaven" to catch up His people to meet Him in the air, and "so shall we ever be with the Lord."
10. We believe in the bodily resurrection of all the dead—the saved to a life of eternal glory and bliss in Heaven with God; the unsaved to eternal judgment of conscious suffering and woe in the lake of fire.
11. We believe in personal separation from all practices and influences which hinder a spirit-filled life. We believe in ecclesiastical separation from all forms of apostasy. This we believe necessary as the only Scriptural basis for a happy and useful Christian life.
12. We believe that it is the privilege and responsibility of every believer to be a personal soul-winner and to do his utmost to give the Gospel of Christ to the whole world.
13. We believe that the true, universal Church includes all believers in Christ during this present dispensation and is the body and bride of Christ of which He is the Head.
We believe that the local church is a congregation of immersed believers associated by covenant, observing the ordinances of Christ, exercising the gifts, privileges, and responsibilities given in the New Testament, and following a democratic and congregational type of government.
14. We believe that there are two church ordinances: Baptism and the Lord's Supper. Baptism is the immersion of a believer in water to show forth in a solemn and beautiful emblem our faith in the crucified, buried, and risen Savior, and our death to sin and resurrection to a new life, and that it is prerequisite to local church relation. The Lord's Supper is a memorial service commemorating His death until He comes and should be preceded by believer's baptism and solemn self-examination.

STANDARD OF CONDUCT

We believe that the Scriptures clearly delineate principles which govern Christian conduct; that these principles are obligations which every believer must heed; and that the principles include deference toward weaker brethren. Our behavior should not hinder the faith of other believers, doing only those things which will glorify God and which will edify both the individual

Continued on page 129

College Staff

ADMINISTRATIVE SECRETARIES

Beryl Brown, Secretary to the President
Marabeth Elmore, Receptionist
Mary Filson, Secretary to Dean of Students
Lavena Flack, Secretary to Director of Development
Irene Gidley, Secretary—Admissions and Testing
May Greenwood, Secretary to Academic Dean
Gloria Harpest, Secretary to Registrar

BOOKSTORE

Bernice Mick, Manager	Shirley Grier
Carol Baumann	Frances Griffeth
Audrey Bergen	Ruth Stockwell

BUSINESS OFFICE

Nancy Fissel, Accounts Payable	Dorothy Spencer, Cashier
James Rickard, Accountant and Purchasing Agent	Lois Worley, Payroll, Secretary

CAFETERIA

Stella Smith, Food Consultant	Catherine Smith
Ronald Mellish, Assistant Food Service Manager	Thomas Smith, Food Service Manager
Joyce Jeffery	

GENERAL SECRETARIES

Maxine Hague, Research Secretary
Sally Hetrick, Education Office
Linda Olson, Student Personnel Office

LIBRARY

Lynn Brock, B.A., Reference Librarian	
Carolyn Bartlett, B.A., M.A.	Esther Ruder
Stephen Brown, B.S.	Virginia Russell, B.A.

MAILING

Marion Payne, Supervisor

NURSE

Betty Bertschinger, R.N.
Edith Scott, R.N.

Elaine Schulte, R.N.

PHYSICAL PLANT

Robert H. Dillon, Director of Physical Plant	
Henry Bresson, Groundskeeper	Emily Ring, Housekeeper
Lyle Filson, Carpenter	John Ring, Housekeeper
Albert Grisham, Electrician	Roger Rochelle, Mechanic
Horace Grover, Housekeeper	Merle Slabaugh, Groundskeeper
Gerald Marshall, Mechanic	Betty Tartar, Housekeeper
Hansel Moore, Groundskeeper	Charles Tartar, Head Housekeeper and Groundskeeper

POST OFFICE

Betty Grisham, Supervisor

RADIO

Paul Gathany, B.Á., 1st Class FCC License, WCDR Manager

RESIDENT HALL SUPERVISORS

Nora Bresson
Fred Stickle

Mary Peterson

STANDARD OF CONDUCT

Continued from page 127

and the group. While having an appropriate testimony before unbelievers, we should avoid close liaisons with unbelievers.

We believe that for the sake of Christian testimony and the achievement of college purposes, we must abstain from the use of alcoholic beverages, tobacco and the non-medical use of narcotic drugs; and not participate in dancing, the use of playing cards, gambling, attendance at movie theaters, and membership in secret societies. We also believe that Christians have an obligation to dress appropriately, to avoid wearing of extreme fashions and wearing of shorts in public (with the exception of participation in athletic contests), and to have sincere respect for the Lord's Day. We prayerfully seek to serve Christ in an atmosphere free from personal attitudes of distrust, dishonesty, selfishness, damaging criticism, disrespect, unethical conduct and irreverence.

Baccalaureate Degrees Conferred in 1970

Dorothy Abrams	English	Patricia France	Social Science
Betty Allen	English	Paul Friedrich	Comprehensive
Robert Allen	English	Andrew Gathany	PreSeminary Bible
Lyle Anderson	Music Comprehensive	Thomas Gelo	Bible Comprehensive
Olivia Anderson	Elementary Education	Susan Gift	Business Administration
Thomas Andrews	Bible/Elementary Education	Glenda Gillenwater	Speech/English Elementary Education
Ronald Artrip	Elementary Education	Judith Gordey	Social Science Comprehensive
Jane Austin	Elementary Education	Sharon Graham	Elementary Education
Francis Bailey	Social Science Comprehensive	Lynn Grandy	Elementary Education
Nancy Bailey	Physical Education	Joan Hamilton	Elementary Education
Donita Baker	English	Louis Hamilton	Speech
Frank Bale	Elementary Education	Faith Hammond	Elementary Education
Carla Bartel	Music	Kenneth Hammonds	PreSeminary Bible
Richard Bartel	Music	Kirk Heldreth	Speech
Allen Beltle	Business Administration	Ralph Helm	History/Psychology
Beth Bennett	Elementary Education	Marilyn Herrin	Elementary Education
Barbara Biddison	Elementary Education	Sherill Hesler	PreSeminary Bible
Regina Bigley	Elementary Education	Sarah Hickam	Mathematics
Patricia Black	Elementary Education	Robert Hoffman	Business Administration
David Bodden	Biology	Oliver Holderby	Elementary Education
Darwin Boertje	Business Administration	Jack Holiday	History
Paula Bolen	Elementary Education	Barbara Hoyer	Elementary Education
Karen Borger	Elementary Education	Dennis Huddleston	Business Administration
Bernice Bowersox	Sociology/Psychology	David Hull	Chemistry
Donna Bratka	Elementary Education	Kathryn Hull	Elementary Education
Janice Brock	Elementary Education	Dianna Hutchison	Elementary Education
John Burkholder	Business Administration	Robie Ison	Speech
Preston Butcher	Accounting/Business Administration	James Jeremiah	Accounting
Valerie Butler	Elementary Education	Philip Johnson	History
Alan Call	PreSeminary Bible	Kenneth Jones	Elementary Education
Annie Carlson	Elementary Education	Paul Jones	Speech
Robert Carmean	Speech	Sheila Jones	Psychology
Cynthia Cartner	Elementary Education	David Kearney	Speech
Mark Causey	Psychology	Barbara Kensil	Elementary Education
Carolyn Clark	Christian Education	Rebecca Kern	Elementary Education
Kenneth Cole	Chemistry	Donald King	Bible
Martha Cox	Elementary Education	Maureen King	Elementary Education
Lyle Culberson	Business Administration	Paul Kinvig	Music
Charles Curcio	Accounting	JoAnne Kishpaugh	Sociology
Beverly Curtis	Elementary Education	George Klein	Social Science Comprehensive
Joan Dautel	Physical Education	John Kuhns	Speech
Rebekah Decker	History/English	Harry Lake	Mathematics
Richard DeWalk	Business Administration	Sandra Lathrop	Elementary Education
David Draxler	Speech	Nancy Leapline	Elementary Education
Ronald Edwards	PreSeminary Bible	Barbara Lepine	Elementary Education
Leland Eichelberger	Speech	Daniel Liechty	Elementary Education
Elaine Eldridge	Elementary Education	John Loos	Social Science Comprehensive
Connie Endicott	Christian Education		

DEGREES CONFERRED IN 1970

Beverly Maidment	Business Administration	Robert Rehkopf	Accounting
Janet Malmstrom	Business Administration	Loren Reno	Social Science Comprehensive
Janis Martin	Elementary Education	Rebekah Rochelle	Elementary Education
Judy McCann	Physical Education Comprehensive	Ruth Rodriguez	Social Science
Max McCullough	PreSeminary Bible	Ruth Rogers	Music/Elementary
Michael McCullough	Physical Education	Philip Rohler	Speech
Winifred McFarlane	Music	Cecilia Romine	Elementary Education
Alice McGhee	Elementary Education	Daniel Ruffin	Mathematics
John McGillivray	Science	Lois Rumage	Business Administration
Roger McNamara	Bible Comprehensive	Joyce Saemenes	English
Donald Meadows	Elementary Education	John Schneider	History
Ronald Mellish	Elementary Education	Marian Schwenk	English
Viann Meyer	English	Gail Sears	Elementary Education
Joyce Miller	Sociology	Philip Senseney	Music
Richard Mitchell	History	Rebecca Sharp	Elementary Education
Alice Moorman	Elementary Education	Arthur Shuter	Music
Carol Morrell	Elementary Education	Danny Smith	Music
Gwendolyn Mosby	Elementary Education	William Smith	Mathematics/Bible
Shirley Mott	Spanish	Philip Sommerfeld	Speech
Jerome Motter	Psychology	David Southwell	Mathematics
Linda Motter	Sociology	Evelyn Southwell	Elementary Education
Margaret Muirhead	Elementary Education	Judith Stamatis	Physical Education
Penny Nichols	Elementary Education	Dennis Stora	Psychology
Loretta Nutter	Elementary Education	Patricia Sturdevant	Elementary Education/Christian Education
Betty Oberly	Elementary Education	Sylvia Surber	Elementary Education
Peter Oehmcke	Social Science Comprehensive	Randall Talbot	Social Science Comprehensive
Elizabeth O'Keefe	English	Richard Taylor	Accounting
James O'Keefe	Psychology/Sociology	Sandra Taylor	Accounting
Samuel Olsen	English	Stephen Taylor	Psychology
Susan Pauling	Elementary Education	Kenneth Treat	Physical Education
Warren Pettitt	Biology	William Tripp	Biology
Janet Phenix	Elementary Education	Sharon Trotter	Elementary Education
Edith Phillips	Mathematics	Mary Triumphour	Biology
Patricia Phipps	Elementary Education	Beverlee Warren	Speech
Terry Phipps	Biology	Nola Watson	Music
James Pollard	History	Lynda Wessel	Social Science Comprehensive
Larry Radcliff	Mathematics	Herbert Wilson	Christian Education
Diana Radcliffe	Elementary Education	Patricia Wissinger	Physical Education
Susan Ray	Elementary Education	Shirley Witt	Elementary Education
Betty Reese	Sociology/English	Michael Wolford	History
		Joyce Young	Elementary Education
		Cynthia Zickefoose	Elementary Education

DOCTOR OF DIVINITY

W. Thomas Younger

Statistical Information

ENROLLMENT STATISTICS—AUTUMN QUARTER, 1970-71

BY CLASSES:

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Freshmen	145	174	319
Sophomores	101	164	265
Juniors	93	74	167
Seniors	72	95	167
Part-time	19	6	25
Special	6	12	18
Total Enrollment	417	544	961

BY CHOICE OF MAJOR FIELD OF STUDY:

Biblical Education	65	8	73
Biology	20	18	38
Business	59	37	96
Chemistry	20	7	27
Christian Education	12	20	32
Elementary Education	12	214	226
English	12	47	59
History	23	13	36
Mathematics	36	20	56
Music	17	32	49
Physical Education	44	25	69
Psychology	17	31	48
Social Studies	33	16	49
Special	6	12	18
Speech	30	19	49
No specification of major	32	43	75
Double Majors	21	18	39

ENROLLMENT BY STATES—1970-1971

ENROLLMENT BY STATES

Arizona	2	Nebraska	5
California	5	New Hampshire	3
Colorado	7	New Jersey	24
Connecticut	2	New York	74
Delaware	1	North Carolina	1
Florida	6	Ohio	424
Georgia	1	Oregon	1
Idaho	4	Pennsylvania	47
Illinois	50	South Carolina	1
Indiana	73	Texas	2
Iowa	55	Virginia	7
Kansas	10	Washington	7
Kentucky	5	Washington, D.C.	4
Maine	1	West Virginia	12
Maryland	8	Wisconsin	5
Massachusetts	1	Canada	4
Michigan	89	Liberia	2
Minnesota	10	Syria	1
Missouri	4	Thailand	1
Montana	3		

FACULTY AND ENROLLMENT COMPARISONS, 1953-54—1970-71

1953-1954	102	9	11.3
1954-1955	103	9	11.4
1955-1956	119	10	11.9
1956-1957	139	12	11.6
1957-1958	119	14	8.5
1958-1959	164	15	10.9
1959-1960	255	22	11.6
1960-1961	352	26	13.5
1961-1962	433	28	15.5
1962-1963	455	30	15.2
1963-1964	501	33	15.2
1964-1965	603	35	17.5
1965-1966	763	43	17.7
1966-1967	795	49	16.2
1967-1968	822	51	16.1
1968-1969	865	56	15.4
1969-1970	925	60	15.4
1970-1971	961	65	14.8
	(936)*	(51)*	(18.4)*

*Full-time equivalents

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SUPPLEMENTAL FINANCING

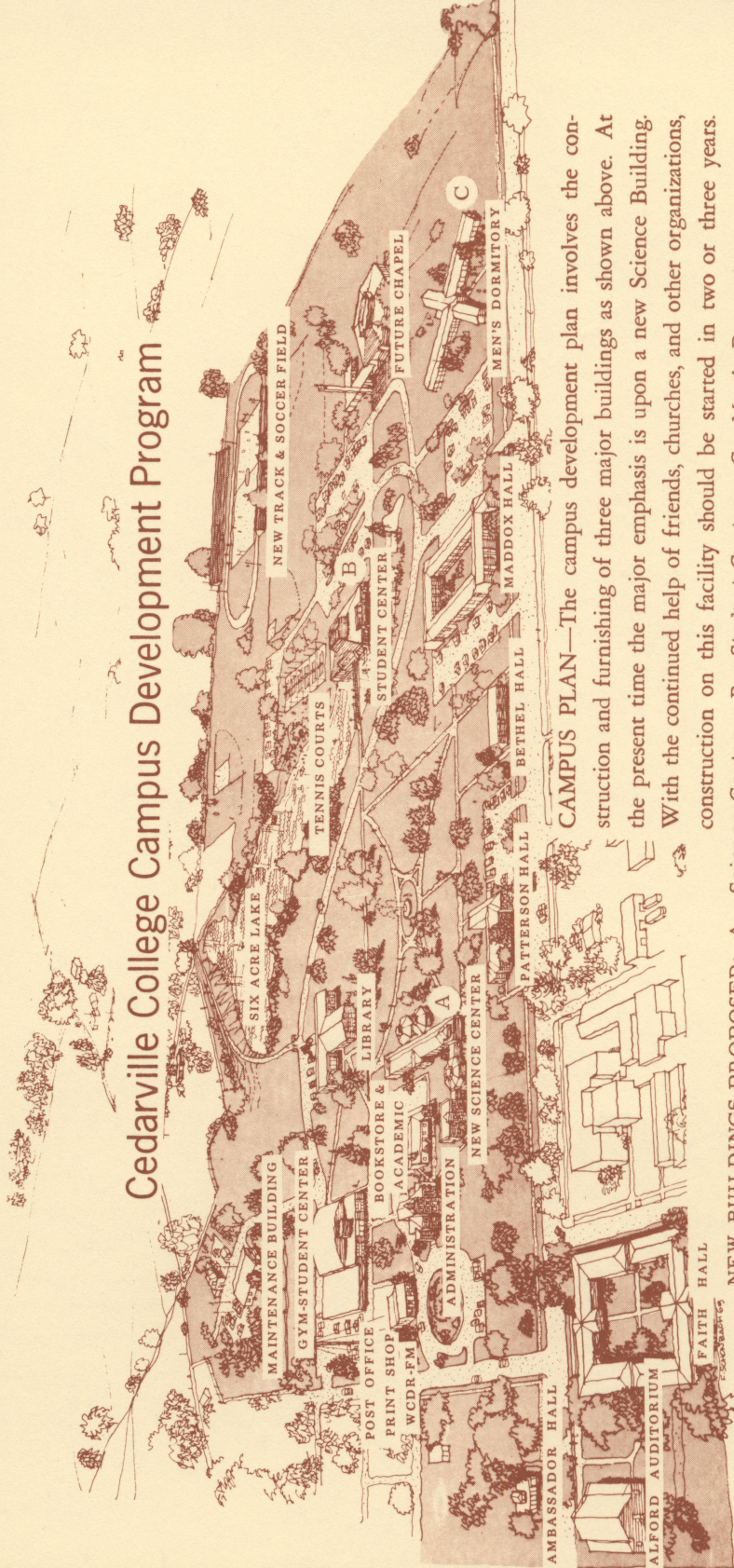
Cedarville College is grateful for the generous support given by friends, churches, and other organizations. The continuance of these gifts will enable the college to strengthen its program.

In addition to current gifts, deferred gifts provide an excellent way of continuing this support, yet providing the security necessary during one's lifetime. Such gifts may be designated for memorials, scholarships, endowment fund, or general needs. Further information concerning Christian stewardship is available by writing the Director of Development.

CORRESPONDENCE DIRECTORY

Cedarville College, Cedarville, Ohio	45314	Phone (513) 766-2211
Admissions		Director of Admissions
Alumni Activities		Alumni Secretary
Annuities and Gifts		Director of Development
Campus Visits		Director of Development
Financial Aid, Scholarships, Self-help		Dean of Students
Housing, Room Assignments		Dean of Students
Summer School		Registrar
Transcripts and Academic Reports		Registrar

Cedarville College Campus Development Program



CAMPUS PLAN—The campus development plan involves the construction and furnishing of three major buildings as shown above. At the present time the major emphasis is upon a new Science Building. With the continued help of friends, churches, and other organizations, construction on this facility should be started in two or three years.

NEW BUILDINGS PROPOSED: A. Science Center, B. Student Center, C. Men's Dormitory

The Challenge

In this age of revolution and unrest, Cedarville College is meeting an urgent need by preparing qualified leaders for tomorrow. Our educational program exposes the student to contemporary problems while stressing the importance of changeless values. It is our objective to graduate young people who will have moral stamina and intellectual capacity to meet the leadership demands of today's complex society.

Enlarged facilities are urgently needed to meet the challenge in Christian higher education today. Capital improvements on the campus are made through specially designated contributions to the College. At the present time the major emphasis is upon a new science building. We believe that this new and highly important facility will become a reality within the next three years through the blessing of God and the cooperative effort of all who are interested in quality education at Cedarville College.

Members of the Cedarville College family are grateful for the sacrificial support given by friends, churches, and other organizations. The continuance of these generous gifts will enable the college to build the needed facilities and further strengthen every phase of its total educational program. The services of our field staff are available to assist you.



THE PROPOSED CEDARVILLE COLLEGE SCIENCE CENTER