

1971

Wofford College Cataloguue, 1971-72

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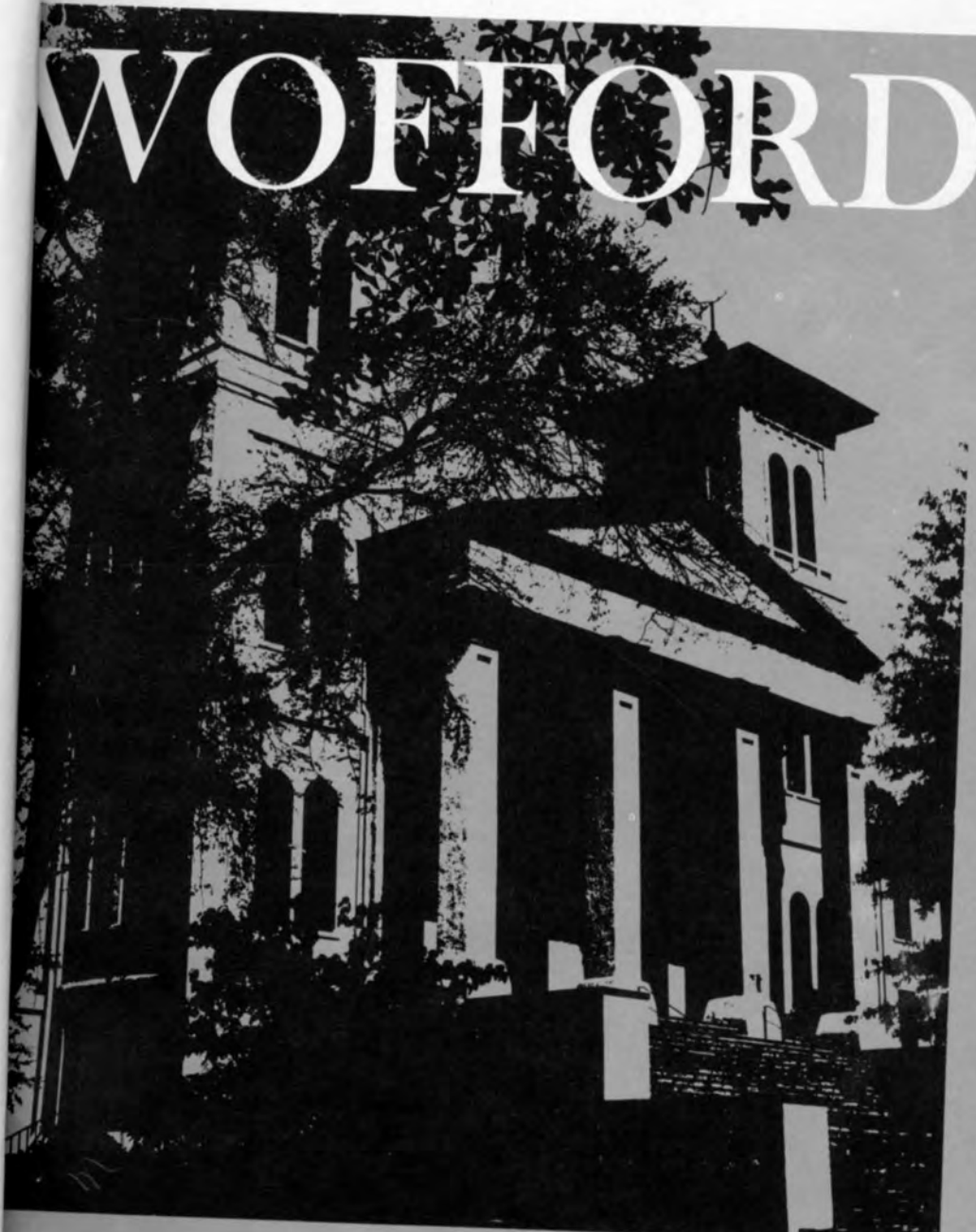
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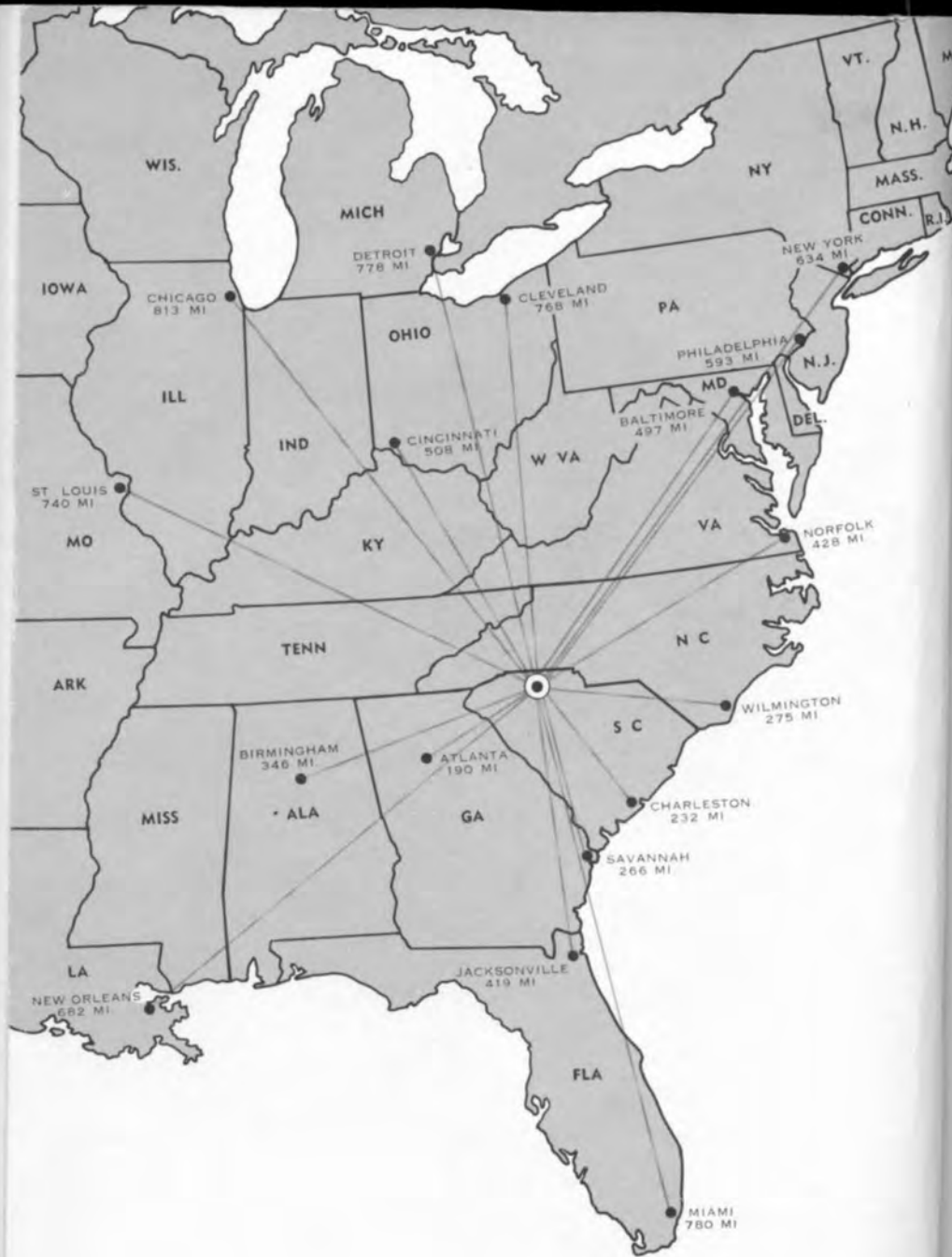
INFORMATION
SERIES

CATALOG
NUMBER

1971/1972

WOFFORD





VOL. LVI, NO. 4 — AUGUST, 1971

Wofford Information Series published four times during the academic year in March, May, August, and November. Second Class postage paid at Spartanburg, South Carolina 29301.

WOFFORD COLLEGE INFORMATION SERIES

College Announcements
1971 - 1972

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Directory of Correspondence

The Post Office address is Wofford College, Spartanburg, South Carolina 29301.

Correspondence regarding the following matters should be addressed as indicated:

General Interest of the College <i>The President</i>	Charges and Payments of Bills <i>The Controller</i>
Academic Work and Application for Financial Aid for Current Students <i>The Dean of the College</i>	Alumni Affairs <i>The Director of Alumni Affairs</i>
Admission and Application for Financial Aid for New Students <i>The Director of Admissions</i>	Information Services, Publications <i>The Director of Information Services</i>
Personal Welfare, Health of Students and Housing <i>The Dean of Students</i>	Registration and Student Records <i>The Registrar</i>
Finance <i>The Director of Finance</i>	Gifts, Bequests, Funds <i>The Director of Development</i>
	Financial Aid <i>The Director of Financial Aid</i>

LOCATION OF ADMINISTRATIVE OFFICES

<i>The President</i>	DuPre Administration Building
<i>The Dean of the College</i>	DuPre Administration Building
<i>The Director of Admissions</i>	Marsh Hall
<i>The Registrar</i>	DuPre Administration Building
<i>The Dean of Students</i>	Burwell Campus Center
<i>The Controller</i>	Snyder House
<i>The Director of Alumni Affairs</i>	Black Alumni Hall
<i>The Director of Development</i>	Black Alumni Hall
<i>The Director of Finance</i>	Snyder House
<i>The Director of Financial Aid</i>	Snyder House
<i>The Director of Information Services</i>	Black Alumni Hall
<i>The Director of the Interim</i>	DuPre Administration Building

Wofford College reserves the right to make any changes in the College Calendar, College regulations, fees and expenses, or in the courses announced in this catalog.

1971

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1971-72 College Calendar

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First Semester

- September 5 *Sunday*, 9:30 a.m.—Residence Halls will be open to Freshmen and Transfer students. 1:00 p.m.—Freshmen and Transfers must report for orientation beginning with lunch.
- September 5-6 *Sunday and Monday*—Orientation program required of all Freshmen and Transfer students.
- September 7 *Tuesday*—Residence Halls will be open to returning students.
- 8 *Wednesday*, 8:30 a.m.—Registration.
- 9 *Thursday*—Classes begin on regular schedule.
- 17 *Friday*—

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Interim

- January 2 *Sunday*, 9:00 a.m.—Residence Halls open.
 3 *Monday*—8:00 a.m.—Interim begins.
 4 *Tuesday*—Final day for Interim registration changes.
 28 *Friday*—Interim ends after last class or laboratory.

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Second Semester

- January 30 *Sunday*—Residence Halls open for entering and transfer students.
 January 31 *Monday*—Classes begin on regular schedule.
 February 8 *Tuesday*—Final day for late registration and class changes.
 March 17 *Friday*—Faculty submits mid-semester reports to the Registrar.
 24 *Friday*—Spring Holidays begin after final class or laboratory.
 April 3 *Monday*, 8:00 a.m.—Spring Holidays end; classes begin.
 May 8-13 *Monday through Saturday*—Second Semester final examinations.
 13-14 *Saturday and Sunday*—Commencement.

SUMMER SCHOOL

- June 12 *Monday*, 8:30 a.m.—Registration for first term.
 July 15 *Saturday*, First term ends.
 17 *Monday*, 8:30 a.m.—Registration for second term.
 August 19 *Saturday*, Second term ends.

General Statement

AIMS OF THE COLLEGE

The purpose of Wofford College is to function as a liberal arts institution of superior quality. Its chief concern is the development of an intellectual, spiritual, and aesthetic atmosphere in which serious and inquiring minds of students and faculty alike will be challenged to a common search for truth and freedom, wherever that search may lead, and in which each person may become aware of his own individual worth while aspiring to high standards of learning and morality.

In such an environment all members of the Wofford community should develop intellectual curiosity, independence of thought, maturity of judgment, self-discipline, religious faith, and moral character so that they will be ever sensitive to the duties and responsibilities of good citizenship and render effective leadership and generous service to the communities in which they live.

This concept of liberal education is in harmony with the ideals of the United Methodist Church, to which the college is related, and should lead to a Christian philosophy of life among all who study and teach and work here.

Adopted by the Faculty, September 10, 1965,
and the Board of Trustees, October 5, 1965.

DEGREES

The College grants the degrees of Bachelor of Arts and Bachelor of Science. The College also confers the honorary degrees of Doctor of Divinity, Doctor of Laws, Doctor of Letters, Doctor of Literature, and Doctor of Science.

THE CURRICULUM

Wofford, as a liberal arts college, does not provide for a specialized education, but provides instead for a general education, with the opportunity for the student to achieve a degree of expertise in one field. At Wofford, students can, after completing the "core" or general-education requirements, major in one of thirteen fields: biology, chemistry, economics and business administration, English language and literature, foreign languages, government,

history, mathematics, philosophy, physics, psychology, religion, and sociology. Study is also possible in five departments that do not offer a major: education, geology, military science, music and art, and physical education.

A student at Wofford may take a certain combination of courses which will prepare him for certification to teach in public secondary schools and for admission into schools of law, medicine, dentistry, engineering, or theology.

The college recognizes that, with the tremendous "explosion" of knowledge, the realization of its stated purpose requires its students (1) to acquire knowledge of themselves, their environment, and man's institutions and relationships; (2) to develop competence in the use of the tools and techniques for learning; and (3) to discover a genuine zest and motivation for learning throughout their lives. The distinctive feature of a Wofford education is that it deals with attitudes and values, as well as with facts and skills, in a Christian atmosphere. Wofford has modified its programs to include new and relevant material, but there has been little, if any, change in Wofford's concept of the purpose of and the reason for a liberal education.

The academic year is divided into three parts: a fall semester of four months; an Interim, consisting of the month of January; and a spring semester of four months.

THE INTERIM PROGRAM

The Interim program at Wofford frees each faculty member and each student from many of the usual class commitments of the semesters and permits each to concentrate for a month on a single project of his choosing. Interim projects are designed to move beyond traditional classroom courses and teaching methods, to consider important topics in relevant ways and places, to observe issues in action, to develop capacities for independent learning, and to encourage the responsible self-direction of educational development.

In the semesters, students and faculty take part in an educational program that seeks to embody and build upon the best accepted and proved traditions for offering and obtaining a liberal education. While that itself of course

involves considerable use of new materials and new approaches at Wofford, the Interim program has innovation and experiment as its *keynotes*. The Interim permits and encourages teachers and students to explore the new and untried, and in so doing to run risks that cannot be justified in the semesters.

Each of these approaches has its particular merits. Their combination at Wofford offers students and faculty the benefits of both.

Upon successful completion of an approved Interim project, the student is awarded four hours of credit toward graduation. The grade designations of Pass with Honors, Pass, and No Credit are used in evaluating Interim work, and this system of grading, as well as the general philosophy of the Interim, allows students to participate in Interim projects for which they may not have full background, without incurring great risk of damaging the over-all picture of their academic performance. Required projects for which the student has received No Credit may be made up through special summer projects, during the course of which no other academic work may be undertaken.

In general, satisfactory participation in one Interim project for each of a student's years of full-time academic work at Wofford is a requirement for graduation.*

*Specifically, each student must participate successfully in one Interim project for each twenty-six semester-hours of credit earned through course-work at Wofford (or, one project for each year of academic work here, for those students who complete all course-work requirements at Wofford in three years).

THE RESIDENCE HALL EDUCATION PROGRAM (RHEP)

The Residence Hall Education Program (RHEP), an innovative new course being offered at Wofford for a third term, is taught and largely directed by students. The program is designed to involve students in a study of the cosmic problems and needs which face mankind, and to provide opportunities through weekly seminars and frequent plenary sessions for students to communicate and directly confront each other with ideas, questions, and possible solutions to some of the problems faced by the present generation.

The course topics to be explored are: (1) The Environ-

ment and Human Survival; (2) Problems of Education; (3) Conflict: Its Causes and Resolutions; and (4) Man and Society. The director of the program and the RHEP Faculty-Student Committee serve in an advisory capacity, suggesting specific projects and problems involving these issues; and bring to the campus outstanding persons with expertise related to each of the topics. RHEP is required of all freshmen and is voluntary for upperclassmen.

STUDENT AND PERSONNEL POLICY

Wofford College accepts students and employs faculty and staff personnel solely upon their qualifications. There is no discrimination on the basis of race, color, or national origin.

HISTORY OF THE COLLEGE

The Reverend Benjamin Wofford, a local minister of the Methodist Episcopal Church, South, died in the town of Spartanburg, S. C., December 2, 1850. He left in his will a legacy of one hundred thousand dollars to the South Carolina Conference "for the purpose of establishing and endowing a college for literary, classical, and scientific education, to be located in my native district, Spartanburg." One-half of the amount was to be laid aside as a permanent endowment.

A charter was given by the Legislature of South Carolina, December 6, 1851. Suitable buildings having been erected, a president and professors were elected November 24, 1853, and the College was opened August 1, 1854 with three faculty members and seven students. Since that time it has never been suspended, though for a period during the Civil War it was not above the grade of a classical school. At the close of the war, college classes were again organized.

The donation of Benjamin Wofford was exceptionally large at the time it was made. No Methodist in America had given so large an amount to religious or educational objectives. The will of the founder was clear, so that no difficulty or doubt has arisen in carrying out its few details.

LOCATION AND SURROUNDINGS

The College is located in the City of Spartanburg, which, with an altitude of nearly 900 feet above sea level, possesses an unusually healthful climate. Spartanburg has also been long noted as a community with an exceptional social, intellectual, and religious atmosphere. Though a modern commercial city, it still retains the cultural advantages of a college community, offering from time to time opportunities for hearing outstanding leaders of the nation in the intellectual and artistic world.

The College campus consists of about seventy-five acres.

BUILDINGS

Wofford College is proud of its physical plant which consists of thirty-five buildings, a stadium, several playing fields, and other athletic facilities. In the past few years, seven new structures, including a three-level library, campus center, and two residence halls which contain individual sleeping-studying rooms, have been built. Two other buildings have been completely reconstructed.

THE SANDOR TESZLER LIBRARY

The Sandor Teszler Library is a three level, air-conditioned building with seating accommodations for 385 readers. The building has been in service since the fall of 1969. On March 27, 1971 the library was dedicated and named for Sandor Teszler, a well known textile magnate.

There are more than 105,000 volumes in the general collections including bound journals and microfilmed materials. The library regularly receives about 745 periodicals and newspapers; and maintains extensive back files of journals for research. Books and journals are acquired and maintained to support the college curriculum.

In addition to the general book collections there are approximately 5,000 volumes in the library's Special Collections Department, including important scholarly books of the 16th and 17th Centuries. Checklists to portions of this collection have been published and the materials are becoming known and more accessible to scholars.

Also housed in the library are the Wofford College Archives, and material of the Historical Society of the South Carolina Conference of the United Methodist Church.

The various departments of the library are under the supervision of Professional Librarians. The staff is available to assist library users in locating material and exploiting the library's resources.

FRIENDS OF THE LIBRARY

The Friends of the Library was established in the fall of 1970. This is an informal organization of people who wish to contribute funds, or library materials, to further the development of the library. It is formal recognition of what has become a tradition, since library holdings have frequently been augmented through gifts in the past.

The library has been enriched by gifts from the personal libraries of friends of the College — L. D. Gillespie; Bishops W. W. Duncan, E. Toland Hodges, Edwin D. Mouzon; Professors Herman Baer, Jr., David Duncan, A. G. Rembert; Presidents James H. Carlisle, William M. Wightman; and Alumni A. D. Betts, and J. Thomas Pate.

Other friends of the College have established memorial funds as endowments to add to, or establish, collections of books. The College would like to recognize their generosity; Professor and Mrs. Warren DuPre, the Sunday School Class of the Pine Grove United Methodist Church in Marlboro County, Mrs. J. Thomas Pate, Mrs. Agnes Dibble Moss, and Dr. Louis B. Wright.

EDUCATIONAL STANDING

Wofford College is a member of the Southern Association of Colleges and Schools, of the Southern University Conference, of the National Association of Methodist Schools and Colleges, and of the South Carolina Association of Colleges.

PHI BETA KAPPA SOCIETY

Wofford is the only private college in South Carolina with a chapter of Phi Beta Kappa. The College was granted its Charter in August, 1940. The Wofford Chapter,

known as Beta of South Carolina, was installed in January, 1941. Eligibility for membership in the Phi Beta Kappa Society is based upon scholarly achievements, high character, and special extracurricular intellectual attainments.

STUDENT ACTIVITIES

College life with its various interests offers opportunities for the development and enrichment of the personality of the student, for developing in him a sense of responsibility, for discovering his capacity for leadership, and for helping him to realize the value of effective cooperative efforts toward common ends. The many and various voluntary activities in which students engage are, therefore, not regarded as sidelines to the main purpose—the making of clear-headed men of strong character, who know how to express themselves intelligently and effectively in the practical affairs of life. Insofar as they contribute to this important end, student activities are encouraged and sympathetically directed by the Faculty.

RELIGIOUS OPPORTUNITIES

Wofford College, for over a century the South Carolina Methodist college for men, is a Christian institution. It strives to create an atmosphere congenial to the development of Christian character both by general influence and direct instruction. It insists that members of the faculty be men of approved religious character and that they cooperate sympathetically in maintaining and developing the religious life of the campus. In the matter of academic instruction its departments of Religion and Philosophy offer appropriate courses in Bible, ethics, and Christian history and thought. In his own religious development the student receives encouragement and guidance from the faculty, from religious programs and frequent public lectures, an annual period of Religious Emphasis, and the activities of student religious organizations.

ALUMNI ASSOCIATION

All former students of Wofford College are members of the Alumni Association.

Through the Annual Fund the members of the Associa-

tion have an opportunity to make their loyalty to the College tangible.

FOREIGN STUDY PROGRAM

In general, carefully planned programs of foreign study have been very successful and are highly recommended. Therefore, the College will permit a qualified student to spend a year abroad (preferably the Junior year) whenever it is felt that the student will benefit from such an opportunity.

A student contemplating such a program of study should consult the chairman of the Faculty committee on Foreign Students and Foreign Study and the Dean of the College. Specific courses that the student plans to take must be approved by the Dean of the College and the chairman of the department in which the student is majoring. After credits and grades are evaluated by the Registrar and Dean of the College, as much as thirty semester hours may be granted for a year of full time acceptable work. Proportionate credit will be granted for less than full time work.

A number of opportunities for foreign study are available to Wofford students and the College encourages capable students to take advantage of these. Mature students who seek a broadening of their perspectives and whose study in their area of major interest may be enhanced by foreign study experiences are urged to look further into the programs listed below:

(1.) While Wofford does not have its own "Junior Year Abroad" program, numbers of programs which are under the sponsorship of other colleges and universities are open to our students. In the past, Wofford men have studied in Scotland, Austria, France, and Germany and have received full academic credit for their Junior year.

(2.) The Wofford Interim program has involved students in study projects in Switzerland, Italy, Mexico, Czechoslovakia, Spain, England, Germany, Ireland, and Canada.

(3.) Wofford is also associated with the Institute of Mediterranean Studies, which sponsors archaeological seminars in the Near East. Up to six semester hours of credit may be earned through this program. (See course

offerings under the Religion Department for further information).

(4.) Wofford students are afforded the unusual opportunity of spending a summer of study and travel in Europe while at the same time earning six semester hours of credit. This is made possible through Wofford's sponsorship—together with several other colleges—of a seven week summer session at the University of Graz, Austria.

A central concern of the Graz experience is to afford students the possibility of achieving a deeper understanding of international issues through a well-integrated program of travel and study. The curriculum is designed to take advantage of the unique location of Graz, which is a natural bridge between Eastern and Western Europe.

Studies focus on the Balkan Area, the Soviet Union, East Central Europe, and to a lesser degree Western Europe, and include courses in government, foreign policy, economics, art, religion, music, history, and educational systems of these areas.

A ten day tour of the chosen area of study is included in the program. Classes meet Monday through Thursday leaving long weekends for sidetrips which students may wish to make on their own.

The cost is kept at an unusually reasonable level and includes two-way air fare to Austria, six hours tuition, ten day study-tour, room, and one meal per day. In the summer of 1971 the cost was \$850.

For further information contact the chairman of the Committee on Foreign Study.

ARMY RESERVE OFFICER TRAINING CORPS

Enrollment in ROTC is entirely voluntary. Applicants must take a physical examination prior to enrollment in either the basic course or the advanced course. Both the basic course and advanced course stress leadership.

Basic Course — The Basic Course is general in nature and is intended to provide the student with a basic knowledge of the functions, responsibilities, organizations and history of the Army. It also provides the student with some of the basic skills that a soldier normally acquires

during Basic Training. There is no military obligation incurred as a result of enrolling in the Basic Course.

Advanced Course — The Advanced Course is more comprehensive and detailed in scope than is the Basic Course. It prepares the student for the responsibilities and obligations he incurs when commissioned a Second Lieutenant. Admission to the Advanced Course is very selective and highly competitive; all who apply are not always accepted. The Army pays each cadet a monthly allowance of \$50.00 for participating in the Advanced Program. The student must accept a military service obligation to enroll in the Advanced Course.

ROTC ACTIVITIES

In addition to normal classroom and leadership laboratory activities the ROTC has several extracurricular activities that it sponsors. These activities include the ROTC Rifle Team, the Morgan Rifles Drill Team, the ROTC Band, and a chapter of the National Military Honor Society of Scabbard and Blade.

DRAFT DEFERMENTS

Enrollment in the ROTC does not in itself act as a deferment from Selective Service. The Professor of Military Science is authorized, however, to sign "Deferment Contracts" with eligible students. Deferments will not be issued to Freshmen students until after successful completion of one semester. To be eligible for deferment a student must be in good standing in both his academic and military courses. Deferments in effect will be reviewed periodically to ascertain whether the student is entitled to retain his deferment.

Admission to the College

Admission to Wofford College is open to all persons of good character who can demonstrate the potential for college level work in the environment fostered at Wofford. The College seeks students who are ready to assume responsibility for their own lives — for their personal behavior, for their search for human understanding, and for their own learning, and will continue efforts to enroll students from a variety of racial, economic and geographic backgrounds. All single male students, except those commuting from their homes or the homes of immediate relatives (i. e. grandparents, aunts or uncles, brothers or sisters), are required to live in the college residence halls. Since the college has no campus housing facilities for women, all female students must live at home and are accepted as day students only.

DATES OF ENTRANCE

Freshmen and transfer students may enter in September, February (may begin with January Interim), June, or July.

APPLICATION PROCEDURES

Application materials will be sent on request. Wofford's application packet consists of:

Form I—Application for Admission

All applicants are urged to submit their application and \$15.00 non-refundable application fee at the end of their junior year or early in their senior year, but applications will be accepted until the class is filled.

Form II—Secondary School Record (Transcript)

Generally, records should be submitted upon the completion of the junior year or at the end of the first semester of the senior year. However, transcripts may be required at any time during the application process.

Form III—Appraisal of Applicant

Appraisal forms must be submitted directly from two individuals (one from a current or recent teacher, the

other from some other responsible citizen of your community).

Test Scores — Official Record or Standardized Test Scores

Either S. A. T. or A. C. T. scores from the testing centers or high school officials are required.

Form IV—Medical History and Physical Examination

This form is not mailed to candidates until they have been accepted. This form must be filled out by each individual and by his physician, and it must be mailed by the physician to the Director of Admissions one month prior to applicant's enrollment date.

PERSONAL INTERVIEWS AND CAMPUS VISITS

Although personal interviews are not specifically required, interested students are urged to visit the campus and talk with a representative of the college. In order to make the visit as informative as possible, we suggest that arrangements be made through the Admissions Office at least one week in advance. Interviews are from 9 to 12 and 2 to 4 on week days and 9 to 12 on Saturdays. Admissions Office telephone number is area code 803—585-4821, extension 275. On an invitation basis the college has organized hospitality weekends twice a year for juniors and seniors. Because of limited accommodations, applicants may be entertained once in their junior year and once in their senior year. For further information about the program, contact the Admissions Office.

NOTIFICATION, REPLY DATES AND RESERVATION DEPOSITS

Applicants will be notified of the decision of the Admissions Committee as soon as the application is complete.

The College subscribes to the Candidates' Reply Date, which is May 1. However, the college appreciates being notified as soon as the applicant has made his decision.

The letter of confirmation accepting the offer of admission must be accompanied by a non-refundable \$100.00 advance deposit applicable to the first semester bill for resident students and a \$50.00 non-refundable deposit for day students.

STANDARDS FOR ADMISSION

The Wofford student body comes from a wide variety of secondary school backgrounds. Thus, the Admissions Committee does not prescribe a rigid set of course requirements. Rather, each individual is judged on his merit as a potential Wofford student. The set of recommendations listed below are guidelines and specific omissions in no way should discourage the applicant from applying.

Applicants for regular admission should submit 16 acceptable units upon graduation from high school. Ordinarily, these units should include:

English	4 years
Mathematics	2 years
Science	2 years (Laboratory)
Foreign Language	2 years
Social Studies	2 years

Desirable electives are a third or fourth year in a foreign language and an additional year of mathematics or science.

An applicant who has not met these recommendations, but who otherwise has a reasonably good academic record from an accredited school is encouraged to apply. The Admissions Committee will give full consideration to his promise as a Wofford student.

The personalized admissions program at Wofford is really a subjective one. In reaching its decision, the Admissions Committee pays particular attention to: the nature of the high school, courses taken, class rank, tests scores, guidance counselor's recommendation, extracurricular activities, and the Wofford admissions counselor's recommendation.

EARLY DECISION PLAN

Students with satisfactory high school records, whose first college preference is Wofford, are invited to apply under the Early Decision Plan. These students applying under the Early Decision Plan must take the Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT) not later than the summer preceding the beginning of their final year in high school and must sub-

mit the admissions application prior to November 15 of his senior year. Applicant will be notified by December 1.

ADMISSION OF NON-HIGH SCHOOL GRADUATES

Students who have completed a minimum of 14 acceptable units in high school and who desire to enter college without previously obtaining a high school diploma or certificate will be carefully considered by the Committee on Admissions with the following guidelines as general policies:

1. The 14 units must be in the area of college preparatory work and the work must have been completed at an academic level that is good to superior.

2. As a minimum, the standardized test scores should total above the average total scores of the present freshman class at Wofford.

3. As evidenced in an interview with a member of our admissions staff, the applicant must possess sufficient maturity of thought and social behavior compatible with that of the age group with which he will associate with in college.

4. The applicant must be recommended by an appropriate high school official for consideration to take this unusual educational opportunity.

Other persons who have, by means other than the normal procedure of college entrance, obtained the equivalent of the requirements for admission will be considered on an individual basis. Consult the Director of Admissions for further information.

TRANSFER FROM ANOTHER INSTITUTION OF HIGHER LEARNING

Candidates submitting evidence of studies successfully pursued in another institution of higher learning are eligible for admission with advanced standing, provided they are eligible for readmission to the institution last attended and meet the regulations governing readmission of students to Wofford College. Students with unsatisfactory academic or conduct records at other institutions are only considered if there are extremely extenuating circumstances and/or time intervals, such as military or work experience, that would give clear evidence to our

Committee on Admissions that admission should be granted.

Applicants for admission who have attended other colleges must submit complete records of all high school and college work to the Committee on Admissions. Failure to submit such records may constitute cause for dismissal from the College. Wofford College will accept a grade of D incurred elsewhere in the first semester or quarter of a course equivalent to Wofford's General Education Courses if that course is a prerequisite to a subsequent course and if the student made a B or better. Similarly, a student who made a D elsewhere in a first semester or quarter prerequisite course may receive credit for that course when he makes a B or better in the subsequent course at Wofford College. Otherwise, only grades of C or better are accepted at Wofford College.

When questions arise regarding the equivalency of a course taken elsewhere to a course offered at Wofford, the chairman of the department concerned determines acceptance of the course.

The maximum amount of credit acceptable from a junior college is sixty-two semester hours, exclusive of credit in basic military science or physical education. Transfer students should be reminded that the senior year of work (30 semester hours) must be completed at Wofford College.

READMISSION OF FORMER STUDENTS

A student who desires, following withdrawal from Wofford, to return must apply for readmission to the Registrar. If a student during his absence from the college has attended any other institution of higher learning, he must submit an official transcript of such work, together with a statement of honorable dismissal from that institution.

CREDITS FOR NON-TRADITIONAL EDUCATION

CLEP—College Level Examination Program

Wofford College accepts up to 30 credit-hours for satisfactory scores (50th percentile or higher) on the College Level Examination Program. It is recommended that

applicants to Wofford College who anticipate receiving exemption and credit for general education requirements or major requirements take the appropriate subject area examinations. Those examinations would be the following to receive credit for the respective courses:

College Level Subject Examinations	Wofford Equivalent	Semester Hours	Credit
English Composition	English 1	3 sem. hrs.	
Analysis and Interpretation of Literature	English 2	3 sem. hrs.	
English Literature	English 50, 51 or 52	3 sem. hrs.	
Biology	Natural Science Requirement	8 sem. hrs.	
General Chemistry	Natural Science Requirement	6 sem. hrs.	
Geology	Natural Science Requirement	8 sem. hrs.	
Western Civilization	History 1 and 2	6 sem. hrs.	

Other subject area tests are accepted in these and/or other departments. Students interested in knowing what tests are accepted under what conditions should write to the Registrar.

USAFI-UNITED STATES ARMED FORCES INSTITUTE

Up to 30 hours of credits are accepted by the College from veterans who have participated in this program of education. The college uses the guidelines published by the American Council on Education, "A Guide to the Evaluation of Educational Experiences in the Armed Services", to determine acceptability of each course submitted for validation.

ADVANCED PLACEMENT

The college also accepts for placement, exemption, and credit acceptable scores (3 or higher) made on tests in the Advanced Placement Program administered by the College Entrance Examination Board. The high school

senior should consult his guidance counselor about taking such tests and write the Registrar of Wofford College to determine what scores and tests would be accepted by the departments at the College.

CORRESPONDENCE

Wofford College will accept up to 12 hours of course credit in the liberal arts and sciences conducted by correspondence with a regionally accredited college or university from a student who has never matriculated at Wofford College.

MILITARY EXPERIENCE

Former enlisted men who have served at least six months on active service in the armed forces may be granted three hours credit for this experience. If they served for two years or more, they may receive six hours credit. Officers may receive up to 18 semester hours credit, which is equivalent to the number of hours a cadet in the College's ROTC Program must earn to be commissioned. Under no circumstances will these credits be granted in addition to ROTC hours or basic P.E. hours previously or subsequently earned.

THE SUMMER ADVANCEMENT PROGRAM FOR HIGH SCHOOL STUDENTS BETWEEN JUNIOR AND SENIOR YEARS

Wofford College offers the Summer Advancement Program for rising high school seniors which will allow qualified students to attend Wofford during the summer preceding their senior year.

The Summer Advancement Program gives a student the opportunity to enroll in regular college courses. Credits earned in these courses may be applied toward the student's record should he enter Wofford as a full time student upon graduation from high school. Transfer of credits earned during the Wofford Summer Advancement Program to other colleges is subject to approval by such institutions.

The program will provide the high school student an excellent opportunity to become acquainted with college work and it will also assist him in selecting courses of study for his senior year of high school which will improve his background in college level courses.

The Summer Advancement Program has the same schedule as the summer session calendar. The program is divided into two five-week terms. Classes are conducted Monday through Friday.

Eligibility for the Summer Advancement Program is based on high school academic performance, and recommendations from guidance counselors and teachers. Standardized test scores will also be considered. Admission is granted on an individual basis but a general guideline for eligibility is to rank in the top quarter of the students' high school class. Application may be made by writing to the Director of Admissions, Wofford College.

PRELIMINARY TESTS AND EXAMINATIONS

During the week immediately preceding the opening of college, all Freshmen are given placement tests, on the basis of which they are assigned to proper sections in chemistry, English, mathematics and foreign languages. The complete test data become the basis for individual counseling with the student with respect to academic and personal adjustments.

Summer School 1972

The Wofford College Summer School begins on Monday, June 12, and ends on Saturday, August 19. The session is divided into two terms of five weeks each. Registration for the first term takes place on Monday, June 12, beginning at 8:30 A. M. Registration for the second term takes place on Monday, July 17. For further information consult the summer school catalog or the Registrar.

THE PURPOSE AND PROGRAMS

The purpose of the Wofford College Summer School is to:

1. offer through a cooperative program with Clemson University graduate credit courses on the Wofford campus that may be used for teacher certification or graduate credit.
2. provide teachers with opportunities to take coursework for certification.
3. allow both college students and recently graduated high school students an opportunity to accelerate their work toward earning a bachelor's degree.
4. permit high school rising seniors to take college courses during the summer and receive credit for these courses when the student graduates from high school and enters Wofford.
5. encourage presently enrolled college students to make up any deficiencies they may have incurred.

CREDITS

Courses are given five periods a week, Monday through Friday, during each term and carry a credit of three or four semester hours each. The length of the class session is one hour and forty minutes. The maximum credit a student may earn during a term is seven semester hours.

Various state boards of education have different rules for granting professional credits toward teachers' certificates, and teachers should acquaint themselves with these rules before enrolling in the summer school courses. The

State Department of Education in South Carolina has made a complete revision of certification requirements. The new requirements specify in some detail the educational training for certification. It should be noted that these requirements include professional courses in education and specialized training in content or subject matter.

During the Wofford Summer School certain graduate courses will be offered with credit given by Clemson University. The student should consult the Wofford Summer School catalog for additional information.

General Academic Regulations

The academic year is divided into two semesters and a January Interim. The official College Calendar is printed in the front of this catalog. All students are expected to be present on the dates indicated unless special exceptions are granted by the Registrar.

MATRICULATION, REGISTRATION, AND ENROLLMENT

Registration and matriculation take place in Main Building at the beginning of each semester. All students must register on the date prescribed in the College Calendar. Students registering after the prescribed date for registration will be charged a \$5.00 late registration fee. All students are required to matriculate at the beginning of each semester and to obtain from the Controller a receipt. No student is permitted to register later than the date established in the Calendar for "Final day for late registration". Details concerning registration for the Interim are announced early in the fall semester.

Freshman and Sophomore schedule cards must be approved by their faculty advisers. Junior and Senior students' schedule cards must be approved by the chairman of the department in which they are majoring. All student schedule cards calling for more or less than the normal course load (See the following section for normal course load) must be approved by the Registrar.

COURSE LOAD

The normal course load is four courses of three or four semester hours each for two semesters and one four-hour Interim project. In addition, freshmen participate in the Residence Hall Education Program; sophomores take required Physical Education; and all students meet the requirements for Cultural and Religious Affairs.

First semester freshmen may take no more than the normal course load. Any student who in the preceding semester has received graduation credit for at least four

full courses with better than a C average (at least one B), may take additional work with the permission of the Registrar as long as it does not exceed 17 hours (including courses concurrently taken at another college but exclusive of a one-hour basic military science course).

Students who desire to carry less than nine semester hours must have the permission of the Registrar, and, if they wish to live in the residence halls, the Dean of Students.

GRADING SYSTEM

Effective June 1, 1971, the grading system is as follows: A — Superior; B — Good; C — Clearly Passing; NC — No Credit or not qualified to receive A, B, or C. Some of the reasons under which NC is given are: 1, withdrawal from the course or the College for any reason; and 2, failure to complete work satisfactorily.

Only grades of Pass, Pass with Honors, and No Credit are given for work done during the Interim.

An I or Incomplete indicates that the student has not completed all the work required in the course and a grade determination can not be made at the regular time. All Incompletes must be made up not later than mid-term of the following semester, except under extremely extenuating circumstances as determined by the instructor and the Registrar. The notation Incomplete is used only rarely for Interim work, and then only with the expectation that it will be in effect for no longer than one week after the end of the Interim month, by which time all work should be completed and final evaluation made. Incompletes not made up by these dates will be automatically recorded as NC.

EXAMINATIONS

Final examinations in all subjects are held in December and May, respectively. A student absent from an examination, if his absence has been excused by the Dean of the College, may receive an examination on the payment of \$5.00 to the Controller of the College. The examination must be taken by the mid-term of the following semester.

REPORTS ON ACADEMIC PROGRESS

At the end of each semester and the Interim, reports of scholarship will be sent to the parents or guardians of all students. At mid-semester, except for first-semester freshmen, reports will be sent to parents or guardians of students who incur NC's and the report will include only courses in which the student has incurred an NC. All grades are reported at mid-semester on first semester freshmen.

THE DEAN'S LIST

At the end of each semester a Dean's List is compiled of all students who have obtained an average grade of higher than B (i.e., three B's and one A) in at least four full courses, and who have not received an NC or I. The name of any student may be withdrawn from the Dean's List at any time the student fails to maintain a satisfactory standard of scholarship and conduct.

ACADEMIC HONORS

Students who achieve various degrees of academic excellence at Wofford College are graduated with one of the following honors, *cum laude*, *magna cum laude*, or *summa cum laude*. Qualifications for these honors are undergoing change since the advent of the new grading system. They will be made public in the fall of 1971.

REQUIREMENTS FOR GRADUATION

Candidates for degrees must complete 120 semester hours including general education and major requirements. Within this total a candidate must pass at least 32 courses of 3 or 4 semester hours each, plus required Physical Education, Cultural and Religious Affairs, Residence Hall Education Program, and Interim Projects.

RESIDENCY REQUIREMENT

The senior year of work (last thirty hours) must be completed at Wofford College. In extremely extenuating

circumstances (such as the unavailability in the senior year of required courses), students may be permitted to take up to eight hours of course work at an accredited senior college or university other than Wofford College. The student must obtain the approval of the Registrar and Chairman of the Department prior to taking the course.

REGULATIONS FOR ADDING OR DROPPING COURSES

The student must acquire a Drop-Add form from the Office of the Registrar and obtain the written permission of the instructor to drop or add a course. The form must be returned to the Registrar for his approval.

The notation NC will be recorded for any course dropped after the last day for class changes in each semester.

REPEATING COURSES

Any course may be repeated; however, credit-hours will be awarded only once.

CLASS STANDING

For a student to rank as a Sophomore, he must have to his credit a minimum of twenty-four semester hours; as a Junior, fifty-six semester hours; as a Senior, ninety semester hours.

OFF-CAMPUS COURSES

Any student who has accumulated 62 semester hours, exclusive of up to six hours in military science, and who desires to take course work at another institution of higher education, must take such work at an accredited senior college or university if he expects this work to apply toward the requirements for a degree from Wofford College. The student must secure advance approval of the Registrar and of the chairman of the departments in which the student desires to take such courses.

WITHDRAWAL FROM COLLEGE

The College, sincerely interested in the welfare of both the student and the institution, requires a personal exit interview with either the Assistant Dean of the College, the Dean of Students, or the Registrar of any student who plans to dis-enroll from the College. In extenuating circumstances, such interviews might be conducted by telephone with one of the administrators specified above.

AUDITING COURSES

A student who wishes to audit a course may do so on securing the consent of the instructor and Registrar. The course may be recorded as "Audit" upon the request of the student and the recommendation of the instructor.

HONORS COURSES

A senior student may, at the discretion of the Curriculum Committee and the Faculty, be allowed to carry an honors course during the regular academic year. Honors courses are subject to the following regulations:

1. Any honors course may count as part of the major requirement in any field.
2. A student shall be allowed to participate in an honors program only upon invitation by his major department.
3. Only students with an overall average of B in all courses and no grade less than B in his major field shall be eligible to receive an invitation. Upon mutual consent of department and student, the department shall submit to the Curriculum Committee a request that the student be allowed to participate in an honors program. The request shall be accompanied by a statement concerning the general nature of the work to be undertaken.
4. An honors program may be undertaken only by seniors and will carry credit of 6 semester hours provided the student is judged to have done work worthy of either an A or a B grade.
5. The course, if completed satisfactorily, shall be entered on the student's permanent record with a notation to the effect that it is an honors course. Also, the student

shall be mentioned at commencement exercises — and shall be listed in a special section of the college catalog of his graduation year — as having attained high honors or honors in his field, depending upon whether he received an A or a B in the honors program.

6. A student may be removed from an honors program at any time if, in the judgment of the department, his work is not of sufficient merit to justify his continuing.

7. An honors course is not to be subject to the usual limit on course load.

8. Each student completing an honors course shall prepare and submit to his instructor three copies of an abstract describing the work done in the course. The department shall then place one copy in the student's permanent file and one copy in the college library. It is expected that the department will keep the third copy in its own files.

9. All applications for honors courses should be made at least in time for consideration by the Curriculum Committee at its last scheduled meeting in the student's Junior year.

10. At the discretion of the department an honors course may be taken in lieu of the research paper course 200 in his department.

IN-COURSE HONORS

Qualified Wofford students may elect In-Course Honors in accordance with the following regulations:

I. ELIGIBILITY. The student must meet the following minimal requirements.

- A. At least one previous semester at Wofford.
- B. B average, either cumulative or current.

II. PROCEDURE FOR APPLICATION AND APPROVAL

- A. Written request for In-Course Honors must be presented to the course instructor.
- B. A planned program of study must be submitted before the end of the third week of the semester. A special form for this purpose will be available to the student in the office of the Registrar. The com-

plete form will be retained by the course instructor or until the end of the semester and then used for a report, in space provided, to the Dean of the College.

- C. Approval of application and program of study must be obtained from the course instructor, the department chairman, and the Dean of the College.

III. IN-COURSE HONORS REQUIREMENTS, PROCEDURES, AND CREDIT.

- A. The student shall meet *all* the requirements of the regular course, including the final examination.
- B. No credit may be given for In-Course Honors unless the student earns a grade of at least B on both the regular course and the In-Course Honors work. (The grade on one shall not affect the grade on the other.)
- C. Honors work shall:
 1. consist of *independent* study, under tutorial guidance;
 2. exhibit "plus qualities" such as initiative, creativity, intellectual curiosity, critical thinking, sound methodology;
 3. include a terminal essay which analyzes or exhibits the results of the study;
 4. culminate in an oral examination by a committee (appointed by the department chairman) of three faculty members including the course instructor (as chairman) and preferably one person from another discipline. The length of the examination shall not exceed approximately one hour.
- D. Upon satisfactory completion of In-Course Honors the instructor will report the regular course grade with the suffix H added to the course number and with the signatures of at least two of the examiners appearing on the report card.
- E. The Registrar will add the H suffix to the course number on the student's record and allow *one semester hour* credit for the honors work in addition to the regular course credit.

IV. LIMITATIONS.

- A. No student may elect more than one In-Course Honors course per semester.
- B. No student shall be penalized for failure to undertake honors work. He may, without honors, earn B's or A's in the regular course.
- C. No faculty member is obligated to comply with the request of a student for In-Course Honors.
- D. No first semester faculty person shall give In-Course Honors; he should direct the interested student to the department chairman for other possible arrangements.

CLASS ATTENDANCE

1. All students are expected to attend all classes and laboratories. Students should understand that they are responsible for the ACADEMIC consequences of absence from class or laboratory.
2. Under this policy a student's retention in a course is based on his academic performance in class, not legally on how many times he does not attend. In the classroom he gives his reactions and listens to the reactions of his fellow students. In such an educative process both the class and the student suffer a decided loss when he misses class.
3. Any student who abuses his attendance privileges or who is remiss in his academic performance may be required to withdraw from the course under the following procedures:
 - a. in such a case, the instructor will send a class warning form to the student requesting an interview. If the student fails to respond or if the interview is unsatisfactory, the instructor will notify the Dean of Students.
 - b. If the student fails to show satisfactory improvement, the instructor shall send to the Dean of the College for his approval a Required Class Withdrawal Form for the student. The Dean of the College will inform the instructor, the student, and other interested parties of the required withdrawal.

4. Absences from Military Science and Physical Education classes will be governed by these two departments.
5. Absences from class do not excuse a student from meeting all academic course requirements. In such cases the instructor will determine whether make-up work will be permitted or required. However, a student who is absent from a final examination may receive permission from the Dean of the College to take such an examination at a later date; permission will be granted only in extremely extenuating circumstances.

ACADEMIC PROBATION AND EXCLUSION

The College reserves the right to require the withdrawal of students whose scholarship is not satisfactory and of those who, for any reason, are regarded as not in accord with the ideals and standards that the College seeks to maintain. No student on academic probation may represent the College in any extra-curricular activity. The purpose of academic probation is to warn a student and to assist him in improving the character of his work.

On August 31 of each year, to remain in good standing a student must have passed for graduation credit the number of full courses (3 or 4 semester hours) and Interim projects indicated in the following table:

The First Year.....	6 full courses and 1 Interim
The Second Year.....	13 full courses and 2 Interims
The Third Year.....	21 full courses and 3 Interims
The Fourth Year.....	29 full courses and 4 Interims
The Fifth Year.....	32 full courses and all other requirements for graduation

For students currently enrolled, transfers, and irregular students, the Dean of the College will establish equivalents and procedures necessary to apply this rule.

On August 31 of each year, any student who fails to meet the requirement for that year is placed on A.P. for the year following. If he fails to meet the subsequent year's requirement a year later he is academically excluded, eligible to apply for re-admission after one semester. Re-admission at that time or later will depend on the student's past record and promise of future success.

Bachelor of Arts or Bachelor of Science Degree

GENERAL REQUIREMENTS

The requirements for the degree of Bachelor of Arts or Bachelor of Science are based on a broad distribution of studies among the representative fields of human culture and a concentration of studies within a special field. The object of distribution is to give the student a general view of our intellectual heritage and to broaden his outlook. The object of concentration is to aid the student in a particular field of scholarly achievement. These requirements are designed to guide students into academic training desirable for their growth, and they are basic to later study in various professions.

Students majoring in the humanities or social sciences shall receive the B.A. degree. Students majoring in one of the natural sciences shall receive the B.S. degree. Those majoring in mathematics or psychology will receive the B.A. degree if they have less than 16 semester hours in the natural sciences. If they have 16 or more hours in the natural sciences, they will receive the B.S. degree.

Students desiring to qualify for the B.A. degree must select a major from one of the following departments: Economics, English Language and Literature, Foreign Languages, Government, History, Mathematics, Philosophy, Psychology, Religion, or Sociology.

Students wishing to receive a B.S. degree must select a major from the following: Biology, Chemistry, Mathematics, Physics, or Psychology.

Final responsibility for meeting all degree requirements rests with the student.

AWARDING OF DEGREES

Degrees are awarded twice a year in May and August.

REQUIREMENTS FOR THE DEGREE

	Semester Hours	
	B.A.	B.S.
English	9	9
Foreign Language	6	6
History 1, 2	6	6
Natural Science	8	16
Philosophy	3	3
Religion	6	6
Major Work	18-32	18-32
Interim and Electives for a total of	120	120

In addition to the above, the College requires satisfactory completion of requirements in Cultural and Religious Affairs, Physical Education, and the Residence Hall Education Program, all of which are outlined below.

Cultural and Religious Affairs satisfactory participation.
This requirement is met by attending each semester a prescribed number of cultural or religious events.

English 1,2 and one of the following:

English 50, 51, or 52, nine semester hours.

Foreign Languages, three, six, or twelve semester hours.

This requirement is satisfied by the completion in college of six semester hours of one language on the intermediate level or three semester hours beyond the intermediate level. Students not prepared for advanced work must first take six hours of elementary work.

History 1,2 six semester hours.

These are the basic courses in history and are required of all students.

Interim normally, sixteen semester hours.

This requirement is met by the student's successful completion in one four-hour Interim project for each twenty-six semester hours of credit earned through course-work at Wofford (or one project for each year of academic work here for those students who complete

all course-work requirements at Wofford College in three years).

Natural Science, B.A. Degree eight semester hours.
This requirement may be satisfied by the completion of Science 1, 2 in the freshman year.* If, for any reason, this is not done, the requirement must be met by satisfactory completion of two semester courses in the same department, chosen from the following list:

Biology 1, 2, 21, 22, 23, 24
Chemistry 23-24
Geology 51, 52
Physics 21, 22

Natural Science, B.S. Degree sixteen semester hours.
This requirement is satisfied by the completion in each of two departments of two courses chosen from the following list:

Biology 21, 22, 23, 24
Chemistry 23-24
Geology 51, 52
Physics 21, 22

Philosophy, three semester hours.
This requirement, which should be met by the end of a student's sophomore year, is satisfied by the completion of Philosophy 51.

Religion, six semester hours.
This requirement should be satisfied by the end of the sophomore year by completing a sequence of Religion 51, 52 or 59, 60.

Residence Hall Education Program, satisfactory participation.
This requirement of all freshmen is met by successful completion of two semesters of this program designed to instill in the student an understanding and appreciation of the cosmic problems and needs of mankind.

*By written notice to the Registrar an instructor may certify satisfactory completion of the Natural Science requirement when warranted by the second semester improvement of a student who failed to pass the first semester.

Physical Education, satisfactory participation.
This requirement is satisfied in the sophomore year by completing P. E. 50 and 51.

Major Work, eighteen to thirty-two semester hours.
Major work consists of eighteen to thirty-two semester hours in a major subject. A course open primarily to Freshmen may not count as part of the major work. Under no circumstances may a required course be used to satisfy the requirements of major work. A "C" average in major work is required. A student may not take more than thirty-six semester hours toward a Bachelor's degree in any department. Required Freshman and Sophomore courses shall not be included in the thirty-six semester hour limit.

Free Electives

In addition to the above, the student must elect sufficient courses to complete the one hundred and twenty semester hours necessary for graduation.

OMISSION OF REQUIRED COURSES

Students with superior preparation in any of the above-listed courses are encouraged (or may be required at the option of the department) to omit any of them on which they demonstrate satisfactory proficiency in the judgment of the department concerned. Students relieved of such required courses must still take one hundred and twenty semester hours of course work in college, except those qualifying under the Advanced Placement program or the College Level Examination Program.

THE FRESHMAN AND SOPHOMORE YEARS

Each freshman will take four courses to include: one English course; one basic science course; either a foreign language or required history course; and one elective open to freshmen. All students should be cognizant of the requirements for a degree from Wofford College, as listed in the preceding pages. The general education requirements should be completed by the end of the sophomore year.

MAJOR WORK

Not later than the close of the Sophomore year, each student shall select, with the advice and guidance of the department chairman, his major work. Many students who plan postgraduate study, for example in medicine or engineering, are advised to begin careful planning as early as the freshman year.

A Major Work Form must be completed by each student, approved by the chairman of the department in which the student intends to major, and filed with the Registrar prior to the student's registration for the Junior Class.

Combined Courses and Teacher Certification

Combined Academic-Engineering Courses

Under an agreement between Wofford and Columbia University made in 1952, a combined plan has been devised. Under this plan, inspired by a great need for more liberally educated engineers, a student may follow a prescribed course at Wofford for three years, during which time he must complete the basic graduation requirements at Wofford and also complete certain basic courses in mathematics and the physical sciences which are required for entry into the School of Engineering at Columbia University. Upon completion of these requirements and recommendation by the Faculty of Wofford College, the student is automatically accepted in the School of Engineering at Columbia University. After successful completion of one year at the professional school, the student may be awarded the Bachelor's degree at Wofford; and after the second successful year at the professional school, the student is awarded the Bachelor of Science degree in Engineering by Columbia.

The following table notes specific course requirements. For the physical sequence, major requirements may be met by a combination of mathematics-physics. The student should consult his pre-engineering adviser frequently.

COURSE REQUIREMENTS — ENGINEERING

PHYSICAL SEQUENCE COLUMBIA	CHEMICAL SEQUENCE COLUMBIA
First Year—	
Math. 21, 22	Hist. 1, 2
Chem. 23-24	Math. 21, 22
Eng. 1, 2	Chem. 23-24
Lang. 1-2	Eng. 1, 2
Phil. 52 (2nd Semester)	Phil. 51 (2nd sem.)
Second Year—	
Hist. 1-2	Lang. 1-2
Math. 51-52	Math. 51, 52
Eng. 51-52	Eng. 51, 52
Phys. 21-22	Phys. 21, 22
Lang. 51-52	Chem. 51-52
Phys. Education 50, 51	Phys. Education 50, 51
Third Year—	
Soc. Sci. 51, 52	Religion 51, 52
Physics 61, 82	Soc. Sci. 51, 52
Math. 121, 122	Physics 53
Religion 51, 52	Chem. 151-152
Phys. 131 (1st. sem.)	Chem. 162
Elective (2nd sem.)	Lang. 51-52

TEACHER EDUCATION PROGRAM

The teacher education program at Wofford includes courses allowing for full preparation for secondary school work, and some courses applicable toward elementary school certification. The Chairman of the Department of Education will advise the student who is interested in public school work in this state with respect to South Carolina State Department of Education requirements for certification. Students interested in preparing for work in another state should write to the State Department of Education in the capital city of that state for full certification requirements.

Careful planning and selection of courses is required in order to satisfy both college requirements and those of teacher certification. The earlier in his college career the student registers his interest in teaching with the Department of Education, the more readily can this planning be effected. The College can within reason assure the student of satisfactory fulfillment of certification requirements if he consults *not later than the second semester of the sophomore year*, and follows the prescribed courses in the teacher education program. Teacher education candidates

should select a major (except physical education) in one of the subject fields normally taught in the public schools. Additional time supplementing the regular four-year college course may be required by the program if students report later than the first semester of the Junior Year.

An outline of the Teacher Certification requirements in South Carolina, as administered at Wofford College, is as follows:

GENERAL EDUCATION

	Semester Hours
English	12
Biological and Physical Sciences (Biology and one other science must be represented.)*	12
Social Studies (in two fields, with not more than six hours in one field.)	12
Music and Art Appreciation	6
Health Education	3

PROFESSIONAL EDUCATION

A. Adolescent Growth and Development (Psychology 104)	}	12	A, B and C must be represented
B. Principles and Philosophy of Education (Education 126)			
C. Principles of Learning, Materials and Methods (Education 132, Education 105)			
D. Student Teaching in High School (Education 109-110)		6	
Total Semester Hours		18	

TEACHING AREA

Each subject field requires a specific number of semester hours for certification as follows, (For courses within each area which are specified by Wofford College,

consult the Department of Education or the department concerned):

	<i>Semester Hours</i>
English	36
Health and Physical Education	24
History	18
Languages	18 to 30
Mathematics	18
Science (Natural)	18 to 30
Social Studies	30

*It is suggested that teacher education candidates take one course in Biology and two semesters of chemistry, physics, or geology. Another possible combination might be two courses in Biology and Geology 51.

RECOMMENDATION FOR CERTIFICATION

The College advises with the student as to the requirements of the teacher education and the certification programs, and helps with scheduling the appropriate sequence of courses. Responsibility for starting the program and pursuing it to completion, however, rests upon the student. Deficiencies in preparation at the time the candidate applies to the State Department for certification are not the responsibility of the College. Wofford College recommends for certification only those students who have completed satisfactorily all requirements of the program.

Departments and Courses of Instruction

On the following pages are brief statements by departments concerning their course offerings, prerequisites, and major requirements. For fuller statements and more detailed explanations contact the departments directly.

KEY TO THE COURSE NUMBERING SYSTEM

Courses numbered from 1 to 99 are primarily for freshmen and sophomores.

Courses numbered from 100 to 199 or higher are primarily for juniors and seniors.

Course numbers separated by a *hyphen* (e.g.: 51-52) indicate a full year course for which credit is not given unless the work of two semesters is completed; such a course may not be entered at the second semester.

Course numbers separated by a *comma* (e.g.: 51, 52) indicate two distinct one semester courses, of which the second is in logical continuity from the first; these courses may be entered at either semester.

Single course numbers (e.g.: 51) indicate unitary one semester courses.

In general, odd numbered courses or half courses are offered in the first semester and those with even numbers are offered in the second semester.

After each of the following course descriptions are three numbers (in parentheses) which indicate the number of class meeting hours or equivalents normally met each week; the number of laboratory hours or equivalents normally met each week; and the number of semester hours credit for the course.

BIOLOGY

Mr. Leonard, *Chairman*

Mr. Dobbs, Mr. Hubbard, Mr. Lindsay, Mr. Patton (on leave 1971-72).

Major prerequisites: None

Major requirements:

All must be completed to the satisfaction of the departmental staff.

Biology 21, 22, 23, 24

Four advanced courses chosen in consultation with the departmental chairman. One of these may be a three-hour, non-laboratory course.

Senior Seminar (Biology 114) in the senior year.

Departmental Reading Program in the junior year.

Comprehensive examination in the senior year.

1, 2 Science

Designed to develop in the student an appreciation of logical inquiry, observation, abstraction, generalization, analysis, and prediction by which scientists organize man's understanding of nature. Emphasis on exemplifying science, rather than on acquiring familiarity with a list of facts. Offered in each natural science department and in Psychology; each instructor involves his students in a scientific area closely related to the instructor's competence and enthusiasm. (3-3-4) each course *Staff*

***1. General Biology**

Fundamental facts and principles of animal life. (3-3-4) *Staff*

***2. General Biology**

Fundamental facts and principles of plant life. (3-3-4) *Staff*

21. Introduction to Molecular and Cell Biology

Introduction to morphological, biochemical, biophysical and genetic studies of living cells. (3-3-4) *Mr. Leonard*

22. Introduction to Genetics and Development

Study of the basic concepts of heredity and subsequent development of organisms. (3-3-4) *Mr. Hubbard*

23. Introductory Animal Biology

Study of animal structure and function with emphasis on the adaptive relationships. (3-3-4) *Mr. Dobbs*

24. Plants and Ecosystem

Study of plant structure and function as aspects of behavior in population, community, and ecosystem. (3-3-4) *Mr. Lindsay*

101. Genetics

Study of the principles of heredity with emphasis on the more recent work and findings in the field. (3-3-4) *Mr. Hubbard*

102. Physiological Principles

Study of the leading ideas and concepts of the physiology of animals. (3-3-4) *Mr. Leonard*

103. Plant Life

Study of vascular and nonvascular plants with emphasis on the local flora. (3-3-4) *Mr. Lindsay*

104. Developmental Biology

Study of the developmental processes and structures formed in organisms. (Offered Spring Term, 1972-73) (3-3-4) *Mr. Dobbs*

*Offered in summer school only; does not count toward major

105. Ecology

Study of the interrelationships of the environment and organisms, including man. (3-3-4) *Mr. Lindsay*

106. Form and Function

Study of the intimate relationships that exist between the morphology and the physiology of organisms at the organ system level. (3-3-4). (Offered Spring Term, 1972-73) *Mr. Leonard*

107. Microbiology

Study of the microscopic forms of life, including structures, functions, uses, and controls. (Offered Fall Term, 1972-73) (3-3-4) *Mr. Hubbard*

108. Invertebrate Zoology

Study of selected invertebrates, with emphasis on symbiotic relationships and species parasitic to man. (3-3-4) *Mr. Dobbs*

109. Selected Topics in Biology

Group or individual study of selected topics in biology. Some special laboratory work will be possible. (3-0-3) *Staff*

111. History of Biology

Study of the development of the biological sciences from the medicine of primitive man to the present. (3-0-3) *Mr. Dobbs*

112. Human Genetics

Non-laboratory study of the principles of genetics as they apply to the human. (3-0-3) *Mr. Hubbard*

114. Senior Seminar

Discussion of student reports and assigned readings on a selected topic. Required of majors in Biology during spring of senior year. (1-0-1) *Mr. Lindsay*

***115. Human Biology**

Study of body structures and functions. Attention will be focused on effects of diseases, etiological agents of diseases, and body defense mechanisms. (3-3-4) *Mr. Dobbs*

Honors and In-Course Honors

The Department of Biology encourages its students to undertake honors work. For further information, the student is referred to Honors Courses, page 31, and In-Course Honors, page 32, in the current catalog.

*Offered in summer school only; does not count toward major.

CHEMISTRY

Mr. Cavin, *Chairman*

Mr. Loftin, Mr. Morrow, Mr. Schwab, Mr. Stephens

Major Prerequisite: Chemistry 23-24

Major Requirements:

All majors require: Chemistry 51-52; 61, 62; Mathematics 21, 22; Physics 21, 22

Professional Chemistry Major: Chemistry 151-152; 162; 215, 216; Mathematics 51, 52; and reading knowl-

edge of German. Either 222 or 261-262 are strongly recommended electives for this major.

Liberal Arts Chemistry Major: Chemistry 151-152; and two electives chosen from Chemistry 162, 215, 216, 222 or 261-262.

Pre-Medical Science Chemistry Major: Chemistry 101, 131, and two advanced electives chosen in any combination from Chemistry (162, 215, 216, 222, 261-262), Biology, or Physics, and approved by the Chemistry Department.

High School Chemistry Teacher Major: Chemistry 101, 131, 162, and one advanced elective chosen from Chemistry 215, 216, 222, or 261-262.

A reading knowledge of German is required for the professional major and for certain advanced courses.

1, 2 Science. Investigation in Science

Designed to develop in the student an appreciation of logical inquiry, observation, abstraction, generalization, analysis, and prediction by which scientists organize man's understanding of nature. Emphasis on exemplifying science, rather than on acquiring familiarity with a list of facts. Offered in each natural science department and in Psychology; each instructor involves his students in a scientific area closely related to the instructor's competence and enthusiasm. (3-3-4) each course *Staff*

23-24. General Chemistry

A thorough treatment of the fundamentals of chemistry from a strictly modern point of view. (3-3-4) each semester *Staff*

51-52. Organic Chemistry

A study of the carbon compounds with emphasis on structure and mechanisms. Prerequisite: Chemistry 23-24. (3-3-4) each semester. *Mr. Cavin*

61, 62. Introductory Analytical Chemistry

Fundamental theories and techniques of quantitative chemical analysis. Prerequisite: Chemistry 23-24. (1-3-2) each semester *Mr. Stephens*

101. Physical Chemistry for the Medical and Life Sciences

Selected aspects of the physical chemistry of biomolecules which are especially applicable to the medical and life sciences. Prerequisites: Chemistry 51-52; Mathematics 21, 22; Physics 21, 22. Recommended: Chemistry 61, 62. (3-3-4)

Mr. Morrow

131. Biochemistry

Selected aspects of chemistry which are related to the molecular basis of cell structure and function, including biomolecules, metabolic organization, bioenergetics and utilization of genetic information. Prerequisite: Chemistry 51-52. Recommended: Chemistry 61, 62. *Mr. Morrow*

151-152. Physical Chemistry

A study of the laws and theories of chemistry; thermodynamics, kinetics, dynamics, etc., from a modern viewpoint. Emphasis on problem solutions. Prerequisites: Chemistry 51-52, 61, 62; Physics 21, 22, and Mathematics through differential and integral calculus. (3-3-4) each semester

Mr. Morrow

162. Inorganic Chemistry

A survey of inorganic chemistry with emphasis on the periodicity of the elements and development of the modern theories of the relationships of chemical behavior and structure. Prerequisites: Chemistry 151 (co-requisite: 152) or 101. (3-3-4)

Mr. Schwab

215. Chemical Instrumentation

Instruments and methods in: Absorption and emission spectrometry, gas chromatography, mass spectrometry, radioisotope and electrometric measurements. Prerequisites: Chemistry 151-152 (or 101) and a reading knowledge of German. (2-6-4)

Mr. Loftin

216. Qualitative Organic Analysis

Theory and practice of separation and identification of organic substances with extensive use of infrared and nuclear magnetic resonance spectra. Prerequisites: Chemistry 151-152 (or 101) and a reading knowledge of German. Alternate years. (2-6-4)

Mr. Cavin

222. Advanced Analytical Chemistry

Lectures in the theory and practice of analytical chemistry. Sampling, dissolution, isolation (separation) and measurement of the components in complex systems. Analytical research and methods development. Pre- or corequisite: Chemistry 215. Alternate years. (3-0-3) *Mr. Stephens*

261-262. Senior Research

Guided original research of a simple nature in the field of the student's interest. Introduction to basic research principles. Library and laboratory research leading to solution of the problem and a written report. Prerequisites: Chemistry 151-152 or 101 and 162 and a reading knowledge of German. (0-6-2) each semester

Staff

ECONOMICS

Mr. Stephenson, Chairman

Mr. Arthur, Mr. Fulmer, Mr. Green

Beginning with the Class of 1974 the requirements for a major in Economics are as follows:

Major prerequisites: Economics 51N, 52N, Mathematics 21

Major requirements: Economics 103, 104, Mathematics 11, 12 (or equivalent)

Three advanced courses chosen in consultation with the departmental chairman.

51N. Principles of Economics I

Prior to fall semester 1971, the material covered in this course was covered in Economics 52. An introduction to the analysis of how a market economy allocates scarce resources to produce goods and services people want. (3-0-3) *Staff*

52N. Principles of Economics II

Prior to fall semester 1971, the material covered in this course was covered in Economics 51. A study of the theory of income and employment and of the policies that affect the level of income and employment. (3-0-3) *Staff*

53. An Introduction to Financial Accounting

This course is concerned mainly with the accumulation and reporting of financial information to managers, investors, and other interested parties. (3-0-3) *Mr. Green*

54. An Introduction to Managerial Accounting

This course places emphasis on the preparation and utilization of financial information for internal management. Prerequisite: Economics 53. (3-0-3) *Mr. Green*

101. Money and Banking

A study of the relationship between money and the level of economic activity, commercial and central banking, credit control under the Federal Reserve System, and the theory and objectives of monetary policy. Prerequisite: Economics 52N. (3-0-3) *Mr. Fulmer*

103. Microeconomic Theory

An intermediate-level course in the economic analysis of the behavior and relationships of individual decision-making units in a market economy. Prerequisites: Economics 51N, 52N. (3-0-3) *Staff*

104. Macroeconomic Theory

An intermediate-level course in the economic analysis of the determination of income and employment. Prerequisites: Economics 51N, 52N. (3-0-3) *Staff*

105. Business Finance

A study of the corporate financial organization. Prerequisite: Economics 53. (3-0-3) *Staff*

107. Management

A study of the basic functions of administration — planning, organizing, and controlling. (3-0-3) *Staff*

108. Economic History of the United States

An historical treatment of the economic development of America from colonial times to the present. (3-0-3) *Mr. Arthur*

111. Marketing

A study of the marketing functions, institutions, decision-making, and planning. (3-0-3) *Staff*

112. Labor Economics

A study of the nature of the market for labor services. Prerequisites: Economics 51N, 52N. (3-0-3) *Mr. Stephenson*

114. Public Finance

A study of the theory and practice of taxation, public expenditures, and public debt. Prerequisites: Economics 51N, 52N. (3-0-3) *Mr. Fulmer*

116. Public Policy toward Business

A study of alternative types of public policy toward business in the United States. Prerequisites: Economics 51N, 52N. (3-0-3) *Staff*

121. Intermediate Accounting

A continuation of the study of accounting principles and practices with emphasis on the following areas: assets, inventories, investments, and manufacturing accounting. Prerequisites: Economics 53, 54. (3-0-3) *Mr. Green*

124. Commercial Law

A study of basic legal principles applying to the conduct of business operations. (3-0-3) *Staff*

126. International Economics

A study of the theory of international specialization and exchange, the making of international payments, and the relation of international transactions to national income. Prerequisites: Economics 51N, 52N. (3-0-3) *Mr. Arthur*

135. Cost Accounting

A study of the basic principles of accounting for the cost of manufactured products. Prerequisites: Economics 53, 54. (3-0-3) *Mr. Green*

137. Federal Income Tax

A study of the internal revenue code and its application to individual, partnership, and corporate returns. (3-0-3) *Mr. Green*

141. Statistics

A study of the basic ideas underlying modern statistical methods and their uses as tools in decision-making. (3-1-4) *Staff*

143. Comparative Economic Systems

A survey of the economic systems of capitalism, socialism, communism, and fascism. (3-0-3) *Staff*

144. History of Economic Thought

A study of the evolution of economic analysis including a brief survey of the economic ideas of Aristotle, the scholastics, mercantilists, and physiocrats and a more detailed study of the economic analysis of the classicists, Marxists, marginalists, and Keynesians. Prerequisites: Economics 51N, 52N. (3-0-3). *Mr. Stephenson*

146. Mathematical Economics

A study of how the basic assumptions of economic theory are stated in terms of mathematical symbols. Theoretical conclusions from these assumptions are derived by the use of the methods of mathematics. Prerequisites: Economics 103, Mathematics 21. (3-0-3) *Mr. Fulmer*

***149. The Economics of Personal Finance**

This course covers the financial and economic problems faced by most individuals and includes such topics as: credit, taxation, investments, insurance, budgeting, real estate, and banking. (3-0-3) *Mr. Green*

150. Current Economic Problems

A study of some important economic problems such as economic growth and development and inflation. (3-0-3) *Staff*

161. The Urban Economy

An analysis of the economic forces affecting the performance and structure of the urban economy. Prerequisites: Economics 51N, 52N. (3-0-3) *Mr. Stephenson*

*Offered in summer school only; does not count toward major.

EDUCATIONMr. Prince, *Chairman*

There is no major in education, but these courses are required to complete the professional education program: Psychology 104; Educational Psychology 132; Education 105, 126, and 109-110. For a full statement regarding teacher education, see page 42.

104. Adolescent Psychology

A study of the problems facing young people approaching maturity. (3-0-3)
Mr. Prince

105. Principles and Methods of Education

The principles underlying education and methods of teaching. (3-0-3)
Mr. Prince

109-110. Student Teaching

Supervised teaching experience in local public schools during the fall semester and Interim of the senior year. Prerequisites: Psychology 104 and Educational Psychology 132. Prerequisite or co-requisite: Education 105. (6-0-6) *Mr. Prince*

122. Educational Measurement

A study of tests and testing. (3-0-3)
Mr. Prince

126. History and Philosophy of American Education

The historical development of education in the United States. (3-0-3)
Mr. Prince

132. Educational Psychology

Theories of learning applied to the classroom. (3-0-3) *Mr. Prince*

134. Current Problems in Education

Selected educational problems will be identified, discussed, and solutions explored. (3-0-3) *Staff*

ENGLISH LANGUAGE AND LITERATUREMr. Chewning, *Chairman*

Mr. Covington, Mr. Dooley, Mr. Gross, Mr. Henry, Mr. Miller, Mr. Secondi, Mr. Woodward

Major prerequisites: English 50, 51.

Major requirements: Eight advanced courses, including one from each of the following groups:

- I. 107, 108, 109, 114, 117, 120, 127, 131, 137.
- II. 110, 112, 123, 126, 128.
- III. 103, 104, 130.

English majors intending to do graduate work are advised to acquire a reading knowledge of French, German or both.

1. Literature and Composition For Freshmen

This course is intended, through careful study and discussion of good writing from various genres and periods, to help the student to think clearly and read perceptively, and to discuss and write intelligently. To receive credit for this course the student must demonstrate his ability to write satisfactorily. (3-0-3) *Staff*

2. Freshman Seminar in English

Each section of this seminar will pursue an in-depth study of some topic in literature. Working in small groups, the students will participate in studies and discussions leading to written work and independent investigation. Objects will be to read critically, think analytically, and communicate effectively. Several short papers and one long documented paper will be written. Prerequisite: English 1 or equivalent. (3-0-3) *Staff*

50. Introduction To Literary Study

This course is designed to develop beyond the freshman level the student's ability to read literary classics with greater appreciation and understanding. There will be intensive exercise in the critical analysis of literary works from a variety of periods and genres. (3-0-3) *Staff*

51. English Literature To 1800

Study of works representative of the major writers and periods from the Middle Ages through the eighteenth century, with emphasis on critical understanding of these works and on the influences that produced them. (3-0-3) *Staff*

52. English Literature Since 1800

Study of works representative of the major writers and periods from the Romantic movement to the present, with emphasis on critical understanding of these works and on the influences that produced them. (3-0-3) *Staff*

101. Public Speaking

An introduction. Students will be expected to prepare, deliver, and criticize various types of speeches. Does not count toward a major in English. (3-0-3) *Mr. Covington*

English 102. Introduction to the Theatre

The class will meet twice weekly for discussion and laboratory sessions. Required work will include participation in an evening presentation of a full-length play. Does not count toward requirements for a major. (3-2-3) *Mr. Gross*

103. American Literature to the Civil War

A survey of American Literature, from its beginning to the Civil War, with emphasis upon the major writers. (3-0-3) *Mr. Dooley*

104. American Literature Since the Civil War

Continuation of 103. (3-0-3) *Mr. Dooley*

107. Shakespeare

Study of the principal plays of the first half of Shakespeare's career, including the romantic comedies and histories. Lectures and reports on the Elizabethan background. (3-0-3) *Mr. Chewning*

108. Shakespeare

Study of the principal plays of the latter half of Shakespeare's career, including the major tragedies and romances. (3-0-3) *Mr. Cheuning*

109. English Drama

An introduction to the history and development of English drama from its beginnings in the fifteenth century through the nineteenth century. Reading will concentrate on the plays of the Elizabethan, Jacobean, and Restoration dramatists, exclusive of Shakespeare. (3-0-3). *Mr. Gross*

110. Contemporary Drama

Reading of contemporary dramas from Ibsen to the present. (3-0-3) *Mr. Miller*

112. Contemporary Literature

Major writers of the twentieth century in America and England. (3-0-3) *Mr. Miller*

114. Milton

Reading of all of Milton's poetry and selections from his prose. (3-0-3) *Mr. Cheuning*

117. Seventeenth Century English Literature to the Time of the Restoration

Important works will be chosen from the drama, lyric, essay, and criticism. Chief among the authors studied will be Ben Johnson, Webster, Bacon, Donne, George Herbert, Vaughan, and Marvell. (3-0-3) *Mr. Secondi*

120. English Literature of the Restoration and Eighteenth Century, 1660-1800

A study of important works from the literature of this period. Works to be studied will be selected from satire (poetry and prose), essay, lyric, and biography. The chief authors studied will be Dryden, Swift, Pope, Fielding, Gray, Johnson, and Boswell. (3-0-3) *Mr. Secondi*

123. The Romantic Period

Consideration of the new creative spirit which shows itself in the poetry of Wordsworth, Coleridge, Shelley, Byron, and Keats, as well as in the minor writers of the age. (3-0-3) *Mr. Gross*

126. The Victorian Period

Study of representative British literature of the Victorian era, with emphasis on the poetry of Tennyson, Browning, and Arnold. (3-0-3) *Mr. Gross*

127. The Early English Novel

Reading of representative British novels of the eighteenth century and Romantic Period. (3-0-3) *Mr. Henry*

128. The Later English Novel

Major novels of the Victorian and modern periods. (3-0-3) *Mr. Gross*

130. The Modern Novel

A critical consideration of selected American, British, and European novels from Flaubert to the present. The student should gain some insight both into the development of the modern novel as a genre and into the part the modern novel has played in the development of the modern mind. Specific selections will vary from year to year but will include such writers as James, Lawrence, Joyce, Faulkner, Hemingway, and Beckett. (3-0-3) *Mr. Miller*

131. Chaucer

Study of Chaucer's major poetry, with some attention to the medieval background and to Chaucerian criticism. (3-0-3) *Mr. Henry*

133. Comparative Literature

A comparative study of selected works from the great literatures of the world. The course is intended to allow the student to gain some sense of the breadth, nature, and importance of his cultural heritage, so far as he can do this through a study of a few literary works in translation. The first semester is not prerequisite to the second. (3-0-3) *Mr. Miller*

134. Comparative Literature

Continuation of 133. (3-0-3) *Mr. Miller*

135. Principles of Literary Criticism

A study of the principles by which one distinguishes the best from the inferior in literature. Some attention will be given to the opinions of major critics, but the main part of the course will be practical and inductive, and concerned with the discussion of selected works. (3-0-3) *Mr. Miller*

137. English Medieval Literature

Reading in Old and Middle English literature, in translated or modernized versions, through the end of the fifteenth century, excluding Chaucer. (3-0-3) *Mr. Henry*

145. Development of Modern English

A study of the history of the English language, including the place of English in the Indo-European family of languages, the growth of English as a living language from the Old English period to the present, and the development of modern American English. (3-0-3) *Mr. Cheuning*

146. Modern English Grammar

An introduction to current trends in the study of the English language, with emphasis on generative-transformational grammar. Some attention will be given to the teaching of linguistically oriented materials in secondary schools. (3-0-3) *Mr. Cheuning*

FOREIGN LANGUAGES

Mr. Adams, Chairman

Mr. DeVelasco, Mr. Forbes, Mrs. Gagarine, Mrs. Gilbert, Mr. Ramirez, Mr. Secondi

Major prerequisites: Completion of courses 51 and 52 of each language of concentration selected for advanced study.

Major requirements: Eighteen semester hours above course 52 level. It is recommended that a student spend his junior year abroad studying in a country where his language of concentration is native. All major programs must have the approval of the departmental staff.

The student is advised to take the Advanced Placement tests of the College Entrance Examination Board in French, Spanish or German before the end of his senior

year in high school so that the College can evaluate his senior year of high school language and place him at the appropriate level of college study of his language.

Foreign Language 201, 202

INDEPENDENT READINGS IN A FOREIGN LANGUAGE. Under supervision of a member of the Department the student will read and discuss special works or topics in his field of specialization. Papers will be written periodically, and there will be regular conferences and discussions with the instructor. Readings may be in any one of the foreign languages offered by the College for credit toward graduation. Offered on demand. Prerequisites: completion of course 52 of language concerned. (0-0-3) Each Course *Staff*

CHINESE

1-2. Elementary Chinese

Elementary Chinese ideograph; pronunciation, dictation, conversation; memorizing of common idioms and everyday expressions; reading of easy stories. (3-0-3) Each semester *Mr. Ling*

51-52. Intermediate Chinese

Reading of selections from standard prose writers. Chinese calligraphy; advanced composition and conversation. Prerequisite: Chinese 1-2. (3-0-3) Each semester *Mr. Ling*

FRENCH

1-2. Elementary French

Elementary French grammar; pronunciation; dictation; conversation; memorizing of common idioms and everyday expressions; reading of easy stories. (3-1-3) Each semester *Staff*

51-52. Intermediate French

Reading of selections from standard prose writers. Advanced grammar; composition and conversation. Prerequisite: French 1-2, or two years of high school French. (3-1-3) Each semester *Staff*

101, 102. Modern French Literature

Representative selections from outstanding authors of the nineteenth and twentieth centuries. Lectures, discussions, reports, conducted in French. (3-0-3) Each course *Mr. Adams*

153, 154. General View of French Literature

Lectures, rapid reading of representative works; history of literature; reports. Prerequisite: French 51-52, or the equivalent. (3-0-3) Each course *Mr. Adams*

161, 162. Composition and Conversation

Conducted in French. Conversation and composition based on reading from modern writers. Prerequisite: French 51-52. (3-0-3) Each course *Mr. Adams*

GERMAN

1-2. Elementary German

Elementary German grammar; pronunciation; dictation; conversation; memorizing of common idioms and everyday expressions. Reading of easy stories. (3-1-3) Each semester *Mr. Forbes and Mrs. Gilbert*

51-52. Intermediate German

Reading of selections from standard prose writers. German lyrics and ballads. Advanced grammar; composition and conversation. Prerequisite: German 1-2 or two years of high school German. (3-1-3) Each semester *Mr. Forbes and Mrs. Gilbert*

101, 102. Conversation and Composition

Intended to drill the student in the application of grammar and the idiomatic usage of German. (3-0-3) Each course *Mrs. Gilbert*

105, 106. German Literature of the Nineteenth Century

Lectures, discussions, reports. The first semester will be spent principally studying the works of Goethe, and the second those of Lessing and Schiller. (3-0-3) Each course *Mr. Forbes*

121, 122. Scientific German Readings

Reading of scientific texts of standard difficulty intended for science majors who plan to enter graduate school. (3-0-3) Each course *Mr. Forbes*

GREEK

1-2. Beginner's Greek.

A thorough study of some book for beginners in connection with reading, in the original, myths, fables, and stories from Greek life. (3-0-3) Each semester *Mr. Secondi*

51-52. Anabasis and New Testament

During the first semester two or three books of the *Anabasis* will be read. The second semester will be devoted to the study of New Testament Greek. Sight reading will be practiced throughout the entire year. (3-0-3) Each semester *Mr. Secondi*

101-102. Readings in Greek Literature

Reading of selected plays of Euripides, Sophocles and Aristophanes; reading selections from Plato (*The Apology*), Herodotus and Lysias. (3-0-3) Each semester *Mr. Secondi*

LATIN

1-2. Latin for Beginners

Grammar and pronunciation. Readings in easy Latin study of a selective English word list of about 600 words in cultivated usage is an integral part of the course. (3-0-3) Each semester *Mr. Secondi*

51-52. Reading in Latin

Reading of Latin prose and poetry. The study of the list of carefully chosen English words of second usage is continued in the second year of Latin. Prerequisite: Latin 1-2. (3-0-3) Each semester *Mr. Secondi*

RUSSIAN

1-2. Elementary Russian

Elementary Russian grammar, pronunciation, vocabulary, and use of common idioms. Extensive practice in everyday conversation. Reading and writing. (3-1-3) Each semester *Mrs. Gagarine*

51-52. Intermediate Russian

Advanced Russian grammar and composition. Readings from standard Russian writers, newspapers, and periodicals. Conversation. (3-1-3) Each semester *Mrs. Gagarine*

103, 104. Russian

Oral proficiency stressed in the first course, which includes lectures in Russian on the historical development of the country. Second course stresses written language through free composition, dictation, etc. Assigned readings and discussions in Russian. (3-0-3) Each course *Mrs. Gagarine*

105, 106. Advanced Course in Russian Literature

Russian literature will be studied with the emphasis on the classical and then the modern. Lectures, discussions, reports.
(3-0-3) Each course *Mrs. Gagarine*

SPANISH**1-2. Elementary Spanish**

Elementary Spanish grammar, pronunciation; dictation; conversation; letter-writing; memorizing of common idioms and everyday expressions. Reading of easy stories.
(3-1-3) Each semester *Staff*

51-52. Intermediate Spanish

Reading of selections from standard prose writers. Advanced grammar; composition; commercial correspondence; conversation. Prerequisite: Spanish. 1-2, or two years of high school Spanish.
(3-1-3) Each semester *Staff*

103, 104. Spanish Conversation and Composition

Conversation and composition based on readings from modern prose writers. Prerequisite: Spanish 51-52, or its equivalent. Conducted in Spanish.
(3-0-3) Each course *Mr. Ramirez*

153, 154. General View of Spanish American Literature

Rapid reading of representative works from many countries; lectures; history of literature; reports.
(3-0-3) Each course *Mr. DeVelasco*

161, 162. Spanish Prose of the late Nineteenth and Early Twentieth Centuries

Rapid reading of representative works by outstanding writers, with special emphasis on the novel and short story. Lectures; history of literature; outside reading and reports. Prerequisite: Spanish 51-52. Conducted in Spanish.
(3-0-3) Each course *Mr. DeVelasco*

173, 174. General View of Spanish Literature

Rapid reading of representative works; lectures; history of literature; reports. Prerequisite: Spanish 51-52; Conducted in Spanish.
(3-0-3) Each course *Mr. DeVelasco*

GEOLOGY

Mr. Harrington, Chairman

There is no major in Geology.

The introductory courses include approximately 20 laboratories held in the field where students learn to appreciate the earth as they find it. The range of these trips extends from the Atlantic Ocean to eastern Tennessee and the students make a composite cross section of a four hundred mile traverse across the continent through many structures and rocks of all the eras.

1, 2. Science. Investigation in Science.

Designed to develop in the student an appreciation of logical inquiry, observation, abstraction, generalization, analysis, and prediction by which scientists organize man's understanding of nature. Emphasis on exemplifying science, rather than on acquiring familiarity with a list of facts. Offered in each natural science department and in Psychology; each instructor involves his students in a scientific area closely related to the instructor's competence and enthusiasm.

(3-4-4) Each course *Mr. Harrington*

51. Introduction to Geology

A study of the Earth as a planet, the rocks and minerals of which it is composed, and the processes that continually modify its surface.

(3-4-4) *Mr. Harrington*

52. Introduction to Geology

A study of the history of the Earth from the creation to modern times as this may read from the record of the rocks and fossils. Prerequisite: Geology 51 or permission of instructor.

(3-4-4) *Mr. Harrington*

100. Regional Studies

This is an interdisciplinary elective in which the advanced student blends the knowledge and interest he has gained in his major field with the methodology of earth science. The continent of North America is analyzed in terms of the natural regional divisions of similar structure, geologic history, physiography and climate. Project work in various other regions of the world expands the cone of vision utilizing the same principles. Much of the data is assembled from original sources which will introduce the students to an unfamiliar literature. This course is designed as a bridge between the two cultures of the scientist and the humanist. Registration by permission of the instructor.

(3-0-3) *Mr. Harrington*

61. History of the United States, 1763-1848

Political, social and economic. Required for history majors. (3-0-3)

Mr. Jones, Mr. Killian, Mr. Racine

62. History of the United States, 1848-1914

Continuation of History 61. Required for history majors. (3-0-3)

Mr. Jones, Mr. Killian, Mr. Racine

65. Research Methods

Suggestions about writing, introduction to library and research tools, instructions in mechanics. Tests on tools and procedures. To be taken as early as possible by all students planning to major in history. Offered first semester. (1-0-1) *Staff*

101. England to 1688

England's emergence as a nation; its people, government, constitution, and religion, through the religious problems and constitutional settlement of the seventeenth century.

(3-0-3) *Mr. Thoroughman*

102. England Since 1688

The history of modern Britain since the Glorious Revolution.

(3-0-3) *Mr. Thoroughman*

103. Colonial Latin America

Colonial history of Latin America, dealing with exploration and discovery, colonial institutions and society, and political developments.

(3-0-3) *Mr. Jones and Mr. Lesesne*

104. Latin America Since Independence

A continuation of History 103, dealing with the national period to the present.

(3-0-3) *Mr. Jones and Mr. Lesesne*

105. Constitutional History of the United States

Framing of the Constitution of the United States, major constitutional doctrines, and judicial controversies over the meaning of constitutional provisions

(3-0-3) *Mr. Killian and Mr. Lesesne*

113. History of the Old South

A cultural, economic, and social history of the South before the Civil War. (3-0-3) *Mr. Jones*

114. History of the New South

The South since the Civil War; a continuation of History 113.

(3-0-3) *Mr. Jones*

123. History of South Carolina

A survey of the state's history during colonial and early national periods.

(3-0-3) *Mr. Jones*

124. History of South Carolina

Continuation of History 123 from about 1800 to present.

(3-0-3) *Mr. Jones*

135. Colonial America

A survey of the establishment and development of the English colonies in America with an emphasis on the operation of the British imperial system and the development of colonial governmental institutions. Considerable attention to representative thinkers, climate of opinion, and social structure. (3-0-3) *Mr. Racine*

136. Diplomatic History of the United States

A survey of American relations with foreign powers with emphasis on last 75 years.

(3-0-3) *Mr. Jones and Mr. Lesesne*

137. U. S. Social and Intellectual History to 1860

A study of intellectual developments (Puritanism, the Great Awakening, the American Enlightenment, Transcendentalism); includes reading representative works and biographies of the major thinkers. Emphasis will be placed on social history with special attention to revivalism, reform, racism, slavery, popular culture, education, and labor.

(3-0-3) *Mr. Racine*

138. American Social and Intellectual History Since 1865

The history of ideas in the United States, emphasizing the relationship between ideas and society. Topics: religion, education, literature, science and technology, immigration, philosophy, theology, and social reform.

(3-0-3) *Mr. Killian*

139. Twentieth Century America

History of the United States since 1914. (3-0-3)

Mr. Jones and Mr. Lesesne

143. The Ancient World

A study of the emergence and development of the early river valley civilization, of the Greek city states, the Hellenistic Age, and the Roman world. (3-0-3) *Mr. Bayard*

144. History of the Middle Ages

A survey of medieval civilization with emphasis on cultural and institutional developments.

(3-0-3) *Mr. Thoroughman*

145. Renaissance and Reformation (1300-1600)

A study of Western Europe from about 1300 to about 1600.

(3-0-3) *Mr. Thoroughman*

146. Europe in the 17th and 18th Centuries

A consideration of the social, economic, political and intellectual development of Europe from 1600 to 1789. Special emphasis: the emergence of the nation state, the rise of modern science, and the intellectual milieu of the Enlightenment.

(3-0-3) *Mr. Thoroughman*

147. Europe, 1789-1870

A survey of the growth of nationalism and democracy in modern Europe, with attention also being given to social conditions and intellectual climate. (3-0-3) *Mr. Bayard and Mr. Thoroughman*

148. Europe, 1870-1918

A survey of Europe, with attention to social conditions, the new states, the rise of imperialism, world politics and the struggle for power.

(3-0-3) *Mr. Bayard*

149. Europe and the World, 1918-1935

This course and its sequel, History 150 are designed to furnish historical background for better understanding of complex contemporary world problems. (3-0-3) *Mr. Bayard*

150. The World Since 1935: New Age of Conflict

A continuation of History 149.

(3-0-3) *Mr. Bayard*

181. Special Topics in United States History

Selected problems, periods, or trends for intensive study and extensive reading. Subject matter will vary. Admission with permission of instructor only. (3-0-3) *Staff*

182. Special Topics in European History

Same as History 181, except in European field. (3-0-3) *Staff*

183. Independent Study in United States History

Opportunity is offered to the student to develop projects of special interest. After approval of topic by the instructor, the student is expected to engage in general bibliographical study, report on his reading, and to produce such paper or papers as di-

rected by the instructor. Periodic conferences with the instructor. Prerequisites: Junior or Senior standing, approval of the department, and permission of the instructor. Such programs to be approved at least six weeks prior to registration day. (1-0-3) *Staff*

184. Independent Study in European History

Same as History 183, except in European field. (1-0-3) *Staff*

MATHEMATICS AND ASTRONOMY

Mr. Hill, *Chairman*

Mr. Bell, Mr. Pegram, Mr. Robinson

Major Prerequisites: Math 21, 22, 51, 52, 81, 82, 115, 116, 121, 122.

In addition, for recommendation to graduate school, at least one of the following courses should be taken: Math. 131, 132, 141, 142, 151, 152.

The prospective major is strongly urged to choose either German, French, or Russian as his degree language.

***1. Algebra**

Quadratic Equations, general theory of equations, inequalities. Offered summer school only. (3-0-3) *Staff*

***2. Plane Trigonometry**

Analytical trigonometry through De Moivre's theorem. Offered summer school only. (3-0-3) *Staff*

11, 12. Elementary Probability and Statistics

An introduction to the ideas and applications of probability and statistics especially for students of the social sciences. No prerequisite except for those sections designated as computer-oriented for which a modest programming ability is prerequisite or corequisite.

(3-0-3) Each course *Staff*

21, 22. Calculus of One Variable

Differential and integral calculus of one variable. Prerequisite: Math 1, 2 or high school equivalent. (3-0-3) Each course *Staff*

51. Multivariate Calculus

Partial derivatives and multiple integrals. Prerequisite: Math 21, 22. (3-0-3) *Staff*

52. Differential Equations

Ordinary differential equations with applications. Prerequisite: Math 51. (3-0-3) *Staff*

61, 62. Probability and Statistics

A somewhat more thorough treatment of probability and statistics than Math 11, 12 for students with

working knowledge of calculus. (3-0-3) Each course *Staff*

81. Algebra I

Axiomatic development of beginning abstract algebra. (3-0-3) *Staff*

82. Analysis I

Introduction to real variable analysis. (3-0-3) *Staff*

115. Linear Algebra and Vector Spaces

Axiomatic approach to the theory of vector spaces. (3-0-3) *Staff*

116. Topology I

Basic concepts of the theory of topological spaces. Prerequisite: Math 81, 82. (3-0-3) *Staff*

121, 122. Advanced Calculus

Advanced work in multivariable calculus. Prerequisite: Math 51. (3-0-3) *Staff*

MILITARY SCIENCE

Colonel Hayes, *Chairman*

Major Danielsen

Major Hill

Captain Bird

Captain Davis

Captain King

SGM Hudson

MSG Atkinson

SFC Sims

SSG Adams

SSG Balaban

There is no major in Military Science

Military Science is divided into several subcourses, each being a complete subject within itself and forming the basis for more advanced training. Freshmen meet once each week for 90 minutes. Their instruction alternates between practical exercise in dismounted drill and graded class work. Sophomores have classroom work each week in addition to practical exercises on Monday afternoons. Juniors and Seniors attend classes for 3 hours each week

131, 132. Analysis II and III

Topics from real and complex variable theory. Prerequisite: Math 81, 82. (3-0-3) Each course *Staff*

141, 142. Algebra II and III

Further study of structure in abstract algebra. Prerequisite: Math 81, 82. (3-0-3) Each course *Staff*

151, 152. Topology II and III

Advanced work with topological spaces. Prerequisite: Math 116. (3-0-3) Each course *Staff*

192. Descriptive Astronomy

A general course in principal facts, theories and methods. Use is made of planetarium. (3-0-3) *Staff*

*Offered in summer school only.

in addition to conducting practical exercises. Satisfactory completion of the four courses together with the college degree results in either a Reserve or Regular Army Commission as a Second Lieutenant in the Army.

1-2. Military Science Course I

Orientation of US Defense Establishment, Organization of the Army, Marksmanship, and Leadership Development. (1-0-1) Each semester

Staff

51-52. Military Science Course II

51—Map and Aerial Photograph Reading, Introduction to Operations and Basic Tactics. (1-1-1); 52—American Military History (3-0-3)

Staff

101-102. Military Science Course III

Theory of Leadership, Military

Teaching Principles, Branches of the Army, Small Unit Tactics and Communication, Pre-Camp Orientation Internal Defense/Developments, Obligations and Responsibilities of an Officer, and Leadership Laboratory. (3-1-3) Each semester

Staff

103-104. Military Science Course IV

Administrative Management, Military Law, World Change and Military Implications, Internal Defense/Developments, The Military Team, Logistics, and Leadership Laboratory. (3-1-3) Each semester

Staff

MUSIC AND ART

Mrs. Armitage, Mr. Smith, Mr. Peninger

There is no major in Music and Art

50. Music Appreciation

An introduction to the art of preceptive listening. A general survey of music from the Baroque period to the present time. (3-0-3) *Mr. Smith*

51. The Elements of Music

The development of aural recognition and identification of musical patterns. The development of proficiency in recognizing and responding to the symbols of music notation. (3-0-3) *Mr. Smith*

100. Music Laboratory

Applied music in the form of participation in one of the approved music activities such as Glee Club, Stage/Concert band, or private instruction* as offered, while enrolled in one of the music courses. (1 to 2-1 to 3-1) *Staff*

102. Art Appreciation

A survey of European Art, intended to build a background for appreciation. (3-0-3) *Mrs. Armitage*

105. Italian Renaissance Art

A study of the three major arts of the Italian Renaissance, intended to give background and develop appreciation for this significant era. (3-0-3) *Mrs. Armitage*

107. Greek and Roman Art

A survey of the classical art of the ancient world with particular emphasis on Greece. Some attention will be given to Classical Revival Architecture in the South. (3-0-3) *Mrs. Armitage*

*An additional fee is charged for private instruction.

109. Oriental Art

A survey of the Art of the Orient, including major periods and examples in China, India and Japan, studied against their cultural and historical background. (3-0-3) *Mrs. Armitage*

111. History of Music

A survey of the history of music from 1600 to the present time. (3-0-3) *Mr. Smith*

123. Baroque and Classical Music Literature Survey

A study of selected literature representative of the Baroque and Classical style eras. (3-0-3) *Mr. Smith*

124. Romantic and Contemporary Music Literature

A study of selected literature representative of the Romantic and Contemporary style eras. (3-0-3) *Mr. Smith*

PHILOSOPHY

Mr. Anglin, Mr. Harris

General Education Requirement: satisfied by the completion of Philosophy 51.

Major Prerequisite: Philosophy 51 is prerequisite to further work in the department.

Major Requirements: Twenty-one semester hours of course work which must include 111 or 116, 151, 152, and 171 or 172. Philosophy 51 may not be counted. Comprehensive examination during the last semester of senior year.

51. Problems and Methods of Philosophy

Selected areas of philosophy as a discipline with attention to the consequences for living of various philosophic viewpoints. (3-0-3) *Staff*

101. Aesthetics

An examination of various answers to the question: What is art and what is its function in human experience? (3-0-3) *Staff*

111. Principles of Ethics

A study of ethical principles and their significance in life. (3-0-3) *Mr. Harris*

116. Social Ethics

A consideration of practical problems and alternative solutions incident to life in our modern world. (3-0-3) *Mr. Harris*

122. Principles of Logic

A study of problems of meaning and principles of modern inductive and deductive logic. (3-0-3) *Staff*

131. American Philosophy

The development of philosophic thought in America from the colonial period to the present. (3-0-3) *Mr. Harris*

141. Philosophy and Theology in Dialogue

Each time the course is offered one philosopher and one theologian — whose work is based upon or shaped by that philosopher — are studied. (3-0-3) *Staff*

151. History of Western Philosophy I

A study of ancient philosophy with emphasis on Plato and Aristotle and medieval philosophy with emphasis on Augustine, Anselm, and Aquinas. (3-0-3) *Mr. Anglin*

152. History of Western Philosophy II

A study of modern philosophy: Continental rationalism, British empiricism, the Enlightenment, Kant, and German idealism through Hegel. (3-0-3) *Mr. Anglin*

164. Philosophy of Science

Examination and evaluation of assumptions, laws, and methods of science with attention to problems such as the unity of science. (3-0-3) *Mr. Anglin*

171. Contemporary Types

The study and discussion of a distinctive type of philosophy within the context of recent thought. Prerequisite: Phil. 151 or consent of instructor. (3-0-3) *Staff*

172. Contemporary Topics

A study centered around one philosophical topic of current significance with attention given to recent philosophers. Prerequisite: Philosophy 151 or consent of instructor. (3-0-3) *Staff*

PHYSICAL EDUCATION

Mr. Scheerer, Chairman

Mr. Alexander, Mr. Bugar, Mr. Ivey, Mr. Muirhead, Mr. Peterson, Mr. Stober

There is no major in Physical Education.

Graduation Requirement: All male students in the Sophomore class must complete 50 and 51 unless excused by the college physicians.

Advanced Courses: For students preparing to enter the field of athletic coaching or recreation.

50. Lifetime Sports

Participation in the sports of tennis, badminton and table tennis. (3-0-0) *Staff*

51. Lifetime Sports

Participation in bowling, modified handball and golf. (3-0-0) *Staff*

101. Health Education

Course meets the requirement for teacher certification. (3-0-3) *Mr. Scheerer and Mr. Stober*

102. Group Recreation

Active participation in recreational activities. (3-0-3) *Mr. Scheerer and Mr. Stober*

103. Organization and Administration of Health and Physical Education

Practical training in directing a high school physical education program. (3-2-3) *Mr. Scheerer and Mr. Stober*

105. Coaching Football and Basketball

Techniques of coaching in high school. (3-2-3) *Mr. Peterson and Mr. Alexander*

106. Coaching Baseball and Track

Techniques of coaching high school students. (3-2-3) *Mr. Ivey and Mr. Stober*

108. Intramural Sports Program

Directing intramural sports in high schools. (3-2-3) *Mr. Scheerer and Mr. Stober*

113. Coaching of Tennis

Techniques of coaching in high school and preparation for professional status. (3-3-3) *Mr. Scheerer and Mr. Stober*

114. Coaching of Golf

Techniques of coaching in high school and preparation for professional status. (3-3-3) *Mr. Scheerer and Mr. Stober*

PHYSICS

Mr. Olds, Chairman

Mr. Parker

Major Prerequisites: Physics 21, 22; Math 21, 22

Major Requirements: Physics 61, 131, and 151, plus not less than 15 semester hours in physics beyond General Physics. Preparation for graduate work in physics should include at least advanced calculus and work in French, German, or Russian.

1, 2. Science

Designed to develop in the student an appreciation of logical inquiry, observation, abstraction, generalization, analysis, and prediction by which scientists organize man's understanding of nature. Emphasis on exemplifying science, rather than on acquiring familiarity with a list of facts. Offered in each natural science department and in psychology; each instructor involves his students in a scientific area closely related to the instructor's competence and enthusiasm. (3-3-4) Each course *Staff*

21, 22. General Physics

A study of mechanics, heat, light, sound, electricity and magnetism, and modern physics. Corequisite Math. 21. (3-3-4) Each course *Staff*

53. Elementary Modern Physics

A study of the development of Concepts of Modern Physics. Prerequisite: Physics 21, 22 (3-0-3) *Staff*

61. Intermediate Mechanics

Introduction to vector Newtonian analytical mechanics. Prerequisite: Physics 21, 22. Corequisites: Math 51 and Computer Science 10. (3-0-3) *Staff*

72. Thermodynamics

An introduction to thermodynamics, kinetic theory and statistical mechanics. Prerequisites: Physics 21, 22 and Math 51. (3-0-3) *Staff*

82. Electronics

A study of the fundamentals of electronic circuits. (3-3-4) *Staff*

131. Electricity and Magnetism

A study of electric and magnetic phenomena. Prerequisites: Physics 61 and Math 51. (3-3-4) *Staff*

142. Optics

A study of geometrical and physical optics. Prerequisite: 131 (3-3-4) *Staff*

151. Modern Physics

A study of the development of the atomic view of nature with emphasis on the basic experimental evidence. The fundamentals of wave mechanics are presented. Corequisite: Physics 131. (3-3-4) *Staff*

COMPUTER SCIENCE**10. Computer Use**

Students are expected to work at their own pace through an assigned sequence of steps to attain the level of competence they desire in preparation for the use of the computer service. No prerequisite (0-0-1)

152. Modern Physics

A study of molecular structure, properties of crystalline solids, electrons in metals, and semiconductors. Prerequisite: Physics 151. (3-3-4) *Staff*

161. Advanced Mechanics

A study of classical mechanics, including the Lagrangian and Hamiltonian formulations. Corequisite: Math 121. (3-0-3) *Staff*

171, 172. Advanced Laboratory

Advanced experimental projects in physics. (0-6-2) Each course *Staff*

182. Mathematical Physics

A study of selected topics in theoretical physics. (3-0-3) *Staff*

200. Special Topics in Physics

Individual program of study approved by the department. (0-0-2) *Staff*

203. Research

A semester of active participation in one of the research projects currently conducted by the faculty. (0-3-3) *Staff*

20. Computer Concepts

An introduction to the digital computer, its significance and its use. Prerequisite: Computer Science II (3-0-3)

PSYCHOLOGY

Mr. Seegars, *Chairman*

Mr. Pilley, Mr. Scott

Major Prerequisites: None

Major Requirements: Psychology 20, 21, 30, 31, 40, 41, Statistics, and a senior research seminar.

1, 2. Science. Investigation in Science

Designed to develop in the student an appreciation of logical inquiry, observation, abstraction, generalization, analysis, and prediction by which scientists organize man's understanding of nature. Emphasis on exemplifying science, rather than on acquiring familiarity with a list of facts. Offered in each natural science department and in Psychology; each instructor involves his students in a scientific area closely related to the instructor's competence and enthusiasm. (3-3-4) Each course *Staff*

12. Personality

The psychology of personality from an experimental standpoint. (3-0-3) *Staff*

13. Psychological Measurements

A study of the theories basic to standardized tests, their function, construction, and application. (3-0-3) *Staff*

14. Sex Education

This course is divided into two areas of emphasis. First, the course provides a much-needed dialogue in an area of strong human concern. There is a careful presentation of data on human development and sexual adjustment which provides a framework for behavior directed toward meaning and joy in human relationships. Second, there is a careful review of instruction techniques and available materials for those engaged in sex education courses at the junior and senior high school levels. (3-0-3) *Staff*

INTRODUCTORY AND GENERAL ELECTIVE COURSES**10. Methods, Tools, and Techniques of Psychology**

A general survey of what psychologists do, the tools they use, and problems of current attention. (3-0-3) *Staff*

11. Industrial Psychology

A general course designed to acquaint students with the uses of psychology in industrial applications. A strong emphasis is placed on interviewing, motivation, sales, brainstorming, and related aspects. Of special interest to students of business, law, and the ministry. (3-0-3) *Staff*

15. Exceptional Child

A study of the exceptional child. While primary focus is on the mentally and emotionally handicapped child, some study is made on the diagnosis and etiology of all aspects of exceptional children. (3-0-3) *Staff*

HUMAN DEVELOPMENT SERIES

20. Human Development I

A study of the total development of the human organism from conception. (Meets a requirement for teacher certification in South Carolina.) (3-0-3) *Staff*

21. Human Development II

The study of the causes of inappropriate behaviors (including mental illness) and techniques for re-directing them. (3-0-3) *Staff*

22. Human Development III

A research-oriented seminar focusing on human development. The student will conduct a major experiment — particularly in the area of learning, motivation, and perception. (3-0-3) *Staff*

23. Human Development IV

A research-oriented seminar focusing primarily on personality and behavior problems. (3-0-3) *Staff*

PHYSIOLOGICAL PSYCHOLOGY SERIES

30. Sensory Psychophysiology

A study of the functions of sensory systems as they relate to behavior. (3-3-4) *Staff*

31. Neuropsychology

An investigation of the central nervous system structures and their behavioral functions. (3-3-4) *Staff*

32. Physiological Psychology I

A research-oriented seminar in which the student will conduct experiments in the field of physiological psychology. (3-0-3) *Staff*

33. Physiological Psychology II

A research-oriented seminar in which the student will conduct experiments on the CNS including electrode implantation and ablation studies. (3-0-3) *Staff*

EXPERIMENTAL METHODS SERIES

40. Experimental Methods I

A survey in depth of the empirical data of experimental psychology including psychophysics, psychophysical methodology, sensory and perceptual processes. (3-3-4) *Staff*

41. Experimental Methods II

A continuation of Psychology 40. A survey in depth of the empirical data of experimental psychology including learning, memory, and higher cognitive processes. (3-3-4) *Staff*

42. Animal-Human Experimentation I

A research-oriented seminar focusing on operant techniques. Each student will conduct an experiment using operant conditioning methodologies. (3-0-3) *Staff*

43. Animal-Human Experimentation II

A research-oriented seminar in which each student will conduct an independent study involving operant techniques. (3-0-3) *Staff*

ADVANCED ELECTIVE SERIES

50. Experimental Design

The application of statistics to the design of experiments in the behavioral sciences. (3-3-4) *Staff*

51. Seminar

An intensive examination of an advanced area of psychology. Specific content will vary according to the needs and interest of the students. Sample content subjects: Advanced Statistics, Animal Ecology, Comparative Animal Behavior, Advanced Physiological Psychology, Operant Design, Introduction to Clinical Psychology, etc. (3-0-3) *Staff*

52. Independent Research

This course is designed to permit students to learn independent research techniques through the actual planning and conducting of an experiment. A final paper meeting APA Journal form requirements completes the experiment. (1-0-2) *Staff*

RELIGION

Mr. Bullard, *Chairman*

Mr. Barrett, Mr. Bowling, Mr. Welch

General Education Requirement: Six semester hours, satisfied by completion of a sequence of Religion 51, 52 or 59, 60.

Major Prerequisites: A sequence of 51, 52 or 59, 60 is the general prerequisite for courses numbered above 100, although in special cases consent of instructor suffices. Where other prerequisites apply, they are noted in the course descriptions.

Major Requirements: Twenty-one semester hours *selected by the student* from any courses numbered above 100, and in addition the Senior Seminar (199) and Senior Research Project (200).

51. The Biblical Heritage of Western Man I

The literary, historical, and theological contribution of ancient Israel to western civilization as reflected in the Old Testament. (3-0-3) *Staff*

52. The Biblical Heritage of Western Man II

The emergence of Christianity in the western world as seen from an analysis of the New Testament writings. (3-0-3) *Staff*

59. Basic Christian Perspectives I

A study of the inception of the Judeo-Christian tradition with emphasis on the religious perspectives reflected in the Old and New Testaments. (3-0-3) *Staff*

60. Basic Christian Perspectives II

The major convictions of the Christian faith examined historically and in relation to their relevancy for modern life. (3-0-3) *Staff*

101. Jesus in the Gospels

A literary and form-critical analysis of the Gospels with concern for their views of Jesus and how they affect contemporary views. (3-0-3) *Staff*

102. The Life and Faith of The Apostle Paul

A study of the Book of Acts and the Letters of Paul in search of an understanding of his contribution to Christianity. (3-0-3) *Staff*

111. The Prophets of Israel

The religion of the Hebrew prophets studied in historical context with concern for its contemporary significance. (3-0-3) *Mr. Bullard*

112. Israel's Poetry and Wisdom Literature

A study of the religious and philosophical thought of Israel's wisdom movement. (3-0-3) *Mr. Bullard*

114. Archaeology and Biblical History
A study of the science of archaeology and how it illuminates the religious, cultural, and historical backgrounds of the Bible. (3-0-3)

Mr. Bullard

117. The Religions of the Middle East
An historical and phenomenological examination of major non-Western religions: Zoroastrianism, Islam, and Hinduism. Additional prerequisite: Philosophy 51. (3-0-3)

Mr. Bullard

118. The Religions of the Far East
A cultural analysis (continuing Rel. 117) of classical Buddhism, Taoism, Confucianism, and Shinto. (3-0-3)

Mr. Bullard

123. Introduction to Biblical Theology

The Bible as Word of God, the nature of scriptural revelation, and the major unifying concepts of Biblical faith. (3-0-3)

Mr. Bullard

124. Introduction to Christian Theology

A constructive analysis of the persistent human problems which make men theologians, and of some responses to these problems which have been developed within the Christian circle of reference. Additional prerequisite: Philosophy 51. (3-0-3)

Mr. Barrett

125. Christian Ethics

A study of Christian ethical perspectives as they have developed through history and bear on contemporary issues. Additional prerequisite: Philosophy 51 or instructor's consent. (3-0-3)

Mr. Barrett

126. History of Christianity I

An analysis of the historical experience of the Christian community from its inception to the Reformation. (3-0-3)

Staff

127. History of Christianity II

The development of Protestant Christianity from the Reformation through colonial American history. (3-0-3)

Staff

128. The American Religious Tradition

Studies in the role played by Judeo-Christian tradition in the formation of American mores, thought, and culture, with due attention to the reciprocal impact of environment on faith. Additional prerequisite: one course in American history or instructor's consent. (3-0-3)

Mr. Barrett

130. Current Religious Thought

An examination of the thought of major contributors to contemporary theological discussion. Additional prerequisite: Philosophy 51 or instructor's consent. (3-0-3)

Mr. Barrett

199. Senior Seminar

Selected problems in religious studies with emphasis on bibliography and methodology in research. (1-0-1)

Staff

200. Independent Research

Extensive investigation of an approved topic begun in Rel. 199 culminates in a full-length essay. Spring semester. (0-0-1)

Staff

RELIGION SEMINAR IN NEAR EASTERN ARCHAEOLOGY

Wofford College is associated with the Institute for Mediterranean Studies which sponsors the Near Eastern Archaeological Seminar in conjunction with its excavations overseas. Students who participate in this educational program spend eight weeks in the Holy Land taking courses in the history and archaeology of Palestine. The program includes three

weeks actual field experience at an ancient site. Students will be given up to six hours academic credit, provided they successfully complete the course program and submit the necessary transcript. Students who desire credit must gain prior approval of

the Chairman of the department of Religion and enroll at the Registrar's office. For further details contact Dr. Bullard or write directly to the Institute for Mediterranean Studies, 1533 Shattuck Avenue, Berkeley, California 94709.

SOCIOLOGY

Mr. Adams, Chairman

Mr. Bruce, Mr. Maultsby

Major prerequisites: Sociology 51, 52

Major requirements: Sociology 110, 112, 115, plus three electives.

51. Introduction to Anthropology

An introduction to the major divisions of anthropology. Offered each semester. (3-0-3)

Mr. Adams

52. Introduction to Sociology

An introduction to the sociological perspective. Offered each semester. (3-0-3)

Staff

60. Sociology of Deviant Behavior

An application of the sociological perspective to "problem" behavior. (3-0-3)

Mr. Maultsby

65. Man and Culture

A study of human behavior in different societies. (3-0-3)

Mr. Adams

70. Minorities

An examination of racial and cultural minorities. (3-0-3)

Mr. Bruce

101. Class, Status, and Power

An examination of theories and studies which deal with social differentiation, social mobility, and power distribution. (3-0-3)

Mr. Bruce

107. Sociology of the Family

A study of the family as a social institution. (3-0-3)

Mr. Adams

110. Development of Sociological Theory

A review and analysis of modern social thought and sociological theories. (3-0-3)

Mr. Bruce

112. Social Psychology

A study of group and social influences upon the individual. (3-0-3)

Staff

115. Social Research

An introduction to the methods and techniques of collecting and analyzing social data. (3-0-3)

Mr. Maultsby

118. Self and Society

An examination of relationships between self (personality) and social and cultural phenomena. (3-0-3)

Mr. Bruce

121. The Community

An examination of modern communities as social systems. (3-0-3)

Mr. Adams

123. Sociology of Work and Occupations

A study of work, occupations, and work organizations. (3-0-3)

Mr. Adams

124. Social Organization

An examination and analysis of elements and types of social organization. (3-0-3)

Mr. Maultsby

200. Special Problems

Independent research or exploration of a sub-specialty not offered above (e.g., demography, collective behavior). (3-0-3)

Staff

Fees and Financial Aid

For each academic year, the College establishes comprehensive, or all-inclusive, fees for resident and day students. For 1971-72, comprehensive fees will be \$2,950 for resident students and \$1,860 for day students. Comprehensive fees do not cover the entire cost of the college program. More than \$500 per student is provided each year from endowment earnings and through annual gifts from Methodist churches, alumni, parents, businesses and other friends of the College.

Method of payment is as follows:

	Payable at the beginning of:	
	Fall Semester*	Spring Semester
Resident Students	\$1,620	\$1,330
Day Students	\$1,025	\$ 835

The comprehensive fee includes tuition and student activities fees, and, in the case of resident students includes room, board, and limited infirmary care. It provides for each student one copy of the college annual**, subscriptions to other student publications, admission to "at home" athletic events, and participation in all organizations and activities that are intended for the entire student body. No assessment by classes or by the student body can be made except by special permission of the Administration.

The comprehensive fee is due and payable, unless otherwise specified, upon registration and no student is admitted to classes until arrangement concerning its settlement has been made with the Controller of the College. A charge of 1% per month on the unpaid balance will be made on those accounts not settled and paid at the time indicated above.

Fees do not include foreign trips or off-campus travel and subsistence during the Interim.

Summer School fees may be found in the Summer School catalog.

*Includes the January Interim which for billing purposes is considered a part of the fall semester. Students entering Wofford at the beginning of the Interim rather than at the beginning of the spring semester will also pay these amounts.

**The annual staff has the authority to make additional charges for personal photographs which appear in the year book.

REGULATIONS REGARDING PAYMENTS

1. The comprehensive fee is due and payable upon registration at the beginning of each semester and no student is admitted to classes until arrangements concerning their settlement have been made with the Controller of the College. Various deferred payment arrangements, with monthly interest, are available.

2. A charge of \$1.00 per day is made for delay in matriculation, except in case of sickness or unavoidable detention at home.

3. Refund of any portion of the comprehensive fee will be made only in case of permanent withdrawal from the college and on the following basis:

When the student has been enrolled	Portion of Comprehensive Fee Refunded
Two weeks or less of the semester	80%
From two to four weeks of the semester	60%
From four to six weeks of the semester	40%
From six to eight weeks of the semester	20%
Over eight weeks of the semester	0

4. No student who has not settled all his bills with the Controller of the College is allowed to stand the mid-year or final examinations of the academic year or the final examinations of the summer term.

5. A fee of \$1.00 is charged for any change in a student's course card after it has been approved, provided the change is not required by the College.

6. A charge of \$5.00 will be made for every special examination given to a student.

7. A non-refundable reservation deposit, \$100.00 for boarding students, \$50.00 for commuting students, is due May 1. This deposit will be credited to the student's account and will be deducted from the comprehensive fee due at the time of registration.

8. No student or former student who has not settled all his outstanding bills with the Controller, or paid his loan fund notes to the Controller according to the terms of payment, may receive a transcript of his work until his obligation has been cleared on the records of the College.

9. In all laboratory courses a student is required to pay the cost of replacement of apparatus and materials broken or damaged by him. This amount is to be paid to the Controller prior to the examination.

FINANCIAL ASSISTANCE

Wofford College offers a variety of financial assistance with different stipulations placed upon the various forms of financial aid available to applicants. Some financial aid is awarded entirely on the basis of scholarship; some upon financial need; some is based upon leadership qualifications; others upon athletic prowess; some upon career plans; and some scholarships combine all these qualifications.

In other cases, particularly when the applicant has no special preference or qualifications, the College will arrange for a "package aid" plan which consists of a scholarship, a loan, and a work scholarship. All financial aid is renewable from year to year only if the student's academic work is satisfactory. Application for financial aid should be made with the Director of Financial Aid by 1 March each year.

Through the generous gifts of endowed scholarship funds by friends of the College several scholarships have been established for deserving students. These scholarships are supported by the income from invested funds. All scholarship endowments are held in trust and are kept separate and distinct from other holdings of the College. All income is applied in accordance with the terms of the gift.

All scholarships are awarded for one year by the Wofford Financial Aid Committee and are to be used exclusively in the payment of college fees. The holder of any endowed scholarship in one year may apply for a renewal of this scholarship for the succeeding year, which may or may not be granted. A cumulative average of at least "C" will be required of students receiving a scholarship.

A student enrolled in the College, or any prospective student, may apply for a scholarship. No award, however, will be made formally to a prospective student until application for admission has been made, all necessary credentials presented, and notification of acceptance given.

The College reserves the right to withdraw the grant of a scholarship or of free tuition, at the close of any semester, from a student whose scholarship is not satisfactory and who, for any other reason, is regarded as not in accord with

the ideals and standards that the College seeks to maintain. By satisfactory scholarship is meant the making of at least an average grade of "C" on the semester's work.

No grant of scholarship or free tuition will be made to help defray the expenses of a student enrolled in the Summer School.

All applications for scholarships should be made on forms available from the Wofford Committee on Student Financial Aid.

Army ROTC Scholarship Program

The United States Army offers financial assistance in the form of four-year, three-year, two-year and one-year scholarships to outstanding young men who are interested in the Army as a career. Each scholarship provides for free tuition, textbooks and laboratory fees in addition to pay of \$50.00 per month for the period that the scholarship is in effect. Four-year scholarships are open to all students. Applications for these scholarships need to be made not later than the 1st day of January prior to entering as a freshman. The other scholarships are available to those students enrolled in ROTC.

Work Scholarships

A limited number of work scholarships for students are available on the campus. Application for such scholarships should be made on forms available from the Wofford Committee on Student Financial Aid.

Ministerial Scholarships

Sons of ministers and ministerial students are granted scholarships in accordance with the following schedule:

Sons of Methodist Ministers:

Boarding Students.....	\$500
Day Students.....	\$300

Sons of Ministers of Other

<i>Denominations:</i>	
Boarding Students.....	\$300
Day Students.....	\$150

Methodist Ministerial Students:

Boarding Students.....	\$250
Day Students.....	\$150

Ministerial Students, Other

<i>Denominations:</i>	
Boarding Students.....	\$150
Day Students.....	None

Only one of the above scholarships may be granted to a student during any academic year.

The term "Methodist minister" refers to Methodist ministers in full connection with a United Methodist Conference and approved supply pastors currently serving full time in the South Carolina Conference.

Students preparing for the ministry and accepting the scholarships under the above provisions will be required to sign notes which will be cancelled upon their being received into full connection with the United Methodist Conference or being commissioned under the General Board of Missions of the United Methodist Church or upon being ordained in churches of denominations other than Methodist.

Educational Opportunity Grants:

A Program of Direct Awards

For the first time in the fall of 1966, colleges and universities made available Educational Opportunity Grants to a limited number of undergraduate students with financial need who required these grants to attend college. To be eligible for this grant

a student must show academic or creative promise.

Eligible students who are accepted for enrollment on a full time basis or who are currently enrolled in good standing, may receive Educational Opportunity Grants for each year of their higher education, although the maximum duration of the grant is 4 years.

Grants will range from \$200 to \$1,000 a year, and can be no more than one-half of the total assistance given the student.

The amount of financial assistance a student may receive depends upon his need—taking into account his financial resources, those of his parents, and the cost of attending college.

Honorary Scholarships

Spartanburg High School Scholarship—A scholarship of \$350.00 renewable for four years is awarded annually, by Wofford College on the basis of scholastic attainment and character, to a young man of the graduating class in the Spartanburg High School.

Spartanburg Junior College Scholarship—A scholarship of \$350.00, renewable for two years, awarded annually, by Wofford College on the basis of scholastic attainment and character, to a young man of the graduating class in the Spartanburg Junior College.

Special Scholarships

Beaumont Mill, Startex Mill and Whitney Yarn, Powell Knitting and John H. Montgomery Mills collectively, Spartanburg, S. C.—Each of these mills presents annually a four-year scholarship equivalent in value to day student's fee to an applicant whose parents or who himself has been employed in the mill at least the preceding year. The selection Committee to award these scholar-

ships is chosen by Wofford College. A Spartan Mills endowed scholarship (see page 94) carries the same requirements for applications. For further details, write the Director of Financial Aid, Wofford College.

Norman Bemelmans Memorial Award—Made annually by Mr. L. L. Larrabee to an outstanding student athlete possessing strong qualities of character, scholarship, and leadership. This grant, as a part of the Eleven Club program, is intended to recognize as well as encourage outstanding achievement.

Pierce Embree Cook Scholarship—\$1,000 per year given by Mr. Robert J. Maxwell, Jr., of Greenville, S. C. in honor of the Reverend Pierce Embree Cook, to provide one or two scholarships to students aspiring to be Methodist ministers. Character, academic promise, and financial need are considered in awarding these scholarships.

James H. and Thornton Crouch Scholarships—Established in 1963 by Mr. James H. and Thornton Crouch of Hartsville, South Carolina. One scholarship of \$325 is unrestricted. A scholarship of \$400 is restricted to a well-rounded student who is a graduate of Hartsville High School, who is a Methodist, and who has financial need.

Deering Milliken Scholarship—\$1200.00 per year to sons of Deering Milliken employees on the basis of scholarship promise, character and need awarded through the S. C. Foundation of Independent Colleges.

Walter Demopoulos Scholarships—Six one-year renewable scholarships valued at \$240.00 each per year awarded to employees or sons of employees of Beaumont, Clifton, Drexton, Lyman Printing and Finishing

Startex, and Spartan Mills. In case there should be no qualified applicant from one or more of these mills for a given year, that scholarship may be awarded to any employee or child of an employee of one of the other mills, provided there should be more than one qualified applicant from that mill. In case, in any given year, there should be less than five qualified applicants from the above-named mills, the remaining scholarship or scholarships may be awarded to qualified applicants from the Spartanburg area.

The Paul M. Dorman Scholarship—A renewable scholarship of \$625.00 a year to be awarded to a Dorman High School student on the basis of character, academic ability, and financial need. This scholarship is in honor of Paul M. Dorman, distinguished educator and Superintendent for many years of the Spartanburg County Schools, District Number 6, for whom Dorman High School was named. He is a cousin of Mr. Fred A. Gosnell, Sr., who, with his wife, established this scholarship in 1966 and arranged that it be paid through the Fred A. Gosnell Foundation, from the income of a ninety-year lease*. In selecting the recipient of this scholarship, the Wofford Committee on Student Aid is to consult during his lifetime with Mr. Dorman. (See footnote next page.)

Epworth Home Scholarships—Graduates of Epworth Home are granted a scholarship of \$350.00 per year.

The Ernest J. Ezell and Nell C. Ezell Methodist Ministerial Scholarship—Established by Mr. and Mrs. Ernest J. Ezell to provide an annual scholarship in the amount of \$100.00 to a student who is a member of the United Methodist Church and plans

to enter the ministry of the United Methodist Church.

The Cullen Bryant Gosnell Scholarship—A renewable scholarship of \$750.00 a year to be awarded to a graduate of the Dorman High School on the basis of character, academic ability, and financial need, recommended by the Superintendent of the Spartanburg County Schools, District Number Six, and the Wofford Committee on Student Financial Aid. This scholarship is in memory of Cullen Bryant Gosnell, son of Jesse Holland and Corrie Setzler Gosnell. Dr. Gosnell graduated from Inman High School, Wofford College (A.B.), Vanderbilt University (A.M.), and Princeton University (Ph.D.). For about thirty-five years he taught political science at Emory University, where he founded and directed Emory's Institute of Citizenship. He was the author of several books on government. He was married to Louisa Allen White of Columbus, Georgia.

The J. Holland Gosnell Scholarship—A renewable scholarship of \$750.00 a year to be awarded to a graduate of the Dorman High School, on the basis of character, academic ability and financial need, and recommended by the Superintendent of Spartanburg County Schools, District Number Six, and the Wofford Committee on Student Financial Aid. This scholarship is in memory of Mr. Gosnell's father, a distinguished Spartanburg County citizen and a leader in obtaining better public schools.

John Graham Stores' Award—Will be made annually to an outstanding student athlete possessing strong qualities of character, scholarship, and leadership. This annual grant in aid is awarded as a part of the Eleven Club program.

Paul Hardin, III, Scholarship—A renewable scholarship of \$625 a year to be awarded on the basis of character, academic ability and financial need. This scholarship is in honor of Paul Hardin, III, eighth president of Wofford College. It was established in 1970 by the Fred A. Gosnell, Sr. Foundation.

King Teen Scholarships — Four scholarships of \$1200 per year for 4 years awarded to South Carolina male high school seniors who are nominated by their teachers as possessing outstanding qualities of character, scholarship and leadership. Contest closes first week in March. Full information about King Teen Scholarships will be made available to high school principals and guidance counselors by January 15.

Kiwanis Scholarship — A \$500.00 scholarship awarded annually by the Spartanburg Kiwanis Club to a worthy student from Spartanburg County.

The Charles F. Marsh Scholarship —A renewable scholarship of \$625.00 a year to be awarded to a South Carolina student on the basis of character, academic ability, and financial need. This scholarship is in honor of Charles F. Marsh, distinguished educator, who as the seventh President of Wofford College was instrumental in greatly strengthening the College. It was established in 1966 by Mr. and Mrs. Fred A. Gosnell, Sr., and is to be paid through the Fred A. Gosnell Foundation from the income of a ninety-year lease*. In selecting the recipient of this scholarship, the Wofford Committee on Student Financial Aid is to consult during his lifetime with Dr. Marsh.

*The value of the scholarship will increase in 1987 to \$750 and by \$62.50 at the end of each decade thereafter until it reaches the sum of \$1,125 during the last decade of the ninety-year lease.

The Ben Montgomery Award—given annually by Mrs. Mary P. Montgomery through the Eleven Club program. This award is made to recognize the achievement of a student athlete of good character demonstrating concern for his fellow men and possessing strong qualities of leadership.

Neofytos Papadopoulos Scholarship—\$1,000 per year given annually by Dr. Constantinos P. Papadopoulos of Houston, Texas, to provide a scholarship to a student from Greece, in memory of Dr. Papadopoulos' father.

Vera C. Parsons' Foundation Award—Will be made annually to two outstanding student athletes possessing strong qualities of character, scholarship and leadership. These annual grants are awarded as a part of the Eleven Club program.

The South Carolina Electric and Gas Company Scholarship—A one-year, \$500.00 scholarship awarded to a student in the upper one-third of his class who has demonstrated outstanding leadership qualities and who needs financial assistance toward achieving an education. Parents or guardians must be customers of South Carolina Electric and Gas Company or customer of the Dept. of Public Utilities of Orangeburg, Winnsboro or McCormick.

Spartanburg Rotary Club Scholarship—A one-year scholarship to Wofford College valued at \$400.00 per year awarded to a Spartanburg County student. The scholarship will be granted on the basis of actual need and scholastic promise.

Snyder-DuPre Scholarship—A one-year renewable scholarship of \$350.00

per year, awarded by the Washington, D. C. Alumni Association, in honor of President Henry Nelson Snyder and Dean Arthur Mason DuPre.

United Methodist Scholarships — Four one-year scholarships valued at \$500.00 each, awarded annually by the Board of Education of the United Methodist Church.

Algernon Sydney Sullivan Revolving Scholarship—In making scholarship funds available in 1969 to initiate the scholarships, the Algernon Sydney Sullivan Foundation stated: "It is the hope of the Trustees that the College in making the selection of recipients would be influenced by those intangibles that enter into character. Also that the student shall have given some indication of his awareness of responsibility not only to his college but to his fellow man and shows an awareness that the receipt of a scholarship carries with it a sense of obligation to strive eventually to return the financial aid received and thus help to make it possible for another to enjoy similar benefits. In other words, the idea of a revolving fund should be encouraged." This is not an endowed scholarship and its continuation is dependent upon alumni who as students, were recipients of an Algernon Sydney Sullivan award.

Wofford College Merit Scholarships —In cooperation with the National Merit Scholarship Corporation, three Merit Scholarships are awarded to National Merit Finalists who have designated Wofford as their first college choice; preference is given to graduates of public schools in Georgia and South Carolina. Stipends range from \$250 to \$1,500 depending upon financial need.

Endowed Scholarship Funds

Bishop James Atkins Memorial—Established by Dr. and Mrs. J. T. Hooker of Spartanburg, S. C., in April 1948, for worthy students with outstanding qualities of scholarship, character and leadership.

Bernard M. Baruch—Established by Mr. Bernard M. Baruch of New York City and Georgetown, S. C., in February, 1939, for worthy students who possess outstanding qualities and promise.

Mrs. Betty G. Bedenbaugh—Established by Mrs. Betty G. Bedenbaugh in her will of August 22, 1953. The income is to be used as an annual scholarship to be awarded to a worthy and needy student, with her kinsmen being given preference.

Dr. Lewis Jones Blake—Established in March, 1945, by Mrs. Louise H. Blake of Spartanburg, S. C., as a memorial to her husband. The scholarship is to be awarded on the basis of character, leadership and scholarly achievement.

The Robert M. Carlisle Memorial Scholarship—A renewable scholarship, made possible by the income on the Robert M. Carlisle Scholarship Fund held in trust by the Spartanburg County Foundation.

Vernon L. Caldwell Memorial Endowed Scholarship Fund—Proceeds turned over to Wofford Eleven Club each year.

The Carroll Scholarship Fund—Established by Mrs. Hattie Carroll and Mr. Edwin Carroll of Charleston, S. C.

Dr. James Alburn Chiles, Sr., and James A. Chiles, Jr., Memorial Scholarship Fund—This endowed scholarship was established in the will of

Marie D. Chiles, and the income provides one or more scholarships for worthy students.

Class of 1916, J. Spencer Wolling Scholarship Fund—Established June 30, 1957, by Mr. J. Spencer Wolling.

Clifton Manufacturing Company—Established by Clifton Manufacturing Company of Clifton, S. C., in March, 1943, for the purpose of establishing scholarships to be awarded to students of Clifton Mills eligible for college.

Julius E. Cogswell Scholarship Fund—Established by Mr. Julius E. Cogswell on December 31, 1953.

The D. E. Converse Company—Established by the D. E. Converse Company of Glendale, S. C., in April, 1943, for the purpose of awarding scholarships to the boys of the D. E. Converse Company eligible for college entrance.

Alexander Copeland Memorial Scholarship Fund—Established by Mrs. Kathleen Copeland of Warwick, Virginia, in memory of her husband, Alexander Copeland.

James Wilburn Cunningham Memorial Scholarship Fund—Established in April, 1970 by the will of James Wilburn Cunningham to be held by Wofford College as a perpetual fund.

The Magruder Dent Scholarship Fund—Established in 1968 by the Dent family of Spartanburg, S. C., to provide scholarships for employees or children of employees of Mayfair Mills or worthy students from textile connected families as designated by a special committee to be appointed by the donors.

The Mrs. Alfred I. duPont Scholarship Fund—Established by Mrs. Alfred I. duPont for worthy students.

Fairforest Finishing Company—Established by Fairforest Finishing Company of Spartanburg, S. C., in December, 1943, the annual proceeds from this endowment to be used as a permanent scholarship for an employee or son of an employee of Fairforest Finishing Company. However, when there is no application for the scholarship, it may be diverted to some other worthy student.

Wm. H. Gladden, Jr., Endowed Scholarship Fund—Established by Mrs. Maud Queen Gladden of Bas Hill, December 29, 1961 in memory of her son who was killed in France in 1944.

Glenn-Hardin Memorial Scholarship Fund—Established by Mrs. Elizabeth G. Richardson of Chester, S. C., October 18, 1960, as a memorial in honor of John Lyles Glenn, class of 1879, and Lyles Glenn Hardin, Class of 1935.

Thomas Henry Gossett Scholarship Fund—Established by Mr. T. H. Gossett of Spartanburg, S. C., the income derived therefrom to be used for scholarships for deserving young men who are orphans from Spartanburg County or the State of South Carolina. If no deserving orphans apply these scholarships may be awarded to other deserving students.

The Gray Scholarship—Established by Dr. Wil Lou Gray in memory of her father, W. L. Gray, and her brothers Albert Dial Gray and Robert Coke Gray for worthy and needy students.

Florence Andrews Helmus Scholarship Fund—Established by Mr. A. I. R. Helmus of Spartanburg, S. C., in honor of his wife.

Chesley C. Herbert—Established by Rev. C. C. Herbert, Jr., and his

brother, Dr. T. W. Herbert, as a memorial to their father, Rev. Chesley C. Herbert, of the Class of 1892. The principal of this fund is to be invested by the College and the interest used as a scholarship grant to worthy students.

Holler-Hobbs Scholarship Fund—Established by Martha Miller Holler Hobbs in memory of her husband, Edwin W. Hobbs, Jr.; her father, A. E. Holler; his brothers, Emory A., Eugene M., and John D. Holler. Also in honor of her brothers, Adlai C., J. Carlisle, Walker W., and John E. Holler; her nephews, A. C., Jr., David E., J. C. Jr., and Wm. M. Holler; Lemuel E., III and Elwood Holler Wiggins; Lemuel C. Carter; John E. Holler, Jr.; Melford A., Jr. and John David Wilson. Income from the scholarship fund to be awarded annually to a deserving and needy undergraduate student.

George J. Holliday, III Memorial Scholarship Fund—Established in 1969 by Mr. and Mrs. John M. J. Holliday as a memorial to their son, George J. Holliday, III of the class of 1968, and a member of the Wofford College Golf Team. Character, scholastic achievement, and financial need are considered in awarding these scholarships.

Isom Scholarship Fund—Established in the will of Mrs. Lee G. Isom, the income to be used for the education of some student in preparation for the ministry of the Methodist Church.

Senator Olin D. Johnston Memorial Scholarship—Established in 1968 by Mrs. Olin D. Johnston of Spartanburg in memory of her husband. Character, financial need and scholastic achievement are considered in awarding this scholarship.

The O. C. Kay Scholarship Fund—Established in 1956 by the gift of Mr. O. C. Kay.

William A. Law—Established by Mr. S. Clay Williams of Winston-Salem, N. C., in February, 1937, as a memorial to Mr. William A. Law of Philadelphia, Pa., of the class of 1883, the income from this endowment to be used to pay college fees of a carefully selected group of students to be known as the "Wm. A. Law Scholars." They are to be selected on the basis of scholarship, character, and leadership.

Ray M. and Mary Elizabeth Lee Foundation—The income from this fund provides an annual scholarship for needy students from the State of Georgia.

Mills Mill—Established by Mills Mill of Woodruff, S. C., in December, 1943, the annual proceeds from this endowment to be used as a permanent scholarship for an employee or son of employee of Mills Mill. However, when there is no application for this scholarship, it may be diverted to some other worthy student.

The Moore Memorial Scholarship Fund—Established by Mrs. Miriam W. Moore in memory of her husband, Andrew E. Moore and his brothers, Alfred Moore and Thomas E. Moore. The income is to be used to provide scholarship assistance to needy and deserving students, but the assistance to any single student shall not exceed one-half of the tuition and fees for a day student.

Samuel R. Moyer Endowed Music Scholarship Fund—Established in the spring of 1963 in memory of Samuel R. Moyer, who for seventeen years was Director of Music and Professor of Music and Art at Wofford, this fund

provides financial assistance to musically talented students who are performers in the college music organizations. Musical ability, character, scholastic achievement and financial need are considered in awarding this scholarship. A recipient (or recipients) is selected each year by the Financial Aid Committee based upon the recommendation of the Director of Music and/or the Directors of the College music organizations, with one recipient (when so qualified) being designated as the Moyer Scholarship Soloist of the Wofford Glee Club.

Euphrasia Ann Murph—Established by her son, Mr. D. S. Murph of St. Andrews, S. C., and Washington, D. C., the income to be used to assist students of scholarship, character and promise.

William L. Ouzts Endowed Scholarship Fund—Established by the late William L. Ouzts of Spartanburg, S.C., the income of which is applied to an athletic scholarship. May 26, 1961.

Pacolet Manufacturing Company—Established by Pacolet Manufacturing Company of Pacolet, S. C., in January, 1943. Students of Pacolet Manufacturing Company must be given first consideration. If there is no student who is desirous of availing himself of the opportunity, Wofford College shall have the right to use the proceeds in granting other scholarships.

Reader's Digest Foundation Scholarship Fund—The income from this fund provides an annual scholarship for a student worthy of financial assistance.

The Oscar F. Rearden Scholarship Fund—Established in the will of Oscar F. Rearden as a scholarship fund for the education of any young man or men who are studying for the

Methodist ministry. The recipient recipients shall be deserving of financial aid and be unable to adequately pay his or her own educational and living expenses.

The Darwin L. Reid Memorial—Established by Mrs. D. L. Reid of Sandy Springs, S. C., and her daughter, Mrs. John D. Rogers of Easley, S. C., in March, 1950.

Richard J. Schwartz Endowed Scholarship Fund—A Jonathan Logan Scholarship was originally established in 1965 as a result of Wofford's appearance on the G. E. College Bowl television program. In 1970, Mr. Richard J. Schwartz, President of Jonathan Logan, Inc., established the Richard J. Schwartz Endowed Scholarship Fund. Income from the investments of the fund is used to aid deserving students who must have financial aid to attend Wofford.

Scottish Rite of Freemasonry Memorial Endowed Scholarship Fund—in memory of Professor Charles Semple Pettis, 1958.

Annie Naomi McCartha Shirley Scholarship Fund—Established by Mrs. Annie N. M. Shirley of Columbia, S. C., the income to be used in aiding needy ministerial students of the Methodist Church.

Carter Berkeley Simpson Memorial Scholarship—The annual proceeds of this endowment to be used as a renewable scholarship to be awarded to a graduate of Spartanburg High School on the basis of character, academic ability and financial need. Established in 1969 by Mr. John W. Simpson as a memorial in honor of his brother, Carter B. Simpson who graduated from Spartanburg High School in 1932 and attended Wofford College for two semesters before entering the Marine

Corps. Carter entered the Naval Academy in 1935 and graduated in 1939, receiving a commission in the Marine Corps. He fought with the American Forces on Bataan and Corregidor where he became a prisoner of war. The ship on which Carter was being taken to Japan was sunk by torpedo fire. He was able to swim ashore but was recaptured and put on another ship to be taken to Japan. During this voyage he died of starvation and exposure.

Sims-Lyles-Dawkins-Martin—Established by Mr. and Mrs. T. P. Sims of Spartanburg, S. C., the income to be used as a scholarship for orphan students from Spartanburg, Union, and Fairfield Counties.

The Z. A. Smith Scholarship Fund—Established by Mrs. Z. A. Smith of Greenville, S. C., the income of which is to be used for helping worthy students through college.

Spartan Mills—Established by Spartan Mills, Spartanburg, South Carolina, in February, 1943. Income from this scholarship is awarded to an applicant whose parents or who himself has been employed by Spartan Mills at least the previous year. The income from this endowment scholarship is supplemented by funds from Spartan Mills which bring the value of the scholarship up to the equivalent of a day student's fees. The selection committee to award this scholarship is chosen by Wofford College. For further details, write the Director of Financial Aid, Wofford College.

The Stokes Memorial Scholarship Fund—Established in 1965, in memory of their parents, The Rev. Henry Stokes, Class of 1893, and Mrs. Florence Heath Stokes, and their brother, R. Wilson Stokes, Class of 1930,

by Miss Mary Bolling Stokes, Allen Heath Stokes, and Thomas Henry Stokes, both of the Class of 1924.

James M. Swanson, Jr.—Established by Mr. and Mrs. James M. Swanson of South Boston, Va., in 1964 as a memorial to their son, a graduate of Wofford College. To be awarded on the basis of character, leadership and scholarship achievement.

William R. Thomas, Jr. Memorial Scholarship—Established in 1968 by Mr. and Mrs. William R. Thomas of Virginia Beach, Va., as a memorial to their son, William R. Thomas, Jr. of the class of 1970. Character, financial need and scholastic achievement are considered in awarding this scholarship.

Coleman B. Waller Scholarship Fund—Established by Dr. Coleman B. Waller, Emeritus Professor of Chemistry at Wofford College, for the purpose of awarding scholarships to qualified and deserving young men at Wofford College.

The D'Arcy P. Wannamaker Scholarship Fund—Established by Mr. John E. Wannamaker in memory of his son, D'Arcy E. Wannamaker of the class of 1911, as an endowed scholarship for a student selected on the basis of character, scholarship, and need.

Wilbur White Memorial Scholarship Fund—Established by Mr. and Mrs. F. W. Barnwell of Warner Robins, Georgia in memory of Wilbur D. White, Class of 1919, the brother of Mrs. Barnwell. To be awarded annually to a deserving student with a preference for naturalized citizens or children of naturalized citizens.

Wofford Memorial—Reflects memorials sent to the College as endowed scholarship funds.

Loans

United States Aid Funds Loan Program — Wofford College is one of more than 700 colleges and universities participating in this national non-profit loan program for needy and deserving students. Full-time students may borrow up to \$1,500 per year, but no student may borrow more than \$7,500. Repayments begin the first day of the tenth month after graduation. In case of drop-outs, repayments begin at once. No notes under this loan plan may bear more than 7% simple interest. This is less than customary bank rates for installment loans. For a student who qualifies under Federal law, the Federal Government will pay the 7% interest until repayments are due to begin. The financial aid officer recommends the loan, after consultation with the student, and the loan is negotiated at the student's home town bank on the student's own signature.

Wofford College Student Loans: To help worthy students complete their college course. Beneficiaries shall be worthy in scholarship, character, and conduct. Administered through the Committee on Student Financial Aid. In the case of endowed loan funds, only the earnings of these funds are used for loans and the amount available annually depends on the income from investments and on the amount repaid on loans previously made to students. There are other loan funds in which both the principal and interest are used for loans, and the amount available annually depends on the amount repaid on loans previously made to students.

The following regulations govern the making of Wofford College student loans:

1. No loan shall be made to a student who violates any of the regula-

tions of the College or whose scholastic work is unsatisfactory.

2. A student is not eligible for a loan until he has been in residence for one semester.

3. Loans will be made only to students who are taking a regular course leading to a degree.

4. Every applicant for a loan must present with the application such security as the Committee may approve, and no money shall be advanced before a note with approved security is in the hands of the Committee.

5. No loan may be made to defray other than college expenses.

6. The amount of the loan that may be made in any one year shall not exceed the sum of \$400.00.

7. In the event of a student's leaving college prior to his graduation, his note becomes due at once.

8. Applications for loans should be made to the Committee on Student Financial Aid, on blanks secured from the Controller. The granting or withholding of a loan is a matter entirely within the discretion of the Committee on Student Financial Aid.

Board of Education of the Methodist Church Loan Fund—Open to members of that Church of at least one year's standing, \$500 in the Freshman year, \$550 in the Sophomore year, \$600 in the Junior year, and \$700 in the Senior year. The total borrowing must not exceed \$4,000. Consult the Wofford Financial Aid Committee.

The National Defense Student Loan Fund: Wofford College is a member of the National Defense Student Loan Fund. This fund, set up by the 85th Congress to enable promising high school graduates, upon entrance in college, to secure a college education who might otherwise not get one, provides for loans up to \$1,000 per year, at 3% interest, and payable over a period of 10 years, and con-

tains certain scholarship privileges, such as forgiveness of 10% of interest and principal for one year's service as a secondary or primary school teacher or administrator up to five years. For information concerning this loan program, contact the Wofford Financial Aid Committee.

Endowed Loan Funds

Cokesbury Conference School—By Micajah Suber of Cokesbury, S. C., the income to be used for the assistance of students studying for the Christian Ministry.

A. Mason DuPre—By Mrs. E. P. Chambers of Spartanburg, S. C., and by relatives and friends of Mrs. A. Mason DuPre, the income to be used as a fund for the assistance of worthy and ambitious students.

The Garrett Endowed Loan Fund—Established by Willora Garrett Faulkner and Rev. Francis Leonard Garrett, (Class of 1940), in honor of their father, Rev. William Butler Garrett, Jr., D.D. (Class of 1908), and in memory of their mother, Mrs. Lora Leonard Garrett, their brother William Butler Garrett, III, and their sister, Emily Garrett Oliver, income to be used as loans to deserving students.

Mrs. E. C. Hodges—By Mrs. E. C. Hodges of Anderson, S. C., on December 25, 1925, the income therefrom to be used in assisting needy students to obtain an education.

John W. Humbert—By Rev. John W. Humbert, the income to be used in a loan to an outstanding student to assist him with his expenses.

A. W. Love and Wife—Memorial by A. W. Love and wife of Hickory Grove, S. C., the income to be used in assisting worthy students.

Jos. A. McCullough—By Mr. Jos. A. McCullough of Greenville, S. C., in March, 1934.

The Lillian Lancaster Owen Loan Fund—Established September 1, 1956, by Mr. J. Mack Owen of Orangeburg, the income to be used to help worthy students.

Hugh Milton Stackhouse—By Mr. H. M. Stackhouse of Clemson College, S. C., the income to be used as a loan to help some worthy, needy students, preferably from Marlboro County.

James William Stokes—By his widow, Mrs. Ella L. Stokes of Orangeburg, S. C., in July, 1904, the income from which is to be used as a loan in aiding deserving and needy students from Orangeburg County.

Mary A. Watts—By Mrs. Mary A. Watts of Abbeville, S. C., in December, 1917, the income from which is to be used in assisting students preparing to enter the ministry of the Methodist Church, who in the judgment of the College, are unable to help themselves.

Loan Funds

H. W. Ackerman Fund—By Mr. H. W. Ackerman of Landrum, S. C.

H. C. Bethea Fund—By Mr. H. C. Bethea of Dillon, S. C.

J. N. Bethea Fund—By Mr. J. N. Bethea of Dillon, S. C.

Bethel Methodist Church Fund—By Bethel Methodist Church, Spartanburg, S. C.

Edward P. Chambers Fund—By his daughter, Mrs. Marion Wrigley of Greenville, S. C.

Citizen of Fort Mill, S. C.

Class of 1880—T. B. Stackhouse

Fund—By Mr. T. B. Stackhouse of Columbia, S. C., and his classmates.

Class of 1905 Fund—By the class of 1905.

Class of 1939 Student Emergency Loan Fund—Established by Mr. Cecil F. Huskey and other members of the Class of 1939 to enable third and fourth year students to meet incidental expenses.

William Coleman Fund—By Mr. William Coleman of Union, S. C.

Bland Connor Memorial Fund—By his mother, of Fort Motte, S. C.

Anne J. Daniel Memorial Loan Fund—Established in 1963.

A. Mason DuPre Memorial Fund—By Wofford College Student Body 1949-'50, and Mr. Eugene M. Anderson of Spartanburg.

Warren DuPre Fund—By the Rotary Club of Spartanburg, S. C.

Ernest J. Eaddy Loan Fund—By Mr. Ernest J. Eaddy, Class of 1925, of Spartanburg, South Carolina.

Eubanks Memorial Fund—Established by J. Evans Eubanks as a memorial to his wife, Frances Stackhouse Eubanks, and their infant son, Evans, Jr.

A Friend—From New York City.

C. E. Gaillard Fund—By Dr. C. E. Gaillard of Spartanburg, S. C.

Addie F. Garvin Fund—By Mrs. Addie F. Garvin of Spartanburg, S. C.

James D. Hammett Fund—By Mrs. James D. Hammett, Anderson, S. C.

Charles T. Hammond Fund—By Mr. Charles T. Hammond of Greenwood, S. C.

Mary Elizabeth Hills Fund—By

Mrs. Mary Elizabeth Hills of Columbia, S. C., as a loan fund for students preparing for the ministry, with special reference to service in the mission field.

J. Kell Hinson Loan Fund—To be used for the assistance of student studying for the Christian ministry, or other worthy students.

W. H. Hodges Fund—By Rev. W. H. Hodges and family of the South Carolina Conference.

Mr. and Mrs. W. A. Hood Fund—By Mr. and Mrs. W. A. Hood of Hickory Grove, S. C.

The W. E. Hunter Fund—Established by Mr. W. E. Hunter of Covington, Kentucky.

A. W. Jackson Fund—by Mr. A. W. Jackson.

Walter G. Jackson Fund—By Mr. Walter G. Jackson of Spartanburg, S. C.

Mr. and Mrs. T. J. Jordan Fund—By Mr. and Mrs. T. J. Jordan.

R. L. Kirkwood Fund—By Mr. R. L. Kirkwood of Bennettsville, S. C.

W. E. Lucas Fund—By Mr. W. E. Lucas of Laurens, S. C.

William Andrew Lyon Fund—By his widow and son, James Fuller Lyon, and daughter, Inez St. C. Lyon, in memory of their father.

Boyd M. McKeown Fund—By Mr. Boyd M. McKeown of Nashville, Ten-

O. M. Mitchell—Established 1964 by Mr. O. M. Mitchell of Dillon, S. C.

Walter S. Montgomery Fund—By Mr. Walter S. Montgomery, Sr., of Spartanburg, S. C., in memory of Frank and Albert Montgomery.

Mrs. Hattie Padgett—Loans restricted to ministerial students and seniors.

W. R. Perkins Fund—By Mr. W. R. Perkins of New York City.

James T. Prince Fund—By Mr. James T. Prince of Atlanta, Georgia.

Benj. Rice Rembert-Arthur G. Rembert Fund—By Dr. and Mrs. A. G. Rembert of Spartanburg, S. C.

Rock Hill District Fund—By the Rock Hill District, Upper South Carolina Conference.

F. W. Sessions Fund—By Mr. F. W. Sessions.

Shandon Epworth League Fund—By Shandon Methodist Church, Columbia, S. C.

Sims, Lyles, Dawkins, Martin Loan Fund.

Coke Smith Fund—By Rev. Coke Smith.

J. T. Smith and Wife Fund—By Mr. J. T. Smith.

H. N. Snyder Trustee Fund—By a friend, Spartanburg, S. C.

A. J. Stafford Fund—By Rev. A. J. Stafford, Spartanburg, S. C.

Sumter Sub-District Ministerial Loan Fund—By Young Adult classes of Sumter, S. C., District.

J. P. Thomas Fund—By Dr. John O. Wilson.

John W. Truesdale Fund—By Mr. John W. Truesdale, Kershaw, S. C.

George William Walker Fund—By Dr. G. W. Walker of Augusta, Georgia.

D. D. Wallace Memorial Fund—By Mr. Samuel S. Kelly of Statesville, N. C.

Geo. W. Wannamaker Fund—By Col. Geo. W. Wannamaker, Atlanta, Georgia.

The Rev. W. Pinckney Way Incidental Loan Fund—Established in 1957 as a memorial to their father by the children of the Rev. W. Pinckney Way. Loans from this fund to be made to third and fourth year students to be used for the purchase of textbooks only.

Edward Welling Fund—By Mr. Edward Welling, Charleston, S. C.

Mary Pearle West Loan Fund—Established by the estate of Mary Pearle West, May 18, 1962. To provide loans to students who have decided to enter the teaching profession upon graduation.

Rev. Whitfield B. Wharton Memorial Fund—By his widow, Mrs. Mattie J. Wharton and children, Mrs. Louise McLaughlin, W. Carlisle, Edward Murray, and Rev. Martin T. Wharton.

J. T. Wilkerson Fund—By the Wilkerson family of Hickory Grove, S. C.

W. S. Wilkerson Fund—By the Wilkerson family of Hickory Grove, S. C.

Wofford College Dames Loan Fund—By the Wofford College Dames Club, for benefit of a married student.

Julian D. Wyatt Fund—By Mr. Julian D. Wyatt of Pickens, S. C.

ASSISTANCE TO VETERANS AND DEPENDENTS

Subsistence and allowance checks are sent to veterans (to guardians in the case of dependents of deceased veterans) by the Veterans Administration. Any preliminary inquiries regarding non-receipt of these checks, therefore, should be made to the Veterans Administration.

Under this program, a veteran pays his fees at the time of registration but will receive a monthly allowance from the Veterans Administration based on attendance and progress reports made by the College. It is the veteran's responsibility to see the Controller at the end of every month about these reports. The Controller of the College may be consulted concerning extensions of payment of tuition.

Veterans should consult the nearest office of the Veterans Administration for details of this program. College officials are glad to give assistance to veterans whenever possible. Since interpretation of regulations governing veterans' benefits is subject to change, veterans should keep in touch with the Veterans Administration.

SPECIAL ENDOWMENT FUND

Through the years, by generous gifts from friends and alumni, the College has been building its Special Endowment, Endowed Scholarship, Endowed Loan, and Loan Funds. These funds give financial stability to its program and help to provide an educational service in accord with the highest institutional standards. We are pleased to list below this constantly enlarging group of funds, although these funds are not directly related to student financial assistance.

Sam Orr Black and Hugh S. Black Portrait Fund—By Dr. Sam Orr Black and Dr. Hugh S. Black of Spartanburg, S. C.

Carlisle Memorial Fund—Memorial to Dr. James H. Carlisle, established by the alumni and friends of Dr. Carlisle throughout the State at large but particularly from Spartanburg, S. C.

James H. Carlisle Chair of Religion and Philosophy—Subscribed and directed through the Wofford of Tomorrow Campaign.

Aug. M. and Cema S. Chreitzberg Fund—By Mr. Aug. M. and Mrs. Cema S. Chreitzberg of Spartanburg, S. C.

Mr. and Mrs. Jos. K. Davis Endowment Fund—By Mr. and Mrs. Jos. K. Davis of Spartanburg, S. C.

Samuel Dibble Memorial Library Fund—By his daughter, Mrs. Agnes Dibble Moss of Orangeburg, S. C.

Benjamin N. Duke Endowment Fund—By Mr. Benjamin N. Duke of Charlotte, N. C.

Warren DuPre Memorial Library Fund—By his widow, Mrs. Carrie Duncan DuPre of Spartanburg, S. C.

J. M. Evans Endowment Fund—Established by the estate of J. M. Evans, May 9, 1952.

Ford Foundation Endowment Fund—Granted by the Ford Foundation, the principal of which is to be held by the grantee institution only as endowment, and the income from the investment of such principal shall be used only to increase faculty salaries. After July 1, 1966, principal and income of the grant may be used for any educational purpose.

James D. Hammett Memorial Fund—By Mr. James D. Hammett of Anderson, S. C.

William Howard Jackson Memorial Fund—By his father and mother, Mr. and Mrs. Walter G. Jackson of Spartanburg, S. C.

Dr. and Mrs. N. F. Kirkland Memorial Endowed Fund—Established by her son, Dr. Wm. C. Kirkland of the S. C. Conference.

Kirksey Endowment Fund—Established by Mr. James Kirksey of Pickens, S. C., who willed one of the largest bequests to the College in its history.

Richard I. Manning, Jr. Memorial Fund—By his heirs of Spartanburg, S. C.

Memorial Endowment Fund—A depository for monies donated in lieu of flowers upon the demise of friends, alumni, or employees of the college.

Albert C. Outler Professorship in Religion—Established in 1970 through a gift from Robert J. Maxwell, Jr. Given to an outstanding member of the Religion Department.

Rowland H. Ouzts Memorial Endowment Fund—Established by the estate of Rowland H. Ouzts, May 16, 1962.

J. Thomas Pate Memorial Library Fund—By his widow, Mrs. Alice G. Pate of Camden, S. C.

O. B. Simmons Memorial Endowment Fund.

H. N. Snyder Chair of English Language and Literature—Subscribed and directed through the Wofford of Tomorrow Campaign.

1854 South Carolina Conference Endowment Fund—Subscribed and directed through the Wofford of Tomorrow Campaign.

T. B. Stackhouse Chair of Economics and Business Administration—Established in 1949 by the Board of Trustees in memory of Mr. Stackhouse, who, in 1937, gave to the Wofford College Endowment Fund the sum of \$50,000.00. The holder of this chair will be determined by special resolution of the Board of Trustees.

W. Frank Walker Memorial Fund—By Mr. W. Frank Walker of Greenville, S. C.

D. D. Wallace Chair of History & Economics.

Henry P. Williams Endowment Fund—By Mr. Henry P. Williams of Charleston, S. C.

Benjamin Wofford Endowment Fund—Subscribed and directed through the Wofford of Tomorrow Campaign.

Student Services

Every effort is made to encourage and develop a cohesive sense of college community among all members. The relation between students and faculty outside the classroom is one of informality and friendliness.

The offices of the Deans and the Registrar exercise general supervision of the student personnel program. Services provided by the admissions department, the residence halls, counseling and advising, extra-classroom activities, health facilities, and the placement bureau, all exist to meet the needs and develop the capacities of the student.

The student activities program is co-ordinated by the *Campus Union and the Director of Campus Activities*. All funds for student activities are allocated through the Campus Union. The Student Affairs Committee, a group of faculty and students under the faculty by-laws, approve and regulate all student organizations.

ORIENTATION

The Dean of Students is the Director of the Orientation of new and transfer students. The program is planned by an Orientation Committee consisting of faculty and student members.

Every new and transfer student will receive a letter informing him of the date and time he is expected to arrive on campus, as well as specific instructions about what to bring and where to report for the required orientation program. During this orientation period, these students become acquainted with each other, student leaders, faculty members, faculty advisors, the curriculum, campus facilities, and the College traditions, standards and policies.

Every new student is given a series of academic tests for counseling purposes. Carefully planned social activities also help students become better acquainted with each other and faculty members.

GUIDANCE AND COUNSELING PROGRAM

Testing and Research Center:

Wofford College provides testing and counseling services to assist all students in making a maximum adjustment to college life.

Vocational, aptitude, abilities, and personality testing facilitate the student in assessing his capacities and direction in life in order that his full potential is utilized in both his academic life and career planning.

Freshman Advisors:

Each freshman, upon arrival at the College, is assigned to a faculty advisor who remains his advisor until his junior year, when the student has selected his major. Freshmen will plan their programs with the assistance of the advisors. It is required, also, that freshmen and sophomores, before each registration, consult the advisor about their programs of studies.

The advisor will be available during regular office hours for student conferences. The student should assume that the advisor desires to aid him with friendly, helpful counsel. At the same time the student should take the initiative in consulting the advisor about his personal and academic problems.

Departmental Advisors:

Each student is assigned to a departmental advisor as soon as his selection of a departmental subject for major work is approved. The departmental advisor is available at stated periods for student conferences. It is expected that the student will consult the advisor on all matters relating to his major and related work.

STUDENT HEALTH

The College maintains an infirmary on campus staffed by a registered nurse with College physicians on call. Preventive as well as remedial attention is given.

The medical fee entitles a student living on campus to medical care for ordinary cases of sickness and accidents. Hospitalization in the infirmary is permitted for a limited time for minor illnesses when bed care is necessary. The College does not assume the cost of X-rays, special nurses, consulting physicians, surgical operations,

laboratory tests, treatment of chronic conditions, convalescence from operations, or care in other hospitals.

A voluntary health and accident insurance policy is available on request. Each student will receive details on this program prior to registration each fall.

STUDENT EMPLOYMENT

Some part-time jobs on the campus are available to students who need financial assistance. Also, there are many opportunities for part-time employment in the city of Spartanburg. Students who are interested in securing such part-time employment should consult with the Director of Financial Aid.

While many Wofford undergraduates hold part-time jobs, experience has shown that only exceptionally able freshmen students can hold regular outside employment and at the same time do satisfactory scholastic work. It is recommended that a student come to college prepared to maintain himself for at least his first half-year without the necessity of undertaking additional outside work.

PLACEMENT SERVICES

Wofford College is glad to assist seniors and alumni in securing jobs in fields appropriate to their interests and abilities. The Director of Placement is charged with the responsibility of administering the placement program of the College.

In early fall, the seniors are given an opportunity to register with the Placement Office. Assistance is given students in preparing and making desired contacts for placement upon graduation by informing students of job opportunities, arranging interviews between employers and applicants, and helping students gather and present their credentials to prospective employers.

Representatives of various businesses and industries are invited to visit the College for discussion and personal interviews with students. The College, of course, does not guarantee a position, but makes every effort to assist alumni and seniors to obtain positions.

The Placement Office is located in the Burwell Campus Center.

FINANCIAL AID FOR GRADUATE STUDY

Many graduate and professional schools offer excellent scholarships, fellowships, and assistantships for advanced study. Wofford takes pride in the large number of its graduates holding such graduate scholarships. Chairmen of all departments are glad to help Wofford graduates secure such grants. In addition, the Faculty Committee on Graduate Scholarships and Fellowships makes every effort to assist students in securing financial assistance for graduate and professional study.

STUDENT LINEN SERVICE

Students are required to furnish bed linens, blankets and towels. Service is provided on campus for renting these items from a private concern. Full information is mailed to each student one month prior to the beginning of the fall semester.

Student Regulations

Wofford College has developed an entirely new code of student responsibility. This was done through student leaders, faculty, administration, and the Board of Trustees. This code is printed in full in the Student Handbook distributed to all students at the beginning of the fall semester. Each student is expected to be thoroughly familiar with the Code and keep it available for constant reference.

AUTOMOBILE REGULATIONS

All motor vehicles operated on campus must be registered with the office of the Superintendent of Buildings and Grounds at registration or within 24 hours after bringing the vehicle on campus. At the time of registration, the student will be given a copy of parking and traffic regulations. He is expected to be familiar with these and abide by them at all times.

RESIDENT STUDENTS

All students, except those coming daily from their homes, are required to live in the College residence halls. Exceptions to this regulation may be granted by the Dean of Students only when good reasons exist.

All resident students are required to board in the

College dining hall. Day students may purchase meal tickets from the Controller.

Upperclassmen who wish to retain rooms for another year must notify the Director of Housing in writing and make a \$50.00 non-refundable room reservation deposit by the end of the first week following spring holidays.

Freshmen, insofar as facilities permit, are assigned with their requested roommates. The majority of the rooms are designated for occupancy by two men. A few single rooms are available. Fraternity lodges do not offer living quarters except for two house managers in each lodge.

Specially trained upper-class students are assigned to the residence halls to lead in the organization of the residence group and to aid the other student residents in the solution of problems.

The Residence Hall Board of Standards and the individual residence hall councils assist in the maintenance of discipline in the halls by hearing student cases referred to them.

All dormitories are equipped with basic furnishings of single beds, mattresses, dressers, desks, and chairs. Residents are encouraged to obtain their own drapes, pictures, bedspreads, rugs and lamps after arrival at the College.

Students are expected to be financially responsible for the loss of their personal belongings through fire or theft.

STUDENT ACTIVITIES

Wofford College has numerous honor societies, professional fraternities and clubs, religious groups, and social organizations, which the student may join.

Alpha Phi Omega

Alpha Phi Omega is a national service fraternity. The qualifications for membership include leadership, character, and a willingness to serve. Alpha Phi Omega is a brotherhood with the purpose of serving the nation, the community, and the campus. A fraternal spirit is achieved through the participation of the members in a program of social activities and numerous service projects throughout the year.

Blue Key

Blue Key is a national honorary leadership fraternity for juniors and for membership only after he has seniors. It is designed to honor those students who have been active in extra-curricular activities and who have maintained a scholastic record above the average.

The Block "W" Club

The Block "W" Club is an honorary organization. A student is eligible

for membership only after he has won a letter in one of the six major sports: football, basketball, track, baseball, tennis, or golf.

Senior Order of Gnomes

The Senior Order of Gnomes gathers together from two to four of the most prominent and influential members of the Senior Class. Each year, near the end of the session, the retiring Senior Order elects the new members.

The Campus Union

The Campus Union has replaced The Student Government Association, The Student Christian Council, and The Interfraternity Council as the chief planning, programming and legislative student organization on campus. Through an executive committee, legislative assembly, and ten committees, this organization attempts to involve all students in the academic, religious, social, cultural and political affairs of the campus.

Circle K Club

Circle K is a national service organization sponsored by Kiwanis International. Membership is based on leadership, service, and character.

Glee Club

The Glee Club's program of activities is designed to give qualified students the opportunity to develop and use choral music skills. Through the regularly scheduled rehearsals, instruction in music and the techniques of singing is given to help the group become better prepared for its numerous public appearances. A spring tour is planned in addition to local and out-of-town performances on other occasions. Some scholarship aid is available. For information, write to Director of Music.

Bands

Students with previous instrumental experience are eligible to partici-

pate in the activities of these groups upon application to and acceptance by the Director.

Pi Gamma Mu

Pi Gamma Mu is a national social science honor fraternity. The purpose of this fraternity is to ingrain in its members the ideals of tolerance, idealism, and scientific procedures in dealing with the complex social problems of our day.

Delta Phi Alpha

Delta Phi Alpha, the national honorary German fraternity, seeks to honor excellence in German and to give students thereby an incentive for higher scholarship. Upperclassmen of high scholastic standing in German are eligible to membership.

Sigma Delta Pi

Sigma Delta Pi is the national honorary Spanish fraternity which honors excellence in Spanish. It is open to upperclassmen who have exhibited their skill in both the written and the spoken language.

Student Affiliate Chapter of A.C.S.

This is a local chapter of undergraduates affiliated with the American Chemical Society. A charter was granted the Wofford Society in 1949. The aims of this student group are pre-professional and are achieved through bi-monthly meetings. Lecture-demonstrations of new processes and theories of general interest are presented in the meetings of the organization.

Pre-Medical Society

The Pre-Medical Society was organized in 1946 for the purpose of acquainting the pre-medical students with the field of medicine and furthering their interest in the profession. Lectures by prominent persons in the field of medicine feature the monthly meetings, and one meeting each year is of the lyceum type, with

the public invited to attend. Membership in the society is limited to Juniors and Seniors.

Phi Beta Kappa

The highest academic honor that can come to a Wofford man is election to Phi Beta Kappa, national honorary scholastic fraternity. Membership requirements anywhere, and especially at Wofford, are exceptionally high. The primary achievement for eligibility is scholarship, but character and ability are also considered. Students are chosen in their senior year. Wofford's chapter was chartered in January, 1941, in recognition of the school's unusually high scholastic standards.

Psi Chi

Psi Chi is a professional fraternity which encourages scholarship in the field of psychology. A local unit has been established with the purpose of applying for affiliation with the national fraternity after certain requirements have been met. Membership in this organization is by invitation only and is based on grade point averages of 2.5 in psychology and 2.0 overall.

Scabbard and Blade

Scabbard and Blade is a national honorary leadership fraternity. Its purpose is to honor students enrolled in *Advanced Military Science*, who, in addition to maintaining a high scholastic average, have demonstrated outstanding leadership traits. Selections are made near the end of the year by the graduating members and the professors of *Military Science*.

Junior Company

The Junior Company is composed of Junior Class members enrolled in the Advanced ROTC program. The Junior Company conducts tactical training at Camp Croft State Park

and in intensive physical conditioning program at both Camp Croft and on the Wofford College campus.

Morgan Rifles

A Wofford Chapter of the Pershing Rifles was founded in May of 1959. In May of 1962 the unit voted to withdraw from the Pershing Rifles National Organization and rename the unit "Morgan Rifles" in honor of the Revolutionary War hero, General Daniel Morgan. Guidon and uniforms were redesigned utilizing the Wofford school colors. The unit now has more local significance while still retaining the mission of developing and recognizing outstanding leadership.

This select drill team performs intricate drill maneuvers and represents the College in parades and other activities throughout the state. The unit is commanded by a Cadet Lieutenant and is composed of Juniors, Sophomores and outstanding Freshmen who are members of the ROTC Cadet Corps.

Rifle Team

The ROTC Rifle Team is a charter member of the Western Carolina Rifle Conference and as such competes with other conference members on a reciprocal basis. Members of this team may be awarded a school letter for their participation in this activity.

Ski Club

The purpose of this group is to engage the interest of amateur skiing in all aspects and shall function as a recreational, social, non-profit organization.

Hyperopics

Hyperopics is dedicated to the belief that fundamental truths belong to all disciplines and that the truly

educated man pursues these truths across the line of academic disciplines. This discussion group meets monthly and directs itself to the pursuit, absorption, and rational use of knowledge unswerved by disciplinary bias. Membership is limited to a maximum of two senior representatives from each academic department granting a major.

Social Fraternities

Fraternities exist at the will of the institution, on this campus as is the case elsewhere. The purpose and activities of such groups shall be consistent with the main objectives and formal organizations of the College. No organization shall require of its members any activity incompatible with scholastic attainment and spiritual growth, which are the primary objectives of the College. All phases of fraternity initiation, except formal induction, must be confined to the chapter house property, and the initiation ceremonies shall require nothing of an initiate which might in any way occasion physical or personal degradation. Thus fraternities can justify their existence as members of the College community only so long as they contribute to and do not detract from the basic purposes of the College.

The following social fraternities have chapters in the College: Delta Sigma Phi, Kappa Alpha, Kappa Sigma, Pi Kappa Alpha, Pi Kappa Phi, Sigma Alpha Epsilon, and Sigma Nu.

Theatre Workshop

An organization devoted to giving students interested in the theatre a chance to participate in play readings and play productions. The Wofford College Theatre Workshop also shares in various activities with the Palmetto Players of Converse College.

Who's Who Among Students in American Universities and Colleges

A coveted honor bestowed upon a select group of Wofford seniors is election to Who's Who Among Students in American Universities and Colleges. Factors considered include excellence and sincerity in scholarship, leadership, and participation in extracurricular and academic activities, campus citizenship and service to the school, and promise of usefulness to business and society. Selection is through secret ballot by a committee representing the administration, faculty and student body; the program is administered by the Student Affairs Committee.

Young Democrats Club

A Wofford Chapter of the Young Democrats Club was chartered in 1966. This Club provides students who have an interest in the Democratic Party an opportunity to develop their political interest.

Young Republicans Club

A Wofford Chapter of the Young Republicans Club was chartered in 1964. This Club provides student who have an interest in the Republican Party an opportunity to develop their political interest.

Athletics

INTRAMURAL SPORTS

Provision is made for organization and participation of intramural teams in various sports including volleyball, softball, baseball, touch football, paddleball, paddle tennis, golf, ping-pong, blitzball, track and field, tennis, and basketball. All students are urged to participate in these sports because of their influence upon the building of healthy bodies and the development of character.

INTERCOLLEGIATE ATHLETICS

A program of intercollegiate athletics is recognized as an important part of college life, and because of its educational values, the College gives its encouragement and direction. The College believes in high amateur standards for intercollegiate athletics.

The College is a member of the National Association of Intercollegiate Athletics, and the College conforms to the rules and requirements of this association.

Wofford fields intercollegiate teams in football, basketball, baseball, track, tennis, and golf.

THE PUBLICATIONS BOARD

The Publications Board is composed of four faculty members appointed by the President of the College and five student members elected to represent the three upper classes and the student body at large.

This Board exercises financial control over the three principal student publications and elects their editors-in-chief and business managers. However, it is at the service of the student staffs for suggestions or advice concerning their work.

Publications under the jurisdiction of the Board are the *Old Gold and Black*, a weekly newspaper; the *Journal*, a literary magazine; and the *Bohemian*, a year book.

Rules governing student publications are printed in the Code of Student Responsibility.

The following publications afford, to those students who have special aptitude for such matters, excellent training in journalism and in business management. Interested students are assisted and encouraged by the Faculty in their efforts.

The Old Gold and Black

The Old Gold and Black is a newspaper edited by the students. It keeps the record of the news and happenings of the campus, together with editorial comments and interpretations of matters of special interest to students.

The Journal

The Journal was established in 1889 and is a magazine intended to represent the best intellectual life of the student body. In addition to its edi-

torials, the material in it consists of essays on serious topics, stories, and poems, and the method of treatment is literary in character. It is published four times during the school year.

The Bohemian

The Bohemian is a handsome, illustrated volume published annually near the close of the year by the student body. It is a record of all student activities and achievements for the current year — literary, oratorical, athletic, social, and religious —

and the illustrations include photographs of various groups and college organizations and pictures of campus scenes and buildings.

PRIZES AND MEDALS

THE HELMUS POETRY PRIZE. — As a result of a generous gift by Mr. Andrew Helmus in 1957, three prizes, first \$25, second \$15, third \$10, will be given annually to students submitting the best original poems to a faculty committee.

THE ALGERNON SYDNEY SULLIVAN AWARD. — Bronze medallions awarded annually by the College through the benefaction of the Southern Society of New York to a senior student and one other person who is not a student of the institution, who need not be a graduate of any college or university, but who shall have some interest in, association with, or relation to said institution, official or otherwise, of a nature to make this form of recognition by said institution obviously appropriate and insure his or her proper appreciation of the same. These awards are based solely on the recognition of nobleness and humanitarian qualities of character.

DEPARTMENTAL AWARDS

Departmental awards are granted each year to outstanding Senior students in the various departments of the College. These awards are made on the basis of academic achievement, character, and intellectual promise. Not more than one such award is made in any one year by a department.

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A.B., A.M., University of Alabama; Ph.D., Tulane University

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Professor of Romance Languages, 1956
A.B., A.M., Ph.D., University of North Carolina

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Librarian, 1966
A.B., Indiana University; M.S. in L.S., Syracuse University

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Assistant Professor of Philosophy, 1970
A.B., University of Georgia; B.D., Vanderbilt

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Assistant Professor of Art, 1966
A.B., University of California; M.A., University of Georgia

HUGH THOMAS ARTHUR, B.S., M.L., M.A., 1963
Assistant Professor of Economics, 1963
B.S., Davis Elkins College; M.L., University of Pittsburgh;
M.A., University of South Carolina

CHARLES DAVID BARRETT, A.B., B.D., Ph.D., 1966
Assistant Professor of Religion, 1966
A.B., Wofford College; B.D., Emory University; Ph.D.,
Drew University

ROSS HAWTHORNE BAYARD, B.A., M.A., 1961
Assistant Professor of History, 1964
B.A., Washington and Lee University; M.A., University of
South Carolina

CURTIS PORTER BELL, B.S., M.A., Ph.D., 1963
Associate Professor of Mathematics, 1967
B.S., Wofford College; M.A., Ph.D., University of Georgia

DOUGLAS ARTHUR BOWLING, A.A., A.B., B.D., 1970
Visiting Instructor of Religion, 1970
A.A., Spartanburg Junior College; A.B., Wofford College;
B.D., Candler School of Theology

JAMES ROBERT BRUCE, B.A., 1967
Assistant Professor of Sociology, 1967
B.A., Central State College

†First date indicates year of employment at Wofford, and the second date designates the year of present rank.

- JOHN MOORE BULLARD, A.B., A.M., B.D., Ph.D., 1961*
Albert C. Outler Professor of Religion, 1970
A.B., A.M., University of North Carolina; B.D., Yale Divinity School; Ph.D., Yale University
- WILLIAM PINCKNEY CAVIN, A.B., A.M., Ph.D., 1946
John M. Reeves Professor of Chemistry, 1956
A.B., Wofford College; A.M., Duke University; Ph.D., University of North Carolina
- LAWRENCE HARRIS CHEWNING, JR., B.A., M.A., Ph.D., 1957
Professor of English, 1957
B.A., Furman University; M.A., Ph.D., University of Virginia
- PHILIP STANHOPE COVINGTON, A.B., M.A., Lit.D., 1947
Professor of English, 1950
A.B., Emory University; A.M., Duke University; Lit.D., Wofford College
- LAWRENCE H. DAVIDSON, 1970
Lecturer in Art, 1970
Certificate, Drexel Institute; studies in wood-carving and sculpture with Timothy Cole and Frank Stephens; University of Hawaii, one year; Pennsylvania Academy of Fine Arts, three years
- JOAQUIN FERNANDEZ DEVELASCO, B.A., Ph.D., 1963
Assistant Professor of Foreign Languages, 1967
B.A., Havana Institute; Ph.D., Havana University
- HARRY DONALD DOBBS, A.B., M.S., Ph.D., 1955
Professor of Biology, 1970
A.B., M.S., Ph.D., Emory University
- DENNIS MICHAEL DOOLEY, A.B., Ph.D., 1969
Assistant Professor of English, 1969
A.B., Loyola College; M.A., Kent State University; Ph.D., Vanderbilt University
- LINTON REESE DUNSON, JR., A.B., Ph.D., 1966
Associate Professor of Government and Fred A. Gosnell, Sr., Professor of Government, 1970
A.B., University of Georgia; Ph.D., University of Virginia
- JACQUES CONSTANT BENNEBROEK FORBES, B.A., M.A., 1964
Assistant Professor of Language, 1964
A.B., Gettysburg College; M.A., University of Maryland
- DONALD LIONEL FOWLER, A.B., M.A., Ph.D., 1969
Assistant Professor of Government, 1969
A.B., Wofford College; M.A., Ph.D., University of Kentucky

* On leave 1970-71

- HUBERT RIVERS FOWLER, B.A., M.A., 1970
Assistant Professor of Government
B.A., M.A., University of Alabama
- JOHN GILBERT FULMER, JR., A.B., Ph.D., 1969
Assistant Professor of Economics, 1969
A.B., Wofford College; Ph.D., University of Alabama
- MARIE GAGARINE
Lecturer of Russian Language, 1959
Tagantsev Gimnazya, St. Petersburg, Russia; Rayev Historical-Philologica Institute, St. Petersburg, Russia
- SUSAN E. GILBERT, B.A., 1967
Instructor of Foreign Languages, 1967
B.A., Wheaton College
- HAROLD WILLIAM GREEN, B.S., Litt.M., 1965
Associate Professor of Economics, 1969
B.S., Shippensburg College; Litt.M., University of Pittsburgh
- JAMES RICHARD GROSS, B.B.A., M.A., Ph.D., 1966
Associate Professor of English, 1969
B.B.A., Wake Forest; M.A., University of North Carolina; Ph.D., Duke University
- JOHN WILBUR HARRINGTON, B.S., M.S., Ph.D., 1963
Associate Professor of Geology, 1963
B.S., Virginia Polytechnic Institute; M.S., Ph.D., University of North Carolina
- DWIGHT JOSEPH HARRIS, A.B., M.A., 1969
Assistant Professor of Philosophy, 1969
A.B., West Virginia University; M.A., Southern Illinois University
- JOSEPH WILLIAM HAYES, JR., B.G.E., 1970
Professor of Military Science, 1970
B.G.E., University of Omaha
- PEGGY HEIM, A.B., M.A., Ph.D., 1969
Professor of Economics and Director of Summer Program, 1969
A.B., Duke University; M.A., Ohio State University; Ph.D., Columbia University
- CAPTAIN JAMES ANTHONY HENDERSON, B.A., 1969
Assistant Professor of Military Science, 1969
B.A., University of Georgia
- EDMUND HENRY, A.B., 1970
Assistant Professor of English, 1970
A.B., Syracuse University
- JOHN QUITMAN HILL, B.S., B.A., (Oxon.), M.A. (Oxon.), 1953
John M. Reeves Professor of Mathematics, 1958
B.S., Wofford College; B.A., M.A., Oxford University

- MAJOR WILMER DARDEN HILL, B.S., 1969
Assistant Professor of Military Science, 1969
B.S., Florence State University
- WILLIAM BROOKS HUBBARD, B.S., M.Ed., 1964
Assistant Professor of Biology, 1964
B.S., Wofford College; M.Ed., University of North Carolina
- HERBERT HUCKS, JR., A.B., M.A., B.A. in L.S., 1947
Archivist, 1966
A.B., Wofford College; M.A., Emory University; B.A., in L.S., Emory University
- LEWIS PINCKNEY JONES, A.B., A.M., Ph.D., 1946
John M. Reeves Professor of History, 1954
A.B., M.A., Wofford College; Ph.D., University of North Carolina
- JOSEPH HOWARD KILLIAN, JR., B.A., 1967
Assistant Professor of History, 1967
B.A., Wake Forest College
- CAPTAIN CARLISLE RICHARD KING, B.S., 1969
Assistant Professor of Military Science, 1969
B.S., North Carolina State University
- WALTER RAYMOND LEONARD, A.B., A.M., Ph.D., 1948
John M. Reeves Professor of Biology, 1953
A.B., Tusculum College; A.M., Ph.D., Vanderbilt University
- JOAB MAULDIN LESNES, JR., B.A., M.A., Ph.D., 1964
Associate Professor of History, 1968
B.A., Erskine College; M.A., Ph.D., University of South Carolina
- TA-TSENG LING, B.A., M.A., 1966
Assistant Professor of Government, 1966
B.A., National Cheng-Chi University, China; M.A., University of Tennessee
- JAMES CARR LOFTIN, B.S., M.S., Ph.D., 1941
Professor of Chemistry, 1949
B.S., Virginia Military Institute; M.S., Ph.D., University of North Carolina
- DAN BAKER MAULTSBY, A.B., Ph.D., 1969
Assistant Professor of Sociology, 1969
A.B., Wofford College; Ph.D., University of Tennessee
- RICHARD FREDRICK MCFARLAND, A.B., S.T.B., M.A., 1970
Visiting Professor of International Studies, 1970
A.B., Simpson College; S.T.B., Boston University; M.A., American University
- VINCENT EARL MILLER, B.A., Ph.D., 1957
Professor of English, 1965
B.A., New York State College for Teachers; Ph.D., University of Minnesota

- WILLIAM SCOT MORROW, B.S., M.S., Ph.D., 1970
Assistant Professor of Chemistry
B.A., Philadelphia College of Pharmacy and Science; M.S., St. Joseph's College; Ph.D., University of North Carolina.
- DANIEL WAYNE OLDS, A.B., Ph.D., 1963
Associate Professor of Physics, 1966
A.B., Wabash College; Ph.D., Duke University
- WILLIAM ALONZO PARKER, A.B., M.A., 1958
Associate Professor of Physics, 1958
A.B., Davidson College; M.A., Duke University
- ERNEST GIBBES PATTON, B.A., M.A., Ph.D., 1963
Associate Professor of Biology, 1963
B.A., Yale University; M.A., University of North Carolina; Ph.D., Duke University
- HOWARD MCIEVER PEGRAM, A.B., M.A., 1955
Associate Professor of Mathematics, 1955
A.B., Wofford College; A.M., Duke University
- JAMES DAVID PENNINGER, B.Mus., M.Mus., B.S., 1967
Lecturer in Music, 1967
B.S., College of Charleston; B.Mus., M.Mus., Converse College.
- JOHN WILLIAM PILLEY, B.A., B.D., M.A., M.S., Ph.D., 1969
Assistant Professor of Psychology, 1969
B.A., Abilene Christian College; B.D., Princeton Theological Seminary; M.A., Stetson University; M.S., Ph.D., Memphis State University
- DAVID HYDE PRINCE, A.B., M.A., Ph.D., 1958
Professor of Education and Psychology, 1966
A.B., M.A., Wofford College; Ph.D., University of North Carolina
- PHILIP NOEL RACINE, A.B., M.A., Ph.D., 1969
Assistant Professor of History, 1969
A.B., Bowdoin College; M.A., Ph.D., Emory University
- MAJOR JOHN CALVIN REID, B.S., 1969
Assistant Professor of Military Science, 1969
B.S., United States Military Academy
- RICHARD JOSEPH FERNANDEZ REMIREZ, B.A., M.A., Ph.D., 1964
Assistant Professor of Foreign Languages, 1967
B.A., De La Salle; M.A., University of Arkansas; Ph.D., University of Holguin
- RICHARD LONG ROBINSON, B.S., M.A., Ph.D., 1966
Assistant Professor of Mathematics, 1966
B.S., Wofford College; M.A., Ph.D., University of Tennessee

- WILLIAM WOODROW SCHEERER, B.S., A.M., 1947
Professor of Physical Education, 1947
B.S., Memphis State College; A.M., Columbia University
- DONALD EUGENE SCHWAB, B.S., Ph.D., 1970
Assistant Professor of Chemistry, 1970
B.S., University of California at Berkeley; Ph.D., University of Arizona
- DONALD MARCEL SCOTT, B.A., M.A., Ph.D., 1966
Associate Professor of Psychology, 1966
B.A., M.A., Ph.D., Florida State University
- JOSEPH SECONDI, A.B., A.M., 1957
Associate Professor of English, 1957
A.B., M.A., University of Virginia
- JAMES EDWARD SEEGARS, A.B., M.A., Ph.D., 1962
Associate Professor of Psychology, 1966
A.B., The Citadel; M.A., University of South Carolina; Ph.D., University of Kentucky
- CLAD ROLAND SMITH, B.Mus., M.Mus., 1970
Assistant Professor of Music, 1970
B.Mus., M.Mus., Converse College
- BOBBY GENE STEPHENS, B.S., M.S., Ph.D., 1963
Associate Professor of Chemistry, 1967
B.S., Wofford College; M.S., Ph.D., Clemson University
- MATTHEW ARNOLD STEPHENSON, B.S., Ph.D., 1970
Associate Professor of Economics, 1970
B.S., University of South Carolina; Ph.D., Tulane University
- DUANE AUSTIN STOBER, B.S., M.S., 1963
Assistant Professor of Physical Education and Athletic Trainer, 1963
B.S., Mankato State College; M.S., Indiana University
- THOMAS VERNON THOROUGHMAN, B.A., M.A., Ph.D., 1966
Assistant Professor of History, 1966
B.A., M.A., Emory University; Ph.D., University of North Carolina
- LAWRENCE HOLT WILKINSON, B.A., 1968
Instructor of English, 1968
B.A., Emory University
- WILLIAM MACK WILSON, A.B., B.D., Ph.D., 1961
Associate Professor of Religion, 1967
A.B., Birmingham-Southern College; B.D., Ph.D., Vanderbilt University

PROFESSORS EMERITI

- WILLIAM RAYMOND BOURNE, A.B., A.M.
John M. Reeves Professor of Modern Languages, Emeritus
A.B., Wofford College; A.M., University of North Carolina
- KENNETH DANIEL COATES, A.B., A.M.
Professor of English, Emeritus
A.B., A.M., University of North Carolina
- CHARLES FRANKLIN NESBITT, A.B., B.D., A.M., Ph.D.
John M. Reeves Professor of Religion, Emeritus
A.B., Wofford College; B.D., Emory University; A.M., Ph.D., University of Chicago
- CLARENCE CLIFFORD NORTON, B.S., A.M., Ph.D., LL.D.
John M. Reeves Professor of Sociology, Emeritus
B.S., Millsaps College; A.M., Emory University; Ph.D., University of North Carolina; LL.D., Wofford College
- RAYMOND AGNEW PATTERSON, A.B., A.M.,
Professor of Chemistry, Emeritus
A.B., Wofford College; A.M., Wofford College
- JOHN LEONARD SALMON, A.B., A.M.
John M. Reeves Professor of Foreign Languages, Emeritus
A.B., Centre College; A.M., Harvard University
- EDWARD HAMPTON SHULER, B.S.
Professor of Applied Mathematics, Emeritus
B.S., Clemson College

NUMBER OF STUDENTS BY STATES, 1970-71

Alabama	2	Maryland	7	Virginia	30
California	1	Massachusetts	3	West Virginia	2
Connecticut	2	Mississippi	1	Total	1068
Delaware	1	New Jersey	3		
Washington, D.C.	3	New York	2	FOREIGN	
Florida	39	N. Carolina	131	COUNTRIES	
Georgia	38	Ohio	3	Cuba	1
Illinois	1	Pennsylvania	2	Cyprus	1
Indiana	2	Rhode Island	1	Greece	3
Kentucky	1	S. Carolina	781	Hong Kong	1
Louisiana	1	Tennessee	10	Mexico	1
Maine	1			West Indies	1
				Total	
				Enrollment	1076

SUMMARY BY CLASSES, 1970-71

First Semester, 1970-71		Students Entering September, 1970	
Freshmen	276	New Students	
Sophomores	237	(Day 22, Resident 232)	254
Juniors	263	Transfer Students	
Seniors	259	(Day 30, Resident 12)	42
Special	41	Former Students	
Total	1076	(Day 24, Resident 21)	45
		Total	341

NUMBER OF SOUTH CAROLINA

STUDENTS BY COUNTIES

Aiken	19	Dorchester	4	Marion	11
Allendale	1	Florence	29	Marlboro	6
Anderson	12	Georgetown	4	Newberry	3
Bamberg	2	Greenville	68	Oconee	3
Beaufort	3	Greenwood	10	Orangeburg	25
Calhoun	4	Hampton	6	Pickens	13
Charleston	24	Horry	15	Richland	98
Cherokee	9	Jasper	11	Saluda	6
Chester	4	Kershaw	1	Spartanburg	261
Chesterfield	6	Lancaster	5	Sumter	28
Clarendon	10	Laurens	8	Union	11
Colleton	5	Lee	2	Williamsburg	5
Darlington	16	Lexington	4	York	30
Dillon	6	McCormick	1	Total	781

Degrees Conferred, 1970

BACHELOR OF ARTS DEGREE

Claude Edward Adair
 Coley Franklin Adams
 Edward Bernard Alderman
 Gerald Greenwood Alexander
 Larry Dean Allen
 Sidney Allan Allred
 James Kenneth Ammons
 Michael Gene Anderson
 Edward Roland Bagwell
 Francis Marion Barnes, Jr.
 Kenneth Wilson
 Bedenbaugh, Jr.
 Timothy Allen Beeton
 John Warren Belk, Jr.
 Arthur Emerson Bell
 John Clark Bills
 Thomas Hughes Blankenship
 Richard Morris Blum
 Doyle Willard Boggs, Jr.
 James Larry Boling
 Lee Brandt
 John Ashmore Brown, Jr.
 Joseph Woods Brunson, Jr.
 Wilson Robert Buie, III
 John Marion Burbage
 Russell Gregory Burch
 Julian Donald Burns
 John Patrick Calvert
 Robert Edward Carpenter
 James Bowen Carter
 William Kimbrough
 Charles, III
 Samuel Richard Clawson
 Jerry Durham Clement
 Dexter Alden Cleveland
 Timothy LeRoy Cleveland
 Van George Haven Clouse
 Vincent Andrew Colley
 Billy Yeargin Cothran, Jr.
 Thomas Crane Cothran
 William Bryan Crenshaw
 Larry Joe Crocker
 William Lewis Croxton, Jr.
 James Daniel Dantzler
 Ronald Dean Daves

Charles Hyde Davidson, IV
 Mastin Curry Dawkins
 Donald Allen Dean
 Ronald Scott Dill
 Thomas Vernon Drew, Jr.
 James Herbert Ellis
 William Barron Ellis, Jr.
 Henry Muldrow Etheredge
 Kenneth James Eubanks
 William Ervin Fisher, Jr.
 John William Fleming
 Henry Franklin Floyd
 Lawrence Steven Forgaes
 John Randolph Foster, Jr.
 Theodore Marion Freeman, Jr.
 Floyd Robert Funderburg
 Luther Bascom Gaillard, Jr.
 Charles McCloude Gibson
 William Johnson Goforth
 Holman Cleveland Gossett, Jr.
 Jimmy Randall Grant
 Jack Cleon Graves
 Charles Lawrence Griffin, III
 Robert Richard Gualtier
 Daniel Lee Guffey
 Ryan DeWitt Guilds, III
 Thomas Hollis Gunn
 Edward Jackson Hamilton, Jr.
 Christopher Miller Hanson
 John William Harris, Jr.
 Frederick Lee Harris
 Thomas Vincent Heard, III
 Frederick Coven Holder
 John Bruce Holloway, Jr.
 Charles Edward Holmes
 Robert Sexton Howard
 Reginald Hampton Hubbard
 Harry Raymond Hucks, Jr.
 William Thomas Huggins
 Roger Thamer Humphries
 Charles Edward Hysong
 Marvin Daniel Iseman
 Jerry Mitchell James
 Bruce Terry Johnson
 Townes Boyd Johnson

BACHELOR OF ARTS DEGREE

Willie Steven Johnson
 Bruce Westenhaver Jones, Jr.
 Wallace Malcolm Jopling, III
 Phillip Charles Katrosh
 Bryan Douglas Kelley
 Richard Meredith Kennedy
 James Benjamin Kerr, Jr.
 Robert Julian Key
 Carl Stanley King
 Gary Charles Koffman
 Gordon Milton Koleznar
 Landrum Henry Lancaster
 Herbert Alvin Lanford, Jr.
 Peter Michael Larsen
 Beverly Eugene Lattimore
 John Charles Layton
 Russell Barrier Lentz, Jr.
 George Moore Limehouse
 John Phillips Linton
 Victor Holmes Lipscomb, III
 James Thomas Lonergan
 Dale Byron Lowe
 Sonny Boyd Lyles
 James Waring McCabe
 John Hovius McCall
 Roger Waring McCredie
 David Reid McCutcheon
 Ervin Scott McInville
 James Edward Mackay
 James Bethune Marshall, III
 Gerald Dwight Martin
 John Inglis Mauldin
 William Richard Merritt, Jr.
 Joseph Carroll Moon
 Morris David Moore, III
 William Dickson Morris
 David Bennett Munson
 Wayne Kenneth Myers
 Wayne Melton Norris
 John Thomas Nunn, Jr.
 William Carter Orr, Jr.
 Ralph Anthony Ortenzi
 Claude Insley Owings, II
 Robert William Page, III
 Frederick Louis Pauls, Jr.
 Herbert Gibson Peebles
 Donald James Peterson
 James Ray Petrea

Philip Francis Pettit
 Pascal Lewis Pitts, Jr.
 Frank Swift Poe, Jr.
 Yiannis Kypros Polydorou
 James Monroe Powell, III
 John Dixon Pugh
 Edward Vernon Ragsdale, Jr.
 Charles Wesley Ramsey, III
 Ronald LaMar Rehrig
 Joseph Shuler Reid, Jr.
 James Arthur Reynolds, II
 Arthur Warren Rich
 Thomas Henry Robelot, Jr.
 Ronald Lee Roberson
 Eugene Curtis Rollins
 Gabriel Rouquie, Jr.
 William Andrew Rudisill
 James Carlisle Rushton, III
 William Arnold Sanders
 Clarence Pickens
 Satterwhite, Jr.
 Worley Lee Sewell, III
 Robert Calhoun Sims
 William Alfred Smart
 Benjamin Carlton Smith
 Charles Preston Smith, Jr.
 John Edward Smith
 Louis Pope Smith
 Thomas Clayton Smith
 Alvin Richard Sotelo
 John William Spakes, Jr.
 Hubert Michael Spivey
 Robert Sydney Steele
 John Skinner Suber
 George Stephen Swearingen
 Joseph Thomas Templeton, III
 Randolph Bryant Thomas
 David Denison Thorpe
 Jesse McDuff Turner
 Paul David Walker
 Clement Warrenner, II
 Ernest Wayne Washam
 Jerry Lee West
 Douglas Herring Westbrook
 William Booth Westmoreland
 Roland Bruce Welchel
 Ellwood Holler Wiggins

BACHELOR OF ARTS DEGREE (Cont.)

Richard William Wildman
 Eddie Erwin Williams, III
 James Grady Williamson
 Gary Michael Wood

William Leicester Woodard
 Bruce Frank Woodson
 Stephen Earle Wrenn
 Loyless Thomas Wright, Jr.

BACHELOR OF SCIENCE DEGREE

Riddick Ackerman, III
 Craig Noel Bauer
 John Richard Baxter, Jr.
 John Michael Bell
 Augustus Massebeau
 Boland, Jr.
 Robert Holt Bunch
 James Carmen Davis
 Thomas Joseph DeCaro
 Vincent Moncrieff Sim English
 David Earl Findley
 Lyn Horton Hammond
 Charles Michael Hance
 John William Harvin, Jr.
 Peter Barry Howell
 John Hal Jameson, Jr.
 William Russell Johnson
 Larry Hudson Jones
 Arthur Elbert Jordan, Jr.
 Thomas Neil Lentz
 Benjamin Thomas Linder
 Blucher Lee Linder
 James Kenneth Lovelace
 Douglas Wayne Lowman
 William Lee Lowrance

Graham Ronald McClure
 Wayne Laverne McLemore
 Kitt Rion McMaster, III
 Furman Walsh Massingale
 Johnny Lee Mayse
 John Stevenson Metcalf
 Wayne Andrew Munch
 Melmoth Suhr Patterson
 Therman Dane Pierce, Jr.
 David Thomas Plaxico
 David Warren Purdy
 Robert Stokes Randall
 Michael Hunt Self
 Kris Michael Shekitka
 James Levon Stevens
 James Scott Strohecker
 William Bruce Tillotson
 George Herman Walker
 Edward Warren, III
 Lucius Franklin Wates
 Sydney Lanier Wheatley
 Thomas Alexander Whitehead
 Sam Charles Williams, Jr.
 Robert Eugene Wright

